

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

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**B.SC. INTERNATIONAL RELATIONS**

**Student Handbook**

**2023 – 2028**

## **Course Contents**

### **Overview**

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

### **Philosophy**

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

### **Objectives**

The objectives of the International Relations degree programme are to:

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

### **Employability skills**

A graduate of the programme should possess the following aptitude:

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

## Course Contents

### 21<sup>st</sup> Century Skills

The 21<sup>st</sup> century skills of the programme are:

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

### Unique Features

The following are the unique features of the programme:

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

## Admission and Graduation Requirements

**Admission requirements** For a four year-course:

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

For the three- year programme:

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

### Graduation requirements

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

## Global Course Structure

### 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45

## Course Contents

GST 112	Nigerian Peoples and Culture	2	C	30	
IRS 102	Evolution of the Contemporary International System	2	C	30	
IRS 104	The Rise of Nation States	2	C	60	

IRS 101	Ancestors of the Contemporary International System	2	C	60	
IRS 103	Introduction to African Politics	2	C	30	
IRS 105	History of Nigeria	2	C	30	
GOU-IRS 107	Introduction to International Relations	2	C	30	0
GOU-IRS 110	Politics in Igboland	2	C	30	0
GOU-IRS 112	Nigeria and her Neighbours	2	C	30	0
GOU-IRS 117	German for Beginners AI	2	C	30	0
GOU-IRS 118	Elementary German	2	C	30	0
	TOTAL	24			

## 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
IRS 202	Structure of International Society	2	C	30	
IRS 204	Political Thought Plato-Machiavelli	2	C	30	
IRS 206	Foundation of Political Economy	2	C	30	
IRS 203	Introduction to Political analysis	2	C	30	
IRS 205	Political Thought Since Hobbes	2	C	30	
IRS 207	New States In World Politics	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
GOU-POL 208	African Political Thought	2	C	30	0
GOU-IRS 211	Economic Community of West African States and West African States.	2	E	30	0
GOU-IRS 213	Migration and The Nigerian Diaspora	2	E	30	0
GOU-IRS 282	Elementary French	2	C	30	0

## Course Contents

	TOTAL	27			
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### 300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
IRS 301	International Economic Relations	2	C	30	
IRS 303	The International Political System	2	C	30	
IRS 305	Law of Nations (International Law)	2	C	30	
IRS 307	Intentional Politics in the PostCold War Era	2	C	30	
IRS 311	Theory and Practice of Administration	2	C	30	
IRS 304	Diplomacy	2	C	30	
IRS 306	Logic and Methods of Political Inquiry	2	C	30	
IRS 308	International Politics of Africa	2	C	30	
IRS 310	Theories of International Relations	2	C	30	
IRS 312	Integration Theories and Regionalism	2	C	30	
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
GOU-POL 313	Gender Politics in Nigeria	2	C	30	0
GOU-IRS 315	Field Trip	2	C	15	45
GOU-IRS 333	Legislative Studies I	2	C	15	45
GOU-IRS 334	Legislative Studies II	2	C	15	45
GOU-IRS 383	Intermediate French I	2	C	30	0
GOU-IRS 384	Intermediate French II	2	C	30	0
	TOTAL	40			

### 400 Level

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

## Course Contents

IRS 405	Foreign Policies of the Powers	2	C	30	
IRS 407	Research Project	6	C		270
SSC 401	Research Method II	2	C	30	
GOU-POL 403	Health Politics in Nigeria	2	C	30	0
GOU-POL 411	Political Economy of South East Nigeria	2	C	30	0
GOU-IRS 442	Nigerian Foreign Service	2	C	30	0
	TOTAL	26			

## Course Contents and Learning Outcomes

### 100 Level

#### GST 111: Communication Skills in English

(2 Units C: LH 15; PH 45)

#### Learning Outcomes

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

#### Course Contents

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

## Course Contents

subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing.

### **GST 112: Nigerian Peoples and Culture**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

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

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

#### **Learning Outcomes**

## Course Contents

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

## Course Contents

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

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

### Learning Outcomes

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

### Course Contents

The evolution of the contemporary international system from 1648 up to the end of the Second World War. The European International System and factors which led to the globalization of that system by the end of 1945. The fragmentation of powerful ancient empires, notably the Roman empire and the Byzantine empire followed by the Treaty of Westphalia in 1648 and the defeat of Napoleon in 1815. The evolution of the contemporary international system. The industrial revolution that changed the structure of the world

## **Course Contents**

economy and created capitalism and later imperialism; diffusion of power among different state and non-state actors; a shift in the balance of regional and global powers; emergence of new centres of power; increasing importance of regional integration.

### **IRS 103: Introduction to African Politics**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

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

### **IRS 104: The Rise of Nation States**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

## Course Contents

### Course Contents

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

### IRS 105: History of Nigeria

(2 Units: LH 30)

#### Learning Outcomes

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

trace the history of Nigeria from 100bc;

state how the initial settlers were traders from the middle east and parts of Africa;

state how the name Nigeria was derived;

explain the creation of the colony of Lagos, and the northern protectorate and the southern protectorate by the British; and

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

### Course Contents

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

### GOU-IRS 107: Introduction to International Relations (2 Units; Compulsory; LH = 30; PH = 0)

#### Senate-Approved Relevance

The course aims to pursue epistemic knowledge through research and practical exposure of students to the field of International Relations. This will provide the students with the necessary skills for studying and analyzing issues in the international system and also position them as advisers and consultants to governments, governmental and non-governmental organizations. This positioning will increase their prospect of earning some income. This in line with the mission of Godfrey Okoye University to educate students with relevant entrepreneurial knowledge and skills that enable them to be self-employed. This also enhances the mission of Godfrey Okoye University of imparting quality education.

#### Overview

The course sets out to help students to appreciate some theories in International relations and other tools for analyzing domestic issues as impacted by international matters. The

## **Course Contents**

course also equips the students with diplomatic skills (for example: diplomatic communication and etiquette) which are necessary for career as diplomats.

The contents of the course align with the United Nations' Sustainable Development Goal 4 which is on quality and inclusive education.

## **Course Objectives**

The objectives of the course for the students are to:

- Examine of International Relations.
- Identify the approaches to the study of International Relations.
- Interrogate basic concepts in International Relations.
- Discuss power in International Politics.
- Identify polarity in International Relations.
- Discuss International Organizations.
- Assess foreign policy of nations in the international system.
- Evaluate the diplomacy and diplomatic principles employed by states.
- Interrogate treaty and treaty formation by states in the international system.
- Investigate International Law as practiced by states.

## **Learning Outcomes.**

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

- Examine the concept International Relations.
- Identify at least three (3) basic approaches to the study of International Relations.
- Interrogate at least five (5) basic concepts in International Relations.
- Discuss power in International Politics.
- Identify at least three (3) aspects of polarity in International Relations.
- Discuss at least five (5) different International Organizations.
- Assess foreign policy of nations in the international system.
- Evaluate the diplomacy and diplomatic principles employed by states.
- Interrogate treaty and treaty formation by states in the international system.
- Investigate International Law as practiced by states.

## **Course Contents**

Introduction. Conceptualization of International Relations. Evolution of International Relations. Approaches of the study of International Relations. Foreign Policy. Balance of Power. Instruments of Interaction in International Relations. State Actors in International Relations. Non-State Actors in International Relations. Alliances and Group Politics in the International System. States and International System. Levels of Analysis in International Relations. Power in International Politics. Polarity in International Relations. International Organizations and its Types. A Comparison of International Laws and Municipal Laws. Globalization and Trade in International Relations. Relations.

## **Minimum Academic Standard.**

As contained in the 70% of CCMAS

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**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

### **SOCIAL SCIENCES: INTERNATIONAL RELATIONS**

#### **B.Sc. INTERNATIONAL RELATIONS**

#### **GOU-IRS 110: Politics in Igbo Land (2 Units; Compulsory; LH = 30; PH = 0)**

#### **Senate-Approved Relevance**

The crux of this course is to train students who can analytically use their intellectual ability to understand myriads of political problems facing the Igbo nation. The Igbo nation as presently constituted is beset with so many political challenges which have undermined its development. Chief of this relates to the lack of coordination and common front in matters that deals with the welfare, peace and security in the region. In the light of this, Politics in Igbo Land is meant to expose to the students the origin of the Igbo ethnic group and their socio-economic cum political life, from colonial era to the 21<sup>st</sup> century. This is also in consonance with the mission of Godfrey Okoye University of imparting quality education. The contents of the course align with the United Nations' Sustainable Development Goals' goal 4 which is on quality and inclusive education.

#### **Overview**

It is well noted that history gives meaning and direction to the people ways of life. Because of this, the course gives a comprehensive analysis of the socio- economic cum political life of the Igbo nation from the periods of pre-colonial/colonial to the contemporary era. It gives an insight into the nature and character of the political engagements of the Igbo nation.

It further examines the types of government, the pattern of administration and the places of religion and economy in the life in Igbo land, from pre-colonial era to the 21<sup>st</sup> century.

#### **Objectives**

The objectives of this course are to:

- Examine the origin of the Igbo nation
- Describe the Igbo political engagements in the pre-colonial era.
- Assess the colonial Igbo engagements
- Outline the effect of colonial rule in Igbo land
- Describe the Igbo political engagements in the 21<sup>st</sup> century
- Examine the types of government and its institutions.
- Examine the pattern of administration
- Highlight the roles of religion in Igbo land
- Examine the political economy of Igbo land.
- Interrogate the political philosophy of the Igbos
- Discuss the effect of Igbo traditional values on national politics and development
- Highlight the role of some Igbo personalities and their contributions to national politics.

#### **Learning Outcomes.**

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

- Examine the origin of the Igbo nation.

## **Course Contents**

Describe the Igbo political engagements in the pre-colonial era.  
Assess the colonial Igbo engagements.  
Outline the effect of colonial rule in Igbo land.  
Describe the Igbo political engagements in the 21<sup>st</sup> century.  
Examine the types of government and its institutions.  
Examine the pattern of administration in Igbo land.  
Highlight the roles of religion in Igbo land.  
Examine the political economy of Igbo land.  
Interrogate the political philosophy of the Igbos.  
Discuss the effect of Igbo traditional values on national politics and development.  
Highlight the role of some Igbo personalities and their contributions to national politics.

## **Course Contents**

Introduction. A conceptual note. The Igbo's and their origin. The pre-colonial Igbo political engagements. Pattern and features of the pre-colonial Igbo political engagements. The colonial Igbo political engagements. Nature and characteristics. Effects of colonial rule in Igbo land. The Igbo political engagements in the 21st century. Its character and nature. The structure and institutions in Igbo land. The pattern of administration in Igbo land. Types and features of government in the Igbo land. The political economy of Igbo land in pre-colonial Nigeria. The political economy of the Igbo land in 21st<sup>t</sup> century. The role of Religion in Igbo land. Gender politics in Igbo land. The Igbo political system and democracy in Nigeria. Roles of traditional rulers in Igbo land. Community Development Unions in Igboland. Political Mentorship in Igbo Land. The effect of colonial rule on the traditional political system. Influence of Igbo traditional political values on national politics. Roles of some Igbo personalities and their contributions to National Politics.

## **Minimum Academic Standard.**

As contained in the 70% of CCMAS.

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**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

### **SOCIAL SCIENCES: INTERNATIONAL RELATIONS**

#### **B.Sc. INTERNATIONAL RELATIONS**

#### **GOU-IRS 112: Nigeria and Her Neighbors (2 Units; Compulsory; LH = 30; PH = 0)**

#### **Senate-Approved Relevance**

This course, Nigeria and her Neighbors, is designed to bring rational direction and meaning to fresh minds in academic environment and to make them understand the surrounding nations outside Nigeria's borders. This course will basically make the graduates of Godfrey Okoye University to be grounded in Nigeria's history, and to understand its epistemic unity in relation to that of her neighbors. The course practically agrees with the mission, vision and philosophy of epistemic unity of Godfrey Okoye University, which is aimed at imparting quality education and inculcating in students strong personality that will ensure the promotion of integration, nationalism and patriotism. This is in consonance with the Sustainable Development Goals' goal 4 which emphasizes quality education.

#### **Overview**

Nigeria as we know it today began in 1914 with the union of the British Protectorates of Northern and Southern Nigeria, and the Colony of Lagos. On October 1, 1960, the nation attained independence, and in 1963 it became a republic. All of Nigeria's neighbours, including Benin, Niger, Chad, Cameroon, and Equatorial Guinea, as well as other nations in the West African sub region, maintained friendly relations with it and majority of them has bilateral agreements with Nigeria.

However, these relations and agreements have been observed at the expense and detriment of Nigeria's resources, without the country getting anything in return, all in the name of practising Afrocentrism (a foreign policy thrust of putting African countries first before Nigeria). Nigeria's excessive practice of good neighbourliness, especially with countries like Niger and Chad has led to trans-human activities which have undermined Nigeria's national security. These challenges are what will be discussed and interrogated in this course with solution proffered through policy prescription to the Nigerian government and its leaders.

#### **Objectives**

The objectives of the course are to:

Discuss the History of Nigeria.

Discuss Historiography and Demography of Nigerian and her neighbours: Chad, Niger, Cameroon and Benin Republic.

Identify the Geographical Relevance of Nigeria and Connections with her neighbours.

## **Course Contents**

Describe the Political Systems of the countries surrounding Nigeria.  
State the Languages of the people and trajectory of Communications.  
Enumerate the Nature of Nigeria Relations with Chad, Niger, Cameroon and Benin Republic.  
Discuss the Economic cooperation of the Countries: Chad, Niger, Cameroon and Benin Republic.  
Outline the Objectives of Nigerian Foreign Policy in relation to her immediate neighbours.  
Discuss Trans border issues and perspectives.  
Discuss the future Nigerian Diplomatic Relations with her immediate neighbours.

## **Learning Outcomes**

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

- Discuss the History of Nigeria.
- Discuss Historiography and Demography of Nigerian and her neighbours: Chad, Niger, Cameroon and Benin Republic.
- Identify the Geographical Relevance of Nigeria and Connections with her neighbours.
- Describe the Political Systems of the countries surrounding Nigeria.
- State the Languages of the people and trajectory of Communications.
- Enumerate the Nature of Nigeria Relations with Chad, Niger, Cameroon and Benin Republic.
- Discuss the Economic cooperation of the Countries: Chad, Niger, Cameroon and Benin Republic.
- Outline the Objectives of Nigerian Foreign Policy in relation to her immediate neighbours.
- Discuss Transborder issues and perspectives.
- Discuss the future Nigerian Diplomatic Relations with her immediate neighbours.

## **Course Contents**

Introduction. The Peoples of Nigeria. Demography of Nigeria and her neighbors. Theoretical Perspectives. The Geographical Relevance of Nigeria and Connections with her neighbors. The Political Systems of the countries bordering Nigeria. The Languages of the peoples bordering Nigeria and the trajectory of Communications. Nigeria-Niger Relations. Nigeria-Chad Relations. Nigeria-Cameroon Relations. Nigeria-Benin Republic Relations. The Objectives of Nigerian Foreign Policy. Trans border Issues. Nigerian Diplomatic Relations. Security relations with Nigeria's Neighbors. Relations in the Lake Chad Region. Nigerian commitment to Lake Chad Basin Commission (LCBC). Environmental Impact and Management of LCBC.

## **Minimum Academic Standard.**

As contained in the 70% of CCMAS.

## Course Contents

## Course Contents

### GODFREY OKOYE UNIVERSITY, ENUGU

#### FACULTY OF MANAGEMENT AND SOCIAL SCIENCES DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS

### SOCIAL SCIENCES: INTERNATIONAL RELATIONS

#### B.Sc. INTERNATIONAL RELATIONS

#### GOU-IRS 117: German for Beginners A1 - Step 1 (2 Units; Compulsory; LH = 30; PH = 0)

#### Senate-Approved Relevance

Godfrey Okoye University has “epistemic dialogue” as one of the three dialogues it pursues in its philosophy, mission and vision. Students of International Relations, by virtue of their studies, are champions and embodiments of this dialogue. This explains why the program takes courses from many departments and places the study of languages at the heart of its epistemic pursuits. This is in line with the Sustainable Development Goals’ goal 4 which emphasizes quality education.

#### Overview

The relevance of “German for Beginners A1” lies in the skills of communication in German which the course gives students. German is spoken by about one hundred million people in the world today. It is the official language of Germany, Austria, Luxemburg, Liechtenstein. It is also spoken by the majority of people in Switzerland (62%). There are also German-speaking regions in Belgium and Italy. Apart from the advantage of understanding the policies of these countries better with the knowledge of German, graduates of International Relations are more likely to get scholarships or jobs in the German-speaking countries if they have learnt the language. Besides, this course also lays a good foundation for other higher levels of the German language.

This course is aimed at helping students to have a basic foundation in the German Language in order to help them pass the German A1 examination and thus acquire basic skills of speaking, writing, listening and comprehension in German.

#### Objectives.

The objectives of the course, which is based on the requirements of 50% of A1 examinations, are to:

- Explain some basic facts about German-speaking countries (location, population, percentage of German-speaking population, cultural elements and political systems).
- Write and pronounce the German alphabet, vowels, diphthongs, consonants and consonant combinations.
- Use basic German greetings, ask basic questions, and participate in basic conversations.
- List and pronounce basic German nouns and pronouns (singular and plural) with their appropriate articles (der, die, das) and decline the articles and their nouns as well as the pronouns.
- List and pronounce basic German verbs.
- Conjugate basic German verbs.
- Write and pronounce German adjectives, adverbs, prepositions and conjunctions.
- Write and pronounce numbers, weeks and seasons and use them in a conversation.

## **Course Contents**

List and pronounce names of food in German and discuss the process of cooking or preparing many types of food.

Describe human beings, things and events in German.

### **Learning Outcomes**

On completion of this course the students should be able to

Answer questions on the locations, population cultural elements and political systems of German-speaking countries.

Write and show a good pronunciation of the alphabet and sounds.

Have a simple conversation in German beginning with greetings.

Name and verbalise German nouns with their appropriate articles.

Name and pronounce German verbs and explain their meanings.

Show the changes German verbs undergo when conjugated.

Give examples of German adjectives, adverbs, prepositions and conjunctions.

Count numbers up to 1000 and tell weeks and seasons in German as well as have simple conversations with them.

Explain how some German dishes are prepared and give names of German food as well as basic expressions connected with eating.

Begin (and participate in) a conversation involving description of humans, things and events.

### **Course Content**

. The content of the course, therefore, includes: Basic facts about German-speaking countries. The German alphabets. Vowels. Diphthongs. Consonants and consonant combinations. Communication Skills. Basic conversions in German (greetings, questions and answers). German nouns and pronouns. German verbs and their conjugation. German adjectives. Adverbs. Prepositions and conjunctions. Numbers. Weeks, Seasons and time in German. Word Pronunciation. German food vocabulary. Various forms of conversations and descriptions in German.

### **Minimum Academic Standard**

Relevant text books on German Language.

## Course Contents

### 200 Level

#### **GST 212: Philosophy, Logic and Human Existence**

**(2 Units C: LH 30)**

##### **Learning Outcomes**

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

##### **Course Contents**

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

#### **ENT 211: Entrepreneurship and Innovation**

**(2 Units C: LH 15; PH 45)**

##### **Learning Outcomes**

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

##### **Course Contents**

## Course Contents

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

### **IRS 202: Structure of International Society**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

state the basis for the classification of the world into the first world, second world, and third world;

discuss the advent of technological revolution and the spread of nationalism; 3. analyse the breakup of the European empires and the rise of the super powers; and

4. examine the collapse of the Soviet Union and its implications for the eastern bloc.

#### **Course Contents**

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

### **IRS 203: Introduction to Political Analysis**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

state the role of leadership in governance;

identify different forms of government;

examine the reasons for military intervention in politics; and 4. explain the concepts of bipolarity, bipolarity and multipolarity.

#### **Course Contents**

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

## **Course Contents**

governance, forms of government, military intervention in politics, Uni-polarity, Bipolarity, Multi-polarity.

### **IRS 204: Political Thought: Plato-Machiavelli**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

examine the influence of ancient political thought on power, justice and human rights;

discuss the influence of ancient political thought on law and governance;

discuss the dominance of ancient Greek and roman political thought in the fifth century BC up to the end of the Roman Empire; and

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

#### **Course Contents**

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

### **IRS 205: Political Thought Since Hobbes**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

explain the extent to which relatively modern political thought relates to sovereignty and democracy;

explain the extent to which modern political thought relates to politics and religion;

explain the extent to which modern political thought relates to terrorism and political identity; and

explain the contributions of Hobbes, Locke, Kant, Marx, Nkrumah, Azikiwe to modern political thought.

#### **Course Contents**

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

### **IRS 206: Foundations of Political Economy**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

## **Course Contents**

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

## **Course Contents**

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

## **IRS 207: New States in World Politics**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

### **Course Contents**

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

## **SSC 202: Introduction to Computer and its Application**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of the course, the students should be able to:  
explain the history of computing sciences;  
discuss in detail the different computing programs and their characteristics;

## Course Contents

evaluate different computer applications; and 4. apply search engines to source on-line resources.

### Course Contents

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

## GOU-IRE 208: African Political Thought (2 Units; Compulsory; LH = 30; PH = 0)

### Senate-Approved Relevance

The course tends to make an in-depth analysis of the history, views, ideas and thoughts of the African Political thinkers from ancient to modern era which were documented in the context of their struggle for political emancipation of the people of African descents. The course is in line with the mission of Godfrey Okoye University of producing graduates with historical depth and a sense of cultural balance. The course aims to produce future leaders who will pilot the affairs of the diverse States in Africa through the building and application of autochthonous and indigenous theoretical frameworks and thoughts for greater Continental development in the current global political and socio-economic climate. This course is in line with the United Nations' Sustainable Development Goals' goal 4 which is on quality and inclusive education.

### Overview

The teaching and learning of this course will help not only in the molding and the shaping of the ideas, views, attitude and thoughts of current generation towards active participation in politics but also help them to acquire leadership qualities needed for a general transformations of entire continent of Africa. Also, the course will help to examine the place of economy in the political thought of contemporary Africa. The Views, ideas and thoughts of such African Political thinkers like W. E. DuBois, Edward Blyden, Marcus Garvey, Amilcar Cabral, Fanon, Nkrumah, Nyerere and others will be critically analyzed and their impacts clearly outlined for easy understanding by the students.

### Objectives

The objectives of this course are to:

- Examine the origin of African Political Thought.
- Outline the importance of studying African Political Thought.
- Explain the Egyptian Mystery School System.
- Discuss the thoughts of W.E.B Du. Bois.
- Examine the thoughts of Marcus Garvey.
- Interrogate the thoughts of Edward Blyken.
- Delineate the thoughts Amical Cabral.
- Examine the thoughts of Franz Fanon.
- Discuss the thoughts of Samir Amin.
- Assess the thoughts of Julius Nyerere.

## **Course Contents**

Evaluate the thoughts of ObafemiAwolowo.  
Analyse the thoughts of NnamdiAzikwe  
Interrogate the thoughts of Kwame Nkrumah.  
Evaluate the thoughts contained in Negritude.

## **Learning Outcomes**

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

Examine the origin of African Political Thought.  
Outline the importance of studying African Political Thought.  
Discuss the thoughts of W.E.B Du. Bois.  
Examine the thoughts of Marcus Garvey.  
Interrogate the thoughts of Edward Blyken.  
Delineate the thoughts Amical Cabral.  
Examine the thoughts of Franz Fanon.  
Discuss the thoughts of Samir Amin.  
Assess the thoughts of Julius Nyerere.  
Evaluate the thoughts of Obafemi Awolowo.  
Analyse the thoughts of Nnamdi Azikwe.  
Interrogate the thoughts of Kwame Nkrumah.  
Evaluate the thoughts contained in Negritude.

## **Course contents**

Introduction. Origin of African Political Thought. Egyptian Mystery School System. Importance of studying African Political Thought. The thoughts of W.E.B Du. Bois. The thoughts of Marcus Garvey. The thoughts of Edward Blyken. The thoughts Amical Cabral. The thoughts of Franz Fanon. The thoughts of Samir Amin. The thoughts of Julius Nyerere. The thoughts of Obafemi Awolowo. The thoughts of Nnamdi Azikwe. The thoughts of Kwame Nkrumah. Ujaama. The thoughts of Cesaire. The thoughts of Leopold Senghor. Negritude.

## **Minimum Academic Standard**

Relevant text books on African Political Thought.

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

### **SOCIAL SCIENCES: INTERNATIONAL RELATIONS**

#### **B.Sc. INTERNATIONAL RELATIONS**

**GOU-IRS 211: Economic Community of West African States (ECOWAS) and West African States (2 Units; Elective; LH = 30; PH = 0)**

#### **Senate-Approved Relevance**

The course aims to pursue epistemic knowledge through research and practical exposure of students to inter-state relations within the West African Sub-region. It further aims at analyzing the workings of ECOWAS institutions; as well as its impact on the socio-economic development of its member states. This skill acquired during the course of this program, will equip the Students with the skills needed for employment in regional organizations, Ministries of Foreign Affairs, Security and intelligence agencies like SSS, CIA, etc. This course is in consonance with the mission of Godfrey Okoye University of imparting quality education. The contents of the course also aligns with the United Nations' Sustainable Development Goal 17 which is on building partnerships, collaboration and integration.

#### **Overview**

The course sets out to expose the students on the problem of integration and conflict resolution in West African Sub-region. Thus, the course will stimulate in students an appreciation of some peace theories like integration, functionalism, neo-functionalism and inter-governmentalism. This will help them acquire the skills needed in conflict resolution and so be able to engage themselves in conflict resolution. It will also help them to take up jobs in international and regional organizations like the United Nations, African Union, and Economic Community of West African States (ECOWAS).

The course also will also expose the students to issues of common currency and trade in West Africa. The issue of having common currency in West Africa has been a very big problem. This is as a result of the alignment of French speaking West Africa States to their former Colonial Masters. The course therefore will help to proffer solution to those problems.

#### **Course Objectives**

The objectives of the course are to:

- Analyse the meaning of Foreign Policy.
- Explain the determinants of Foreign Policy.
- Itemise the problems of West African Integration.
- Discuss ECOWAS and Economic Development of West African States.
- Explain the issue of common currency in West African Sub-region.
- Analyse ECOWAS and Security in West African Sub-region.
- Discuss ECOWAS Protocols on sub-regional development.
- Explain the theoretical perspectives on regional integration.

## **Course Contents**

### **Learning Outcomes**

The Student is expected to:

Define Foreign Policy.

List at least five (5) determinants of Foreign Policy.

Itemise at least five (5) solutions to the problem of West African integration.

Discuss the role of ECOWAS on the Economic development of West Africa states.

Explain the solution to the problem of having common currency in the West African Sub-region.

Discuss the role of ECOWAS on conflict resolution in West Africa.

Analyse at least 4 ECOWAS Protocols on sub-regional development.

Interrogate at least 3 theoretical perspectives on regional integration.

### **Course Contents.**

Introduction. Definition of Foreign Policy. Foreign Policy objectives of West Africa. Determinants of Foreign Policy. Domestic Policy and Foreign Policy. Historical Outline of ECOWAS Development. ECOWAS and Economic Development of West Africa States. ECOWAS and Security challenges in West Africa Sub-region. Common currency in West African Sub-region. Problems of West Africa Integration. Stages of ECOWAS Integration. Conflict Resolution in West Africa. ECOWAS and Protection of Human Rights. ECOWAS Protocol on Democracy and Good Governance. Transhumance Activities in West Africa. West Africa in Contemporary Globalization. Theoretical Perspectives. ECOWAS Prospects for a Supranational Status.

### **Minimum Academic Standard**

Relevant text books and other reading materials relevant to the course objectives and learning outcomes.

## Course Contents

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**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

### **SOCIAL SCIENCES: INTERNATIONAL RELATIONS**

#### **B.Sc. INTERNATIONAL RELATIONS**

#### **GOU-IRS 213: Migration and the Nigerian Diaspora (3 Units; Elective; LH = 30; PH = 0)**

#### **Senate-Approved Relevance**

Cross-border movement is referred to as migration. Migration is a significant feature of human history, which is generally influenced by global economic, political, and social pressures. Social science methods from fields including sociology, political science, history, economics, law, and international affairs are all connected to migration studies. While the term "diaspora" refers to the movement of people across boundaries and the development of a unique sense of communal identity, frequently evoking ties to a real or imagined homeland. Although there have always been diasporas, the phenomenon of groups that maintain international links has grown more common in our age of globalization. Cultural anthropology, literature, music, art history, cultural studies, sociology, history, and other humanities and social science disciplines are all included in the interdisciplinary field of Diaspora Studies. The course is also in line with the mission, vision and philosophy of Godfrey Okoye University in producing graduates that are well rounded and grounded in epistemic unity; as well as balanced in character and learning, which will make them good ambassadors and citizen diplomats outside the shores of Nigeria. The course aligns with the United Nations' Sustainable Development Goals' goal 4 which emphasises quality and inclusive education.

#### **Overview**

Diplomacy and Migration in Nigerian Context is a branch of study in international relations that seeks to justify that Nigeria as one of developing countries with highest number migrant population in the world over. It ranks among the leading countries whose nationals love travelling to other countries of the world. This course looks at the push and pull factors that are connected to migration and the meaning of Diaspora.

These various but connected methods for examining migration and diaspora are discussed in relation to one another by migration and diaspora studies. The curriculum gives the student the opportunity to learn about a range of subjects addressing the social, cultural, economic, and political aspects of peoples' migration and cross-border settlement. To investigate these concerns, the field of migration and diaspora studies cultivates an active community of scholars, students, and practitioners. The emphasis is more on the practical aspect of the course. The objectives, learning outcomes and contents of this course are designed in such a way as to help graduates of Godfrey Okoye University to realize the importance of knowledge of one's environment and relations before looking at wider international relations and be able to blend the knowledge.

#### **Objectives**

The objectives of the course are to:

Discuss the Meaning of Diaspora.

## **Course Contents**

Discuss the Meaning of Migration.  
Identify the various Types of Diaspora.  
Analyse the various Types of Migration.  
Highlight the Push and Pull Factors of Migration.  
Discuss the challenges of Nigerian migrants.  
Discuss Nigerian Diaspora Mobilization.  
Describe Nigerian Migrants and their Challenges.  
Describe Nigerian Government and Cross border issues.  
Examine Nigerian Diplomatic corps and its relations with its Diaspora.  
Outline Nigerian Migration Profile.  
Outline challenges of Nigerian migrants.  
Interrogate Nigerian Diaspora Commission (NIDCOM).  
Identify the Structure of NIDCOM.  
Enumerate the Functions of NIDCOM.

## **Learning Outcomes**

On completion of this course, students should be able to:  
Discuss the Meaning of Diaspora.  
Discuss the Meaning of Migration.  
Detail various Types of Diaspora.  
Enumerate the various Types of Migration.  
Identify the Push and Pull Factors of Migration.  
Discuss challenges of Nigerian migrants.  
Interrogate Nigerian Diaspora Mobilization.  
Highlight Nigerian Migrants and Challenges.  
Explain Nigerian Government and Cross border issues.  
Examine Nigerian Diplomatic corps and its relations with its Diaspora.  
Summarize Nigerian Migration Profile.  
Outline challenges of Nigerian migrants.  
Interrogate Nigerian Diaspora Commission (NIDCOM).  
Identify the Structure of NIDCOM.  
Enumerate the Functions of NIDCOM.

## **Course Contents**

Introduction. Meaning of Diaspora. Meaning of Migration. Various types of Diaspora. The various types of Migration. The Push Factors of Migration. Pull Factors of Migration. Nigerian Migrants. Nigerian Diaspora Mobilization. Nigerian Migrants and their Challenges. Nigerian Government and Cross border issues. Nigerian Diplomatic Relations and Migration. Nigerian Migration Profile. Outline challenges of Nigerian migrants. Nigerian Diaspora Commission (NIDCOM). Structure of NIDCOM. Functions of NIDCOM.

## **Minimum Academic Standard**

Reading materials relevant to the course objectives and learning outcomes.

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
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**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

**SOCIAL SCIENCES: INTERNATIONAL RELATIONS**  
**B.Sc. INTERNATIONAL RELATIONS**

**GOU-IRS 282: Elementary French (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

In today's world, it is of utmost importance to have a fundamental knowledge of a foreign language, most especially French considering the fact that Nigeria is surrounded by francophone countries. As the major economic power in the sub-region, Nigerian goods and services are supplied to the sub-region and beyond. Godfrey Okoye University recognises this need, hence its senate approval this course to enhance the chances of our graduates within the Francophone African sub region and beyond. Godfrey Okoye University has "epistemic dialogue" as one of the three dialogues it pursues in its philosophy, mission and vision. Students of International Relations, by virtue of their studies, are champions and embodiments of this dialogue. This explains why the program takes courses from many departments and places the study of languages at the heart of its epistemic pursuits. This is in line with the Sustainable Development Goal 4 which emphasizes quality education.

### **Overview**

To achieve the objectives of this course we have adopted the theoretical and practical based approaches with greater emphasis on the latter. With prior knowledge of English language, the fundamentals of the French language will be learned with a certain degree of ease that will enable them engage in simple conversations. The task-based approach, used in every contact, provides the opportunity for students to practise oral and written expression.

### **Objectives**

The objectives of the course are to:

- Introduce 'Greeting' and 'Introduction' forms in French.
- Identify objects with effective use of the articles.
- Identify persons with effective use of the articles.
- Change nouns from singular to plural forms.
- Use common verbs like *etre*, *avoir* and some regular verbs in the present tense.
- Express age, fill birth certificates in French and count numbers.
- Describe names of common places.
- Express professions in French
- Identify domestic and wild animals.
- Identify members of the family.
- Express everyday activities.
- Expose 'Time' in French
- Make simple sentences in the passé composé

## Course Contents

### Learning Outcomes

The learning outcomes are to:

- Greet and introduce themselves/others correctly in French.
- Make simple positive and negative sentences with objects.
- Construct simple sentences with simple and regular verbs in the present tense.
- Use numbers effectively to tell age and respond to other simple questions.
- Tell where they are going to or where they are coming from.
- Engage in simple conversations.
- Tell what one does for a living.
- Talk about domestic and wild animals using simple sentences.
- Identify members of the family and explain how they relate.
- Use reflexive verbs and other verbs to express everyday activities.
- Respond to questions that have to do with time and other expressions of time.
- Write and say what they did the previous day.

### Course content

Forms of Greetings. Self-introduction. Identifying objects (nouns) in the house, school, class, office with the use of definite and indefinite articles. Identifying persons. Days of the week and months of the year. Gender (masculine/feminine) in French. Number (singular /plural) in French. Pronouns, conjugation of simple verbs. Simple verbs and sentences. Possessive adjectives. Changing sentences from positive to negative forms. Ordinal numbers. Places and use of prepositions. Age in French with the verb 'avoir'. Other uses of the verb 'avoir'. Express where one is going to or coming from. Countries, languages, currencies. Professions in French. Members of the family. Nationality. Verbs related to activities in the house. Reflexive verbs related to activities in the house. Partitive article in positive and negative sentences. Direct object pronouns. Time in French. Interrogative pronouns. Use of '*devoir, vouloir, pouvoir*'. Indefinite adjective. Near future. Future simple.

### Minimum Academic Standard.

Reading materials relevant to the course objectives and learning outcomes.

### 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:  
analyse the concepts of peace, conflict and security;  
list major forms, types and root causes of conflict and violence;  
differentiate between conflict and terrorism;  
enumerate security and peace building strategies; and  
describe roles of international organisations, media and traditional institutions in peace building

### Course Contents

## Course Contents

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

### ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

#### Learning Outcomes

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

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

#### Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce

## Course Contents

Companies,).Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

### **IRS 301: International Economic Relations**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

#### **Course Contents**

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

### **IRS 303: The International Political System**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

## Course Contents

### Course Contents

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

### IRS 304: Diplomacy

(2 Units C: LH 30)

#### Learning Outcomes

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

highlight the historical development of diplomacy;

discuss how diplomacy makes it possible to achieve amicable settlement of disputes between states;

explain appointments, reception and recall of ambassadors;

state diplomatic privileges and immunities enjoyed by foreign diplomats in their host countries; and

identify the basic functions of foreign diplomats.

### Course Contents

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

### IRS 305: Law of Nations (International Law)

(2 Units C: LH 30)

#### Learning Outcomes

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

state clearly the sources of international law;

explain actual practices of state which according to Hugo Grotius constitute a major source of international law in the modern time;

discuss adjudication process and enforcement under international law;

explain the roles of the International Court of Justice as the custodian and interpreter of the rules of international law; and

enumerate the weaknesses of international law when compared with municipal law.

### Course Contents

## **Course Contents**

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

### **IRS 306: Logic and Methods of Political Inquiry**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

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

### **IRS 307: International Politics in the Post-Cold War Era**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

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

## **Course Contents**

### **IRS 308: International Politics of Africa**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

discuss the imperative of Africa's participation in international organizations, such as the UN and the WTO;

explain the necessity of forming the African Union;

identify the necessity of forging bilateral and multilateral economic and diplomatic relations with the outside world;

explain the need to establish the African Development Bank (ADB); and

appreciate Africa's quest for a permanent seat on the Security Council.

#### **Course Contents**

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

### **IRS 310: Theories of International Relations**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

explain the concept of balance of power;

discuss the concept of national interest;

identify the various theories of war;

explain the meaning of propaganda; and

apply the basic theories of international relations, such as power theory, the realist theory, linkage theory, systems theory.

#### **Course Contents**

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

### **IRS 311: Theory and Practice of Administration**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

trace the evolution of administrative organization theories from the classical to the modern form;

explain the decision-making process in bureaucratic organizations;

discuss the nexus between politics and administration; and

apply basic administrative theories like Theory X and Y, Scientific Theory of Management, Maslow's Hierarchy of Needs, Riggs' Primitics Sala Model.

## Course Contents

### Course Contents

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

### IRS 312: Integration Theories and Regionalism

(2 Units C: LH 30)

#### Learning Outcomes

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

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

### Course Contents

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

### SSC 301: Innovation in the Social Sciences

(2 Units C: LH 30)

#### Learning Outcomes

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

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

### Course Contents

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

## Course Contents

services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

### **SSC 302: Research Method I**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

explain the concept and scope of research methods;

analyse in detail procedures for conducting a research;

discuss the principles guiding research; and

identify and discuss types of research – experimental non-experimental and quasiexperimental research.

#### **Course Contents**

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

### **GOU-POL 313: Gender Politics in Nigeria (2 Units; Compulsory; LH = 30; PH = 0)**

#### **Senate-Approved Relevance**

Gender Politics in Nigerian is a knowledge venture in search of the relevance or otherwise of gendered participation in Nigerian Politics. The course material draws on a variety of areas, including international relations, Political philosophy, politics, gender studies, and sociology – social theories, social actions, social knowledge, law, religion and so on. The course will explore the basic idea of the role of gender and gender stereotypes existing in Nigerian social political arena. The course takes a historical view of role of women in national development and in various contexts, such as August Meeting, Umuada groups, Men's groups and other associations formed for socio-political and economic benefits. This is in line with the vision of Godfrey Okoye University as an institution that promotes gender-balancing and parity in socio-political relations, within and outside the institution. The course hopes to help students to jettison stereotypical views and ideologies that often mar the socio-political and economic fabrics and relations of women, for example, in national life. This course is in consonance with the mission of Godfrey Okoye University of imparting quality education. The contents of the course also aligns with the United Nations' Sustainable Development Goals' goal 4 which is on quality and inclusive education.

#### **Overview**

Stereotypes or preference of one gender to another have serious limiting effects in socio-economic development of any nation. A gender-balanced view of politics in Nigeria is crucial in decision-making and assignment of leadership roles. This is so, because, achieving or attaining gender parity in political position provides a holistic and comprehensive view needed to tackle a national problem through the prescription of a robust policy from a gender-balanced perspective.

## Course Contents

The movement and call for more women in politics in Nigeria is quite a welcome development. However, the challenge identified in the call lies in the unconditional availability of political position to women, whether or not they are qualified, either by experience or education. Gender politics in Nigeria, aims to address some of these issues and recommend that a balanced representation of both genders are needed in our political space in so far as they are based on academic, experiential or professional merit and not entitlement.

### Objectives

The objectives of the course are to:

- Discuss the Meaning of Women Participation in Nigerian Politics.
- Discuss the meaning of Gender.
- Describe the Context of Nigerian Politics.
- Discuss Gender and Politics in Nigeria.
- Highlight the History of Women Participation in Nigerian Politics.
- Enumerate the Challenges of Women participation in Nigerian Politics.
- Identify Figures and Role Models in Nigerian Politics.
- Enumerate the Importance of Women in Politics.
- Discuss Gender inequality in Nigerian Politics.
- Examine feminist theory and perspective to Nigerian politics.
- Interrogate constructivist theoretical paradigm to gender politics in Nigeria.

### Learning Outcomes

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

- Discuss the Meaning of Women Participation in Nigerian Politics.
- Interrogate the meaning of Gender.
- Describe the Context of Nigerian Politics.
- Assess gender and Politics in Nigeria.
- Discuss the History of Women Participation in Nigerian Politics.
- Patriarchal versus Matriarchal Influence in Nigerian Politics.
- Enumerate the Challenges of Women participation in Nigerian Politics.
- Identify figures, role models and personalities in Nigerian Politics.
- Outline the Factors Undermining Women Participation in Nigerian Politics.
- Analyse the Federal Character and Affirmative Action in Nigerian Politics.
- Spell out the importance of Women in Politics.
- Evaluate gender inequality in Nigerian Politics.
- Examine feminist theory and perspective to Nigerian politics.
- Interrogate constructivist theoretical paradigm to gender politics in Nigeria.
- Meritocracy in appointive and elective positions in Nigerian politics.

### Course Contents

Introduction. Conceptual Issues. Meaning of Gender. Gender and Politics in Nigeria. The History of Women Participation in Nigerian Politics. Patriarchal versus Matriarchal Influence in Nigerian Politics. Economic Challenges of Women participation in Nigerian Politics. Political Challenges of Women Participation in Nigerian Politics. Socio-religious Challenges of Women Participation in Nigerian Politics. Figures and Role Models in Nigerian Politics. Gender manipulation in politics. Gender inequality in Nigerian Politics. The Role of Women in Nigerian Politics. Theoretical perspectives. Cultural Influence in Gender Politics. Meritocracy in appointive and elective positions in Nigerian politics. Gender Discrimination in Nigerian Politics.

### Minimum Academic Standard

## **Course Contents**

Reading materials relevant to the course objectives and learning outcomes.

**GODFREY OKOYE UNIVERSITY, ENUGU  
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

**SOCIAL SCIENCES: INTERNATIONAL RELATIONS  
B.Sc. INTERNATIONAL RELATIONS**

**GOU-IRS 315 – Field Trip (2 Units; Compulsory; LH = 15; PH = 45)**

### **Senate-Approved Relevance**

In the study of International Relations, Field Trip will enable students to visit organizations with international background to work with them for two months and learn basic inducements for work and the various ethics associated with it. It will equally expose them and sharpen their inter-personal and communication skills. This is in line with the Godfrey Okoye University vision of producing students who are balanced in character and learning. The course is in consonance with the mission of Godfrey Okoye University of imparting quality education. The contents of the course also aligns with the United Nations' Sustainable Development Goals' goal 4 which is on quality and inclusive education.

### **Overview**

The study of International Relations is tailored to produce students who are not only theoretically outstanding but equally sound in the practice of diplomatic engagements. Students who lack this exposure are usually benefit of the knowledge of the practical aspect of diplomacy, mission language and agencies charged with the responsibility of foreign policy making and implementation.

Therefore, this course is designed to inculcate in the students the practical aspect of involved in policy making and implementation. It is equally hoped that it will help the students in keeping records and writing reports, in line with diplomatic practices and courtesies.

## **Course Contents**

### **Objectives**

The objectives of the study are:

- To visit an organization of an international status and character
- To observe the internal workings of the agency visited
- To explain the processes of decision making in the organization visited
- To identify the challenge faced by the organization
- To state the core mandate of the organization visited. (Mission and Vision).
- To mention steps adopted in report writing.
- To present a lucid report of the visit to the organization
- To explain the practical aspects diplomacy.

### **Learning Outcome**

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

- Visit an organization with international status.
- Explain the internal workings of the agency visited.
- Explain the mode of decision-making organizations.
- List four challenges faced by the organization.
- State the core mandate of the organization.
- Write a report of the visit.
- Present the report to the class.
- Explain the practical aspects of diplomacy.

### **Course Contents**

Introduction. Classification of International Agencies. Role of International Agencies. Role of Foreign Ministries. Diplomatic Missions. Multilateral Institutions. International Donor agencies. Mission Statements. Decision making processer. Policy formulation techniques. Report writing. Oral Presentation. Technology-assisted presentations. *Note verbale*. Documentation. Advocacy. Negotiation. Arbitration. Code of Conduct.

### **Minimum Academic Standard**

A copy of note-verbal technology assisted presentation.

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

### **SOCIAL SCIENCES: INTERNATIONAL RELATIONS**

#### **B.Sc. INTERNATIONAL RELATIONS**

#### **GOU-IRE 333: Legislative Studies I (2 Units; Compulsory; LH = 30; PH = 45)**

#### **Senate-Approved Relevance**

The study of legislative studies will help to produce graduates that are highly skilful in the art of parliamentary functions in line University philosophy which highlights the nature of the human person as a social and dialogue-seeking being. The course is also in consonance with the mission of Godfrey Okoye University of imparting quality education. The contents of the course also aligns with the United Nations' Sustainable Development Goals' goal 4 which stresses quality and inclusive education.

#### **Overview**

This course is designed to provide a benchmark for understanding the importance of the legislative arm of Government in a Democracy. Every democratic experience requires a robust parliament ready to provide quality laws for good governance and socio-political development. Hence, without which the democratic structures will be weak and unstable.

Democratic culture encourages representativeness and quality participation of the citizens in Governance. The quality of legislation in the South-East and Nigeria generally is of poor quality, in terms of content and context and needs to be improved. The study will identify the basic tools required to encourage legislation; boost legislative practices and encourage public participations legislation.

#### **Objectives**

The objectives of the course are to:

Explain the various theories of legislation.

Explain the concept of separation of power.

Identify the processes involved in passing of bills and moving of parliament motion.

Describe the role and importance of committee system.

Identify officers and their duties in parliament, and identifying the qualities of a good legislator.

Interrogate role of political parties in the formation of legislative structures.

Provide practical learning sessions for students.

#### **Learning Outcomes**

Identify the theoretical basis for the formation of legislative.

State the importance of separation of power in the political system.

State the procedures involved in passing of bills and raising of parliamentary motions.

Identify the officers of the parliament and their functions.

Access the overall function of committees of the House.

Identify how political parties influence the emergence principal officers of the house.

Engage in practical sessions to fully participate and explain parliamentary procedures.

## **Course Contents**

### **Course Contents**

Introduction. Conceptual Notes. Legislative theories. The concept of separation of powers. Types of legislature. Legislative procedure for bills and motions. The legislative committee system. Legislative Officers and duties. Qualities of a good legislator. The role of political parties in the formation of legislative structure. Legislative public hearing. Practical parliamentary sessions on budget I. Practical parliamentary sessions on approval of executive nominees I. Practical parliamentary sessions on house rules and privileges I. Practical parliamentary sessions on impeachment proceedings I. Practical parliamentary sessions on passage of bills I. Practical parliamentary sessions on motions I.

### **Minimum Academic Standard**

Reading materials relevant to the course objectives and learning outcomes.

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

**SOCIAL SCIENCES: INTERNATIONAL RELATIONS**  
**B.Sc. INTERNATIONAL RELATIONS**

**GOU-IRE 334: Legislative Studies II (2 Units; Compulsory; LH = 30; PH = 45)**

**Senate-Approved Relevance**

The study of legislative studies will help to produce graduates that are highly skilful in the art of parliamentary functions. This course is in consonance with the mission of Godfrey Okoye University of imparting quality education. The contents of the course also aligns with the United Nations' Sustainable Development Goals' goal 4 which is on quality and inclusive education.

**Overview**

This course is designed to provide a benchmark for understanding the importance of the legislative arm of Government in a Democracy. Every democratic experience requires a robust parliament ready to provide quality laws for good governance and socio-political development. Hence, without which the democratic structures will be weak and unstable.

Democratic culture encourages representativeness and quality participation of the citizens in Governance. The quality of legislation in the South-East and Nigeria generally is of poor quality in terms of content and context and needs to be improved. The study will identify the basic tools required to encourage legislation, boost legislative practices and encourage public participation legislation.

**Objectives**

The objectives are to:

Explain the Intricate executive-legislative relations.

Identify the importance of oversight functions of the legislative arm of government.

Explain legislative privileges and immunity.

Explain the procedure for adjudication and impeachment of legislative officers.

Describe the role of the legislative in law making and policy formulation.

Explain the function of the legislative in budgetary matters.

Interrogate the factors that impede legislative practice in fledgling democracies.

Engage in practical parliamentary sessions.

**Learning Outcomes**

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

Mention the various areas of executive legislative coherence and variance.

Explain oversight functions and its relevance.

State the various legislative immunity.

Identify and explain the procedure for adjudication and impeachment.

List out the contributions of the legislature in law marking and policy formulation.

Explain the role of the legislature in Budgetary processes.

## **Course Contents**

Highlight the factors that impede legislature practices in developing societies.  
Be able to participate in practical sessions in mock parliament.

### **Course Contents**

Introduction. Conceptual Note. Legislature-Executive Relations. Legislative oversight functions. Legislative privileges and immunity. Constituency representation. Adjudication and impeachment. The legislature and law making. Policy formulation. The legislature and budgetary roles. Impediment to legislation. House standing rules. Practical parliamentary sessions on budget II. Practical parliamentary sessions on screening and approval of executive nominees II. Practical parliamentary sessions on house rules and privileges II. Practical parliamentary sessions on impeachment proceedings II. Practical parliamentary sessions on passage of bills II. Practical parliamentary sessions on motions II.

### **Minimum Academic Standard**

A copy of the constitution and other extant laws as guides. Copies of various procedural rules used in legislative practices and procedures.

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

### **SOCIAL SCIENCES: INTERNATIONAL RELATIONS**

#### **B.Sc. INTERNATIONAL RELATIONS**

#### **GOU-IRS 383: Intermediate French I (2 Units; Compulsory; LH = 30; PH = 0)**

#### **Senate-Approved Relevance**

In today's world, it is of utmost importance to have a fundamental knowledge of a foreign language, most especially French considering the fact that Nigeria is surrounded by francophone countries. As the major economic power in the sub-region, Nigerian goods and services are supplied to the sub-region and beyond. Godfrey Okoye University recognises this need, hence its senate approval this course to enhance the chances of our graduates within the Francophone African sub-region and beyond. Godfrey Okoye University has "epistemic dialogue" as one of the three dialogues it pursues in its philosophy, mission and vision. Students of International Relations, by virtue of their studies, are champions and embodiments of this dialogue. This explains why the program takes courses from many departments and places the study of languages at the heart of its epistemic pursuits. This is in line with the Sustainable Development Goals' goal 4 which emphasizes quality education.

#### **Overview**

To achieve the objectives of this course we have adopted the theoretical and practical based approaches with greater emphasis on the latter. With prior knowledge of English language, the fundamentals of the French language will be learned with a certain degree of ease that will enable them engage in simple conversations. The task-based approach, used in every contact, provides the opportunity for students to practise oral and written expression. The course has 17 topics taught in the first semester of the 200 level.

#### **Objectives**

The objectives of the course are to:

- Express taste in French
- Identify parts of the body and express illnesses
- Do shopping
- Talk about what happened in the past
- Use direct and indirect object pronouns
- Read and understand fairly long passages

#### **Learning Outcomes**

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

- Talk about likes and dislikes in French.
- Explain to a medical doctor simple health challenges
- Interact effectively with shopkeepers in the market.
- Talk and write about the past.
- Make use of direct and indirect objects.

## **Course Contents**

Read comprehension passages and respond to questions.

### **Course Content**

Different sports. Words and expressions used to express desire. 'Structure interrogative' to know what one likes/prefers. Parts of the body. 'Structure interrogative' to express illness. How to express illness using parts of the body. How to express illness using the name of the disease. Questions to ask and words/expressions to use when shopping. Cardinal numbers (revision). Ordinal numbers. Qualitative adjectives/colours. Personal pronouns. Passé compose. Imperfect tense. Comprehension passages. Descriptive essay. Narrative essay.

### **Minimum Academic Standard**

Reading materials relevant to the course objectives and learning outcomes.

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

### **SOCIAL SCIENCES: INTERNATIONAL RELATIONS**

#### **B.Sc. INTERNATIONAL RELATIONS**

#### **GOU-IRS 384: Intermediate French II (2 Units; Compulsory; LH = 30; PH = 0)**

#### **Senate-Approved Relevance**

In today's world, it is of utmost importance to have a fundamental knowledge of a foreign language, most especially French considering the fact that Nigeria is surrounded by francophone countries. As the major economic power in the sub-region, Nigerian goods and services are supplied to the sub-region and beyond. Godfrey Okoye University recognises this need, hence its senate approval this course to enhance the chances of our graduates within the Francophone African subregion and beyond.

Godfrey Okoye University has "epistemic dialogue" as one of the three dialogues it pursues in its philosophy, mission and vision. Students of International Relations, by virtue of their studies, are champions and embodiments of this dialogue. This explains why the program takes courses from many departments and places the study of languages at the heart of its epistemic pursuits. This is in line with the Sustainable Development Goals' goal 4 which emphasizes quality education.

#### **Overview**

To achieve the objectives of this course we have adopted the theoretical and practical based approaches with greater emphasis on the latter. With prior knowledge of English language, the fundamentals of the French language will be learned with a certain degree of ease that will enable them engage in simple conversations. The task-based approach, used in every contact, provides the opportunity for students to practise oral and written expression.

#### **Objectives**

The objectives of this course are to:

- Discuss the difference between 'futur simple and futur proche'.
- Explain the difference between 'passé simple and passé récent'.
- Use possessive, disjunctive and relative pronouns.
- Moderate conversations with the use of adverbs/adjectives in their positive, comparative and superlative forms.
- Explain the use of the subjunctive.
- Facilitate the reading of long passages.

#### **Learning Outcomes**

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

- Express the 'future simple and futurproche' in simple sentences.
- Read and identify verbs conjugated in the 'passé simple'.
- Converse with effective use of possessive, disjunctive and relative pronouns.

## Course Contents

Use adverbs/adjectives correctly in conversations.  
Make use of the subjunctive effortlessly.  
Read comprehension passages and respond to questions.

## Course Content

'Futur simple'. 'Futur proche'. Dimensions and direction in French. Possessive pronoun. Disjunctive pronoun. Demonstrative pronoun. Relative pronoun. Adverb. Adjective. Subjunctive. '*Passé simple*'. '*Passé récent*'. Comprehension with 'imparfait & passé composé' as major tenses (prose). Comprehension with 'imparfait & passé composé' as major tenses (drama). Descriptive essay (present tense). Narrative essay (past tense). Comprehension with 'passé simple' as major tense (prose).

## Minimum Academic Standard (MAS)

Reading materials relevant to the course objectives and learning outcomes.

## 400 Level

### IRS 401: Foreign Policy Analysis

(3 Units: LH 45)

#### Learning Outcomes

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

## Course Contents

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

### IRS 402: Nigerian Foreign Policy

(2 Units C: LH 30)

#### Learning Outcomes

At the end of the course, the students should be able to:  
appreciate that Africa is the centre piece of Nigeria's foreign policy;

## Course Contents

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

## Course Contents

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

## IRS 403: Human Rights

(3 Units C: LH 45)

### Learning Outcomes

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

## Course Contents

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

## IRS 404: Contemporary Strategic Studies

(3 Units C: LH 45)

### Learning Outcomes

At the end of the course, the students should be able to:  
define the concept of containment and massive retaliation;  
discuss the concept of flexible and gradual response;

## **Course Contents**

explain the concept of deterrence and graduated retaliation; 4. analyse the concept of balance of power and arms race; and  
5. evaluate the notion of super powers.

## **Course Contents**

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

### **IRS 405: Foreign Policies of the Powers**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:  
explain America's insistence on non-nuclear proliferation;  
highlight America's containment measure to stop the spread of socialism;  
enumerate the Rapprochement between the US and Russia at the end of the Cold War;  
discuss the foreign policy of France; and 5. analyse the foreign policy of Communist China.

## **Course Contents**

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

### **IRS 406 : International Institutions**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:  
trace the origins and development of international organizations;  
explain that the Concert of Europe, and the Universal Postal Union were stepping stones for the establishment of full-fledged international organizations;  
discuss the establishment of the League of Nations and its failure to prevent World War II;  
identify the three main schools of thought on the essence of international institutions;  
analyse the establishment of the UN as an embryonic World order;  
state the classification of International Organization; and  
identify the advantages and disadvantages of membership of International institutions.

## **Course Contents**

### **Course Contents**

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

### **SSC 401: Research Project**

**(6 Units C: PH 270)**

#### **Learning Outcomes**

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

collect data for research;

acquire the techniques involved in sampling data;

carry out independent research;

write a good literature review and discover gaps in literature; 5. carry out data presentation and Data Analysis; and

6. write the project and submit to supervisor.

### **Course Contents**

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

### **SSC 401: Research Method II**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

prepare and present a research proposal;

collect and organize meaningful data;

conduct pilot study and write research report; and

apply appropriate statistics in data analysis.

### **Course Contents**

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

### **GOU-POL 403: Health Politics in Nigeria (2 Units; Compulsory; LH = 30; PH = 0)**

#### **Senate Approved Relevance**

The politics of health and its ramifications in Nigeria has faced discursive deficiency for much of our recorded history. It is in light of this, that this course is designed to bring to the fore the

## Course Contents

various challenges undermining Nigeria's health sector. This course is also in line with SDG 3, which focuses on health and wellbeing. Godfrey Okoye University is committed to this goal as it has prioritized health education, policy and implementation through its College of Medicine which is primed to serve the health needs of its host community.

### Overview

Health Politics in Nigeria discourses the various health challenges facing humans both domestically and internationally. Issues regarding universal health coverage as developed by the United Nations Bamako and the Abuja Declaration on Health will be analyzed with reference to its domestication and implementation in Nigeria.

More importantly, the poor implementation of Nigeria's Health Insurance will be x-rayed in greater detail in order to unravel the cause of the perceived non-utilisation of the scheme by Nigerians.

### Objectives

The objectives of the course are to:

- Discuss Health Politics in Nigeria.
- Interrogate Global Health Politics.
- Examine Big Pharma and Global Health Politics.
- Explore Abuja Declaration on Health.
- Analyse Bamako Declaration on Health.
- Evaluate Politics of Municipal Laws on Health Practices in Nigeria.
- Describe Nigeria Health Insurance Scheme.
- Investigate the Rights to Health.
- Interrogate Politics of Covid-19.

### Learning Outcomes

On completion of this course, the student should be able to:

- Discuss at least four (4) challenges of Health Politics in Nigeria.
- Interrogate at least five (5) challenges Global Health.
- Examine at least five (5) impacts of Big Pharma on Global Health.
- Identify at least four (4) Policies highlighted in Abuja Declaration on Health.
- Analyse at least five (5) Principles Enshrined in Bamako Declaration on Health.
- Highlight at least five (5) Municipal Laws on Health Practices in Nigeria.
- Describe at least five (5) issues confronting Nigeria Health Insurance Scheme.
- Itemise at least five (5) Constitutional Provisions Health in Nigeria.
- Outline at least five (5) Core Issues of Covid-19 in Nigeria.

### Course Contents

Conceptualization. Introduction to Health Politics. Global Health Politics. Big Pharma and Global Health Politics. Abuja Declaration on Health. Bamako Declaration on Health. Politics of Municipal Laws on Health Practices in Nigeria. Nigeria Health Insurance Scheme. Rights to Health. Brain Drain in Nigerian Health Sector. The Nigerian Primary Health Sector. Politics of Covid-19. Social Spending on Health. Public Health and Poverty in Nigeria. Commercialization of Health Institutions in Nigeria. Health Care Service Sectors in Nigeria. Donor Agencies and Health Care Delivery in Nigeria. Health Care Training Institutions in Nigeria. Sustainable Development Goal (SDG) 3.

## **Course Contents**

### **Minimum Academic Standards**

Knowledge and application of quantitative and qualitative analytical tools like SPSS and Atlas.ti,

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

**SOCIAL SCIENCES: INTERNATIONAL RELATION**  
**B.Sc. INTERNATIONAL RELATIONS**

**GOU-IRE 411: Political Economy of South East Nigeria (2 Units; Compulsory; LH = 30; PH = 0)**

**Senate-Approved Relevance**

Among other things, the course will discuss the prospect of an Eastern regional economic integration. Godfrey Okoye University is committed to leading this charge as it is keen on educating and producing graduates who are highly skilled and armed with tools of analyzing the political and economic conditions of South Eastern Nigeria. Furthermore, the objective of this course is also in line with the University's policy of institutional effectiveness, which is aimed at developing programs that address the immediate needs and challenges of its host community. This is in line with the Sustainable Development Goals' goal 4 which emphasizes quality education.

**Overview**

South East Nigeria (SEN) is regarded as the trading hub of the nation. It is a region with great entrepreneurial zeal and enthusiasm, which has rubbed off on other regions in the country, due to migration. In spite of this, the poverty rate and headcount in the region is on the increase. In fact, the region has the highest poverty rate in Southern Nigeria. This problem has also been compounded with issues of marginalization and neglect of the region by the Federal Government of Nigeria (FGN). These challenges have led to secessionist and separatist movements in the region, which have undermined the corporate existence and territorial integrity of the country.

Therefore, this course is designed to broaden the mind of students and graduates within the Department of Political and International Relations, equipping them with analytical, critical thinking and problem-solving skills to help them address and proffer solutions to the above problems and challenges of SEN. When this become the case, some of the key goals and aspirations of Agenda 2063 and the SDGs will have been addressed to a logical and appreciable extent, if not met.

**Objectives**

The objectives of the course are to:

Introduce and discuss the political economy of South East Nigeria.

Explore the history of South East Nigeria.

Delineate the Human Development Indices of South East Nigeria.

Identify the poverty rate of SEN *vis a viz* other regions in the country.

Examine the level of inequality in SEN in relation to other regions in the country.

Interrogate the remote and immediate cause(s) of marginalisation of SEN.

Investigate the rationale for separatist and secessionist movement in SEN.

Identify analytical frameworks and critical thinking skills that will address challenges in SEN.

Identify practical steps and solutions to the problems of South East Nigeria.

## **Course Contents**

Align African Union's Agenda 2063 and United Nations' SDGs with the socio-economic and political conditions of SEN.

Examine the prospects of economic integration of South East Nigeria.

## **Learning Outcomes**

On completion of this course, the student should be able to:

Discuss the political economy of South East Nigeria.

Tell vividly with dates in the history of South East Nigeria and recount the history of SEN.

Identify at least 5 (five) Human Development Indices of South East Nigeria.

Compare and contrast the poverty rate of SEN vis a viz other regions in the country.

Compare and contrast the inequality levels of SEN vis a viz other regions in the country.

Highlight at least 5 (five) remote and immediate causes of marginalisation of SEN.

Interrogate at least 5 (five) rationale for the separatist and secessionist movement in SEN.

Discuss at 5 least (five) analytical framework and critical thinking skills that will the address the challenges in SEN.

Examine at least 7 (seven) practical steps and solutions to the problems of SEN.

Align at least 5 key Agenda 2063 goals and SDGs with the socio-economic and political conditions of SEN.

Discuss the prospects of economic integration of South East Nigeria.

## **Course Contents**

Introduction. The meaning of political economy of South East Nigeria (SEN). Historical delineation of SEN. Human Development Indices of SEN. Poverty rate in SEN. Inequality in SEN. Socio-economic development of SEN. Marginalization of SEN. South East Diaspora Economy. Theoretical Perspectives. Separatist, secessionist and self-determination movement in SEN. Alignment of Agenda 2063 in SEN. Alignment of SDGs in SEN. South East Regional Economy. Mercantilist Economy of SEN. Prospects of economic integration in South East Nigeria. Measurement of Agenda 2063 and SDGs in SEN.

## **Minimum Academic Standards**

Knowledge and application of quantitative and qualitative analytical tools like SPSS and Atlas.

## Course Contents

**GODFREY OKOYE UNIVERSITY, ENUGU**  
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**DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS**

**SOCIAL SCIENCES: INTERNATIONAL RELATION**  
**B.Sc. INTERNATIONAL RELATIONS**

**GOU-IRE 442: Nigerian Foreign Service (2 Units; Compulsory; LH = 30; PH = 0)**

**Senate-Approved Relevance**

The essence of this course is to prepare graduates for the Nigerian Foreign Service (NFS) by equipping them with skills needed to make the nation's diplomatic mission more dynamic and suited for 21<sup>st</sup> century diplomatic soldiering. This course is in line with the mission of Godfrey Okoye University of imparting quality education. The contents of the course align with the United Nations' Sustainable Development Goals' goal 4 which is on quality and inclusive education

**Overview**

Nigeria, and by extension Africa, is beset with several problems that have undermined its socio-economic development. These problems have led to immigration crises within the continent, Europe and America. Human Development Index (HDI) in Africa is the worst in the world. It is this reason that has made it imperative to have a robust and specialized Foreign Service Officers (FSOs) that are capable to articulate, formulate and implement policies that will address these challenges, domestically and regionally.

The course is designed to arm graduates of Political Science and International Relations with the requisite knowledge of the structure of the Nigerian Foreign Service, to enable them to identify their role and part in making the nation's diplomatic corps a viable, efficient and responsive foreign service. The course will also expose them to the skills they will need to be 21<sup>st</sup> century diplomats that will help Nigeria attain its national objectives of national unity, economic independence, and ultimate leader of the black race, regionally and internationally.

**Objectives**

The objectives of the course are to:

- Explain the Nigerian Foreign Service.
- Explore the history of Nigerian Foreign Service.
- Delineate the structure of the Nigerian Foreign Service.
- Highlight key roles and functions of Nigerian Foreign Service.
- Examine the challenges faced by the Nigerian Foreign Service.
- Develop a note *verbale* used for diplomatic communication in the Nigerian Foreign Service.

## Course Contents

Interrogate the skills needed for 21<sup>st</sup> century diplomats.  
Examine the diplomatic and consular immunities of Nigerian diplomatic corps.  
Evaluate the Nigerian Foreign Service and Agenda 2063.

## Learning Outcomes

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

- Discuss the meaning of Nigerian Foreign Service.
- Tell vividly with dates, the history of Nigerian Foreign Service.
- Identify at least 5 (five) organs or arms of the Nigerian Foreign Service.
- Enumerate at least 6 (six) roles and functions of the Nigerian Foreign Service.
- Outline at least 5 (five) challenges faced by the Nigerian Foreign Service.
- Highlight at least 3 (three) areas of their competence within the Nigerian Foreign Service.
- Write the 5 (five) segments of a Note *Verbale* used in diplomatic communication.
- List at least 5 (five) challenges faced by diplomats within the Nigerian Foreign Service.
- Outline at least 7 (seven) immunities of diplomats and consular officers in the Nigerian Foreign Service.
- Examine the Nigerian Foreign Service and Agenda 2063.

## Course Contents

Introduction. The meaning of Nigerian Foreign Service. Historical explanation of Nigerian Foreign Service. Organs and arms of the Nigerian Foreign Service. The functions and roles of the Nigerian diplomatic corps. Career development in Nigerian Foreign Service. Staff training and welfare of diplomats in the Nigerian Foreign Service. Core areas of competence within the Nigerian Foreign Service. Note *verbale* for diplomatic communication. Process *Verbale*. The diplomatic and consular immunities. Vienna Convention of Diplomatic Relations. Vienna Convention on Consular Relations. Intelligence gathering in Nigerian Foreign Service. Link between Nigerian Foreign Service and African Union's Agenda 2063. Link between Nigerian Foreign Service and United Nations' SDGs.

## Minimum Academic Standards

Samples of Note *Verbale* diplomatic communication between foreign governments.

## Minimum Academic Standards

### Equipment

S/N	Equipment	Quantity
1	Public Address System	4
2	Projectors	2
3	World Maps	4
4	Photocopying Machines	4

## Course Contents

5.	Computers (Desktop/Laptop)	4
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## Staffing

### Academic Staff

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

### Academic Support Personnel

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

### Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. At least four (4) Administrative staff with a minimum of diploma qualification and at least one (1) Clerk.

## Library

Current international relation research book; (at least 200)

Text books (at least 15)

Current international relations related journals; (at least 30)

Computer connected to internet, accessible to staffs and students;(at least 30)

Emphasis on current Electronic and Physical holdings.

## Classroom, Laboratories, Workshops and offices

There should be at least 5 spacious classrooms specially designated for International Relations programme. The classrooms should have a sitting capacity of at least 100 Students; and should be equipped with descent seats fitted with writing support; Lecture theatres (at least 2).

Every lecturer should have a separate and well-equipped office en-suite;  
A computer (desktop/laptop) connected to internet devices;

## Course Contents

A padded table with a comfortable seat;  
At least 2 visitors' seats; and Adequately  
illuminated.

The NUC recommends the following physical space requirement:

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