

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

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B.SC. SOCIOLOGY

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

September, 2023.

Course Contents

Overview

The subject matter of Sociology is humans and their behaviour within the group context. It involves the study of human behaviour, the environment and its elements, and the interaction among these. Its knowledge and approach are inevitable for improving the quality of human life. Courses include history of sociological thought, Social Psychology, Social Anthropology, Sociology of Crime and Delinquency, Political Sociology, Rural Sociology, Sociology of Law, Industrial Sociology, Sociology of Religion, Sociology of Development, Sociology of Medicine, Sociology of Education, Gender and Society, Sociology of Complex Organizations, Sociology of the Family.

The research methods of the discipline have become widely accepted in the social sciences, management sciences and education.

Philosophy

The philosophy underlying the B.Sc. Sociology programme is to produce a crop of graduates equipped with appropriate knowledge and skills to make their contribution to the development of Nigeria, Africa and the global community, having been exposed to a broad foundation of knowledge in a discipline in the social sciences in general and in the various sub-fields of Sociology in particular.

Objectives

The major objectives of a degree in Sociology are to:

- instil in students a sound knowledge of Sociology, an appreciation of its application in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experience of learning and studying the workings of society;
- provide students with broad and well-balanced knowledge of sociological theories and methods, to improve students' analytical ability as well as objective and critical judgement;
- cultivate in students the ability to apply their sociological knowledge and skills to the understanding and solution of societal problems in Nigeria and elsewhere;
- provide students with relevant knowledge and skill base from which they can proceed to further studies in special areas of Sociology or multi-disciplinary areas involving Sociology;
- to develop students understanding of self, interests and abilities for proper adjustment to life challenges thereby engendering high quality mental health;
- instil in students an appreciation of the importance of Sociology in socio-cultural, legal, economic, political, religious, industrial and environmental contexts.
- develop in students a range of useful competencies for public, private or selfemployment; and producing graduates who have potential for re-engineering social order for improved personal and social life.

Employability Skills

A graduate of Sociology at the Bachelor's level should have the following competencies and skills:

- ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge / areas identified;

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ability to apply such knowledge and understanding to the solution of social problems;
ability to recognise and analyse new problems and plan strategies for their solutions;
communication skills in presenting sociological scientific research materials and arguments clearly and correctly, both orally and in writing, to a range of audiences;
competence in statistical and qualitative data, processing skills relating to sociological data using the computer;
competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches and many others; and
subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation.

21st Century Skills

The expectations of Skills-based Sociology Programme are :
self-management and direction;
interpersonal communication and collaboration;
critical thinking and ability to analyse influences;
digital literacy;
creativity and problem solving abilities;
Media literacy and global awareness;
Social skills; and 8. Social responsibility.

Unique Features of the Programme

The programme is unique in the following respects:
teaching functional Sociology of human behaviour and the environment;
applying ethical consideration in research and intervention;
teaching positive attitude to life and well-being;
applying theoretical perspectives, where necessary for enhanced learning;
encouraging rational thinking and learning; and
Re-engineering society for peaceful co-existence

Admission and Graduation Requirements

Admission requirements For a four-year course:

In addition to UTME score, the candidates must have obtained five credit passes in Senior Secondary Certificate to include Mathematics and English Language plus either Economics, Geography or Government and other two subjects at not more than two sittings.

For the three-year programme: candidates shall possess five credit passes in the SSC, of which at least two shall be at advanced level and to include English language, Mathematics and any of Economic, Geography or Government.

Graduation requirements

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To obtain a B.Sc. in Sociology, the candidates are required to pass all core courses with a minimum of 120 credit units for students admitted through UTME or 90 credit units for students admitted through Direct Entry in addition to satisfying other requirements spelt out in the CCMAS for Social Science Discipline..

Global Course Structure

100 Level

| Course code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication Skills in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| SOC 101 | Introduction to Sociology I | 2 | C | 30 | |
| SOC 102 | Introduction to Anthropology | 2 | C | 30 | |
| SOC 103 | Introduction to African Societies and Culture | 2 | C | 30 | |
| SOC 104 | Introduction to Psychology | 2 | C | 30 | |
| SOC 105 | Elements of Scientific Thought | 4 | C | 60 | |
| SOC 106 | Introduction to Sociology II | 2 | C | 30 | |
| | Total | 18 | | | |

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 | |
| SSC 202 | Introduction to Computer and its Application | 3 | C | 45 | |
| SOC 201 | History of Social Thought | 3 | C | 45 | |
| SOC 204 | Social Psychology | 2 | C | 45 | |
| SOC 205 | Elements of Social Work | 2 | C | 30 | |
| SOC 210 | Gender and Society | 2 | C | 30 | |
| SOC 202 | Social Change and Social Problems | 3 | C | 45 | |
| SOC 203 | Sociology of the Family | 2 | C | 30 | |
| SOC 206 | Structure of the Nigerian Society | 2 | C | 30 | |
| SOC 209 | Language in Society & Culture | 2 | C | 30 | |
| GOU-SOC 204 | Sociology of Mass Communication | 2 | C | 30 | 0 |
| GOU-SOC 205 | Sociology of the Igbo Apprenticeship | 2 | C | 30 | 0 |
| GOU-SOC 207 | Sociology of Domestic Violence | 2 | E | 30 | 0 |
| GOU-SOC 214 | Patriarchy System in Igbo Society | 2 | E | 30 | 0 |
| GOU-SOC 231 | Sociology of Contemporary Youth Culture | 2 | C | 30 | 0 |

Course Contents

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|-------------|------------------------|----|---|----|---|
| GOU-SOC 232 | Sociology of Education | 2 | C | 30 | 0 |
| | TOTAL | 37 | | | |

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 |
| SSC 301 | Innovation in the Social Sciences | 2 | C | 30 | |
| SSC 302 | Research Method I | 2 | C | 30 | |
| SOC 301 | Methods of Social Research & Statistics | 4 | C | 60 | |
| SOC 302 | Social Inequality | 2 | C | 30 | |
| SOC 303 | Sociology of Crime and Delinquency | 4 | C | 60 | |
| SOC 305 | Political Sociology | 2 | C | 30 | |
| SOC 306 | Formal Organisations | 2 | C | 30 | |
| GOU-SOC 301 | Sociology of Internally Displaced Persons | 2 | C | 15 | 45 |
| GOU-SOC 303 | Sociology of non-governmental organizations | 2 | E | 30 | |
| GOU-SOC 311 | Sociology of Security Management in Enugu State. | 2 | C | 30 | |
| GOU-SOC 312 | Sociology of Neo-paganism | 2 | C | 30 | |
| GOU-SOC 332 | Community Development and Foreign Aids | 2 | E | 30 | |
| GOU-SOC 341 | Sociology of the Aged in Igbo Land | 2 | C | 30 | |
| GOU-SOC 344 | Rural Sociology | 2 | C | 30 | |
| | TOTAL | 32 | | | |

400 Level

| Course code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|-----|
| SSC 401 | Research Method II | 2 | C | 30 | |
| SOC 401 | Classical and Contemporary Sociological Theories | 3 | C | 45 | |
| SOC 403 | Regional Ethnography | 2 | C | 30 | |
| SOC 408 | Research Project | 6 | C | | 270 |

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|-------------|-----------------------------------|----|---|----|---|
| SOC 406 | Models in Sociological Analysis | 3 | C | 45 | |
| SOC 407 | Sociology of Development | 3 | C | 45 | |
| GOU-SOC 405 | Health Sociology | 2 | C | 30 | 0 |
| GOU-SOC 421 | Urbanization and Labour Migration | 2 | C | 30 | 0 |
| GOU-SOC 428 | Personality and Motivation | 2 | C | 30 | 0 |
| GOU-SOC 431 | Sociology of Industry | 2 | C | 30 | 0 |
| GOU-SOC 438 | Sociology of Food in Enugu State. | 2 | C | 30 | 0 |
| | TOTAL | 29 | | | |

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 the course, the students should be able to:
identify possible sound patterns in the 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

Sound patterns in the English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many other mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

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

Learning Outcomes

Course Contents

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

- analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
- 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

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics. Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

SOC 101: Introduction to Sociology I

(2 Units C: LH 30)

Learning Outcomes

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

- connect between the two revolutions of the 18th Century;
- discuss the Founding fathers and the emergence of sociology as a discipline;
- explain the basic analysis and description of social structure and dynamics of human society;
- identify the relationships between Sociology and other social sciences;
- define the basic terms and concepts of Sociology, culture and the process of socialisation;
- and
- define key concepts in sociological discourse.

Course Contents

Course Contents

An analysis of the connection between the Industrial and Political revolutions which occurred in the 18th century, the attempts by the founding fathers of Sociology to produce a science of society and emergence of Sociology. The difference between sociology and other social science subjects. Introduction to basic concepts of Sociological analysis such as roles, status, society, culture, culture contact and many others: The social structure and its dynamics: The process of socialisation and use of its products to channel behaviour towards certain directions while barring others simultaneously.

SOC 102: Introduction to African Social Anthropology

(2 Units C: LH 30)

Learning Outcomes

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

explain the historical and methodological perspectives of Social Anthropology;

identify the relationship between anthropology and other social science disciplines;

survey human origins and cultural achievement to reflect main variations in social and political systems;

identify the relevance of Anthropology in contemporary societies;

recognise that anthropology broadly incorporates a number of components. A subject which consists of physical, linguistic and social;

explain the thrust of social anthropology which is a distinct field and one that is closely related to sociology, hence social anthropology;

appreciate the context for social anthropological works;

describe the racist origin of anthropology; and

appraise the historical re-orientation of the study of Social Anthropology.

Course Contents

The concepts, themes, perspectives and methods of anthropological enquiries: The relationship between Anthropology and other social science disciplines: Survey of human origins and cultural achievements to reflect main variations in social and political systems and the relevance of Anthropology in contemporary societies: Other areas include the evolution of humanity, human biological ecological variations, economic anthropology, cultural ethnology, anthropology of development and hibernation anthropology. Knowing the thrust of social anthropology which is a distinct field and one that is closely related to sociology, hence social anthropology. Appreciating the context for social anthropological works. Recognising the racist origin of anthropology. Appraising the historical re-orientation of the study of Social Anthropology.

SOC 103: Introduction to African Societies and Cultures

(2 Units C: LH 30)

Learning Outcomes

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

survey African Societies and their associated cultures in traditional colonial and contemporary settings;

identify social organisation, language, polity, economy and world view and political organizations;

define culture and other concepts;

Course Contents

explain the meaning of components of culture with examples;
identify peoples and cultures in Nigeria/Africa (such as, Nigeria has not less than 300 ethnic groups each with its distinct culture);
account for the number of ethnic or tribal groups in Africa;
distinguish aspects of their social structure, such as, patrilineal and matrilineal, aspects of their traditional religion, before imported religion like Christianity and Islam;
describe important aspects of family/family life, and their belief-system(s);
explain their preoccupation with magic, witchcraft and many others which still co-exist side-by-side with science and imported belief-systems of Christianity and Islam;
explain their main occupational life before westernization/modernisation;
describe practices like polygamy (polygyny and polyandry), levirate (wife inheritance), food taboos and others targeted at women and children; and
demonstrate total understanding of the peoples of Nigeria/Africa.

Course Contents

A survey of post-colonial African societies characterised by differences in economic or political organisations, the empires, and their socio-political administrations, then impacts of colonialism on these societies, and the contemporary structures of African societies – social organisation, polity, economy and world views. before imported religion like Christianity and Islam. The meaning of components of culture with examples. Peoples and cultures in Nigeria/Africa (such as, Nigeria has not less than 300 ethnic groups, each with its distinct culture). An idea of the number of ethnic or tribal groups in Africa. Aspects of their social structure, such as, patrilineal and matrilineal, aspects of their traditional religion, before imported religion like Christianity and Islam; important aspects of family/family life, and their belief-system(s). Preoccupation with magic, witchcraft and many others which still co-exist side-by-side with science and imported belief-systems of Christianity and Islam; their main occupational life before westernisation/modernisation. Practices like polygamy (polygyny and polyandry), levirate (wife inheritance), food taboos and others targeted at women and children. Total understanding of the peoples of Nigeria/Africa.

SOC 104: Introduction to Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
discuss the biological foundations of human behaviour;
identify the place of knowledge attitude personality and perception in human behavior;
identify the relationship between the functioning of social system and the behaviour and attitude of the individual.
explain the thrust of psychology as a discipline;
distinguish psychology from cognate ones like sociology, social anthropology, psychiatry (which focus on behaviour (abnormal in this case psychiatry), social psychology and many others;
appreciate the various specialities in psychology (such as general psychology vis-à-vis clinical psychology and in what context any expert in the discipline can operate) and many others;

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trace the history of psychology, focus of psychology, unit of study in psychology and key concepts;
identify methods used psychological studies and many others;
have an overview of psychological theories of human behaviour/personality development such as theories of Freud, Jung, Piaget and many others; and
appreciate the history of psychology in Nigeria today.

Course Contents

Introduction to the biological foundations of human behaviour: the process by which knowledge, attitude, personality and experience shape human behaviour: the functioning of the social system and the formation of different attitudes by individuals. Psychology from cognate ones like sociology, social anthropology, psychiatry, social psychology and many others. Idea about various specialities in psychology (such as general psychology vis-à-vis clinical psychology and in what context any expert in the discipline can operate) and many others. The history of psychology, focus of psychology, unit of study in psychology and key concepts. Methods used in psychological studies and many others. Overview of psychological theories of human behaviour/personality development, such as theories of Freud, Jung, Piaget and many others. History of psychology in Nigeria today.

SOC 105: Elements of Scientific Thought

(4 Units C: LH 60)

Learning Outcomes

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

identify the main contributors to social thought and to the rise and development of modern sociology;
appreciate the historical contributions to scientific thought; the pioneers contributors include, Emile Durkheim, Auguste Comte, Parsons, Karl Marx, Max Weber, Malinowski, Cooley;
assess the history/basis of claim of sociology as science and not a humanistic discipline;
discuss the elements of science (what is science and scientific methods)
evaluate science, i.e its parameters and whether sociology as discipline in social sciences can be regarded as any of the one in the physical and biological sciences;
recognise the limitations in sociology being regarded as “science” like discipline in the physical and biological sciences; and
identify the logic in sociological analysis.

Course Contents

The historical contributions to scientific thought of the pioneers of sociology and social sciences such as Emile Durkheim, Auguste Comte, Parsons, Karl Marx, Max Weber, Malinowski, Cooley and many others. The historical and aims of scientific explanations of scientific progress. Understanding the history/basis of claim of sociology as science and not a humanistic discipline. Elements of science (what is science and scientific methods). Science, i.e its parameters and whether sociology as a discipline in social sciences can be regarded as any of the ones in the physical and biological sciences. Limitations in sociology being regarded as “science” like discipline in the physical and biological sciences. How and why work/research by sociologists can also be regarded as scientific.

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SOC 106: Introduction to Sociology II

(2 Units C: LH 30)

Learning Outcomes

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

discuss the nature and application of sociological theories, types of social groups and their characteristics;

describe the Social Institutions (family, economic, education and many others), social change, social control, social inequalities, social problems, and types of society; and

identify and describe methods and techniques of social investigation.

Course Contents

The understanding and application of the classical theories of Sociology (Functionalism, Marxism, and Symbolic Interactionism): Types and functions of social institutions especially the family, marriage, education, religion, politics and many others.: Analysis of social control in groups, social change, social inequalities, types of societies and social problems. Methods and techniques of social investigation.

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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:

examine the basic features of philosophy as an academic discipline;

identify the main branches of philosophy & the centrality of logic in philosophical discourse;

apply 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)

Course Contents

Learning Outcomes

At the end of the course, 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;
- 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

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.

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;
- 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

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processors, spreadsheets, presentations, graphics and other applications. Internet and online resources, browsers, and search engines.

SOC 201: History of Social Thought

(4 Units C: LH 60)

Learning Outcomes

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

trace the emergence of social thought from the Greek City States, through the Middle Age Renaissance and Reformation periods;

discuss the early classical Philosophers like Plato ,Hobbes, Machiavelli Aristotle, Adam Smith, Montesquieu and St. Simon;

explain the law of human progress by the 18th-Century Philosophers, and a survey of the founding fathers of Sociology;

describe the influence of theory of evolution on social thinking;

discuss the contributions of Auguste Comte, Herbert Spencer to study of society and social life, as well as the emergence/influence of Marx, Weber, Talcott Parsons and social change in society; and

evaluate the scientific worth of the foregoing theories on the peculiar character of societies.

Course Contents

The origin of Social Thought from the Greek City States: the events that heralded its emergence: the works of Plato, Aristotle, Hobbes and many others. The works of Philosophers during the Middle age, Montesquieu, Political Philosophy of Machiavelli: the investiture contest, the rise of emperors and philosophers: the era of enlightenment and the emergence of the call for personal rights, freedom and the waning of the powers of the Pope and Emperors: understanding the law of human progress by the 18th-Century Philosophers, and a survey of the founding fathers of Sociology. A historical overview of the political ideas of early philosophers/writers on society such as, great Greek thinkers, Plato, Aristotle and others like Machiavelli and many others. forerunners to Comte and Herbert Spencer on development of the new world order (societies). The influence of theory of evolution on social thinking, as well as the emergence/influence of Karl Marx, Max Weber, Talcott Parsons and social change in society.

SOC 202: Social Change and Social Problems

(3 Units C: LH 45)

Learning Outcomes

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

apply the theoretical perspective, institutional analysis of social change;

appreciate the concept of modernisation;

assess social change in Africa; theories of Social problems resulting in social change;

explain the major sources of change in society;

identify the dimensions of Social, Economic, Political and Religious change;

describe change in the family and legal system; and

discuss the problems associated with rapid social change in the Third World, with special reference to Africa.

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Meaning and nature of social change: theoretical perspectives on social change: adapting the institutional method in studying social change: the concepts of Industrialization, Modernization, Civilization and development particularly in Africa: social problems resulting from social change: agents of social change in society: dimensions and dynamics of economic, political and religious change: change in the family and legal system: problems associated with rapid social change in developing economics.

It interrogates the relationship between the functioning of social institutions and the prevalence of such social problems as poverty, juvenile delinquency, crime, drug abuse, family instability, racial ethnic and nationality conflicts, mental disorders and many others.: Management of the social consequences of social problems such as internally displaced persons, bandit attacks and social strategies for minimizing social problems.

SOC 203: Sociology of the Family

(2 Units C: LH 30)

Learning Outcomes

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

analyse the principles of kinship classification;

list the types and functions of groups formed on kinship principle;

describe marriage as a social institution;

apply knowledge of marital instability and disorganisation in different cultures;

examine the family as the basic social unit in society;

explain the various notions of family as an institution in society;

discuss the role/ functions of family in traditional and modern societies;

identify how the functions of the family unit have changed/evolved over the years in traditional societies and key factors responsible;

define normal, disturbed, and/or problem family units and factors accounting for them; and discuss the critical role of family in society, and assess the future of the family.

Course Contents

Universal definitions of the family and analyses: the principles of kinship, classification. Types and functions of social groups formed on these principles: theoretical perspectives on the family, Functionalism, Marxism, and Symbolic interactionism: the family and education, religion and politics: marriage, forms, functions and future prospects: marital instability, conflicts and intervention strategies in families and marriages and many others. An understanding of the role/ functions of family in traditional and modern societies. An understanding of how the functions of the family unit have changed/evolved over the years in traditional societies and key factors responsible. Normal, disturbed, and/or problem family units and factors accounting for them. A grounding of the critical role of family in society, and the future of the family.

SOC 204 : Social Psychology

(2 Units C: LH 30)

Learning Outcomes

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

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account for how personality and behaviour are influenced by a person's social characteristics or the social setting;
appreciate how personality characteristics influence a person's social behaviour particularly in groups or mass movements, such as End- Sars, religious worship and many others;
explain socialisation and internalisation; Values and attitudes; Development and change of attitudes; social movements. To know about the field of social psychology;
distinguish the various cognate specialties that also focus on human behaviour/societies, namely sociology, psychology, clinical psychology, and also psychiatry;
apply methods in social psychology;
identify the thrust of issues in social psychology, such as attitudes, motivation and many others; and
use the theories of social psychology and how they explain the social foundations of group behaviour.

Course Contents

Nature of social psychology and how it relates to Sociology and Psychology. Nexus between: a person's social characteristics or social setting: a person's social characteristics and his/her social behaviour in groups such as religious, political or cultural mass movements: socialization and internalization of mass-culture: and development and change of values and attitudes. Personality and behaviour are influenced by a person's social characteristics or the social setting. How personality characteristics influence a person's social behaviour particularly in groups or mass movements, such as End- Sars, religious worship and many others.

SOC 205: Elements of Social Work

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the concept of social pathology; major contemporary problems in Nigeria; 2. identify causes and possible solutions of the problems/pathologies; and
3. discuss theories of social work relevant to social work practices.

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The study of social causes and effects of such problems as poverty, delinquency, crime, family discord, industrial, racial and nationality conflicts, mental disorders, theories of social work relevant to social work practices. Topics include Contemporary Nigerian Social work. Organisation, function and practice in public and private agencies, including social security systems.

SOC 206: The Structure of Nigerian Society

(2 Units C: LH 30)

Learning Outcomes

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

- demonstrate the ability to adopt the institutional or class analysis to the study of the Nigerian society;
critically analyse the traditional Nigerian political structures characterised by centralised and decentralised political systems;

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comprehend Nigeria's contact with Europe in the forms of slave trade, legitimate trade and colonisation;
explain the structure of contemporary Nigerian society covering the educational, religious, political and economic systems and corresponding issues such as ethnicity and poverty;
explain the geography of the Nigeria state and her peoples;
discuss the Nigeria's ethnic and religious diversity, - number of ethnic groups per each subregion, religions of the peoples (Christianity, Islam and indigenos religions);
discuss the diversity of social structure – marriage, family types, partilineal, matrilineal, bilateral and many others;
identify the changes that have taken place in the country and factors accounting thereof
account for the functional and dysfunctional practices across the major as well as minor ethnic groups; and
discuss the Nigeria society.

Course Contents

Introduction to the building blocks of the structure of society – social institutions and classes: the structure of traditional societies before the existence of Nigeria – the Sokoto Caliphate, the Kanem-Bornu Empire, the Oyo Empire, the Benin Empire and village democracies: European contact with Africa and the establishment of trading parties in legitimate trade and slave trade: the colonial era and new class structure in Nigeria: PostColonial Nigeria – class structure, institutions such as education, economy, religion, politics and their contributions to the sustenance of the class structure. Consequences of the class structure – poverty, ethnicity, religious fanatics', political instability and many others. To have an overview of the geography of the Nigerian state and her peoples; the diversity of social structure – marriage, family types, partilineal, matrilineal, bilateral and many others. Changes that have taken place in the country and factors accounting thereof. Idea of functional and dysfunctional traditional practices across the major as well as minor ethnic groups. A good understang of Nigeria society.

SOC 209: Language, Society and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
discuss the social and cultural functions of language, with particular reference to Nigeria and other West African societies;
explain language communication and societal development, language policy and problems;
identify language problems of new states; language policy; definition of language and the role of language in communication; and
explain strengths and weaknesses of diversity in languages and cultures.

Course Contents

An examination of the social and cultural functions of language with particular reference to Nigeria and other West African societies. Language and social development. Language problems of new states. Language policy. Definition of language and the role of language in communication, strengths and weaknesses of diversity in languages and cultures.

Course Contents

SOC 210: Gender and Society

(2 Units C: LH 30)

Learning Outcomes

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

differentiate between Sex and Gender;

apply the theories of gender inequality, biological theories Murdock, Alex Thio, Parker and Parker and many others and cultural theories- Marxism, Feminism, Socialization;

discuss gender disparity in the economy politics, religion, education and many others;

explain the cultural inhibitors of gender equity - Widowhood practices, Early marriage and many others; and

critically evaluate strategies for narrowing gender gap.

Course Contents

The social definition of gender: theories of gender – Biological theories (Murdock P., Alex Thio, Parker and Parker and many others), Marxist theory – (the origin of the family and gender inequality), Feminism (from conservative to radical feminism) and Socialization theory: Cultural practices and gender inequality – Early marriage, female genital mutilation, widowhood practices: gender inequality in the economy, politics, education, religion and many more. Affirmative actions for gender equity.

GOU-SOC 204: Sociology of Mass Communication (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The course, Sociology of Mass Communication, anchors on Godfrey Okoye University's vision and mission of unity of knowledge and has been designed to ensure that students of Sociology are abreast with current learning and research pertinent to media issues, especially as it concerns the effects of the media on society, and how the character of society in turn, influence media practice and roles across societies. As a discipline that study society, sociological inquiry into man's communication systems is very important. This is in line with Sustainable Development Goal number 4. The course will ultimately enhance overall knowledge of the character, roles, challenges and influences of the mass media on society. Above all, the course discusses the media as an important component and subsystem of the total society, which must function properly, and indeed at its peak, for society to remain cohesive and peaceful towards achieving her set development agenda.

Overview

Drawing from the commitment of Godfrey Okoye University's philosophy of unity of knowledge and the quest of sociology to understand and mitigate problems that confront society in all sectors (including the media and communication sector), the course is designed to examine the relationships between the media and society. It studies communication models and looks at how prevailing social features of any society does influence media character in the society.

The course will adequately expose students to various aspects of both traditional and modern communication systems to enrich their knowledge and understanding of their operations, achievements and challenges in the Nigerian context. It will also provide insights about advantages of integration of traditional and modern communication channels (including the social media) for optimal results, characterized by effective communication and timely audience feedback.

Objectives

Course Contents

The objectives of the course are to:

1. Explain the basic concepts and state the functions of the media in society.
2. Describe the peculiar features of mass communication in society.
3. Identify the challenges facing the media industry in Enugu State and Nigeria.
4. Discuss types and factors influencing mass communication in Nigerian society.
5. Explain the theories /models of mass communication.
6. Distinguish between traditional and new media systems in society and proffer sustainable solutions toward cooperation for optimal results.

Learning Outcomes

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

1. Explain the meaning of mass communication, new media, and sociology of mass communication.
2. Identify ten ways that the media influence the society.
3. Explain the importance and benefits of mass communication outfits to society.
4. Distinguish five features of traditional media from modern communication options.
5. Describe critically the nature of roles and relationships between the media and society.
6. Identify four major challenges and solutions for mass communication industry in present day Nigeria.

Course Content

Basic communication concepts: encoder, decoder, audience, effective communication, media, electronic media. Nature and meaning of sociology of mass communication. Types of communication. Types and channels of communication. Features that characterize mass communication. Functions of the media in society. Misuse or dysfunctions of mass media in society (eg for propaganda). Traditional and modern (new media) systems of communication. Advantages and disadvantages of the modes of communication. The concepts of gate keeping and gate keepers in mass communication industry. Agenda setting role of the media in society. Factors that contributed to the growth of the media industry in Enugu State and Nigeria. Media and Development. Media strategies. Exposure to mass media. Importance role of Opinion Leader in communication. Pre-requisites of development communication. Social media: meaning, types, and differences from traditional media. Effects of social media on society (advantages and disadvantages). Challenges facing media outfits in Enugu State and Nigeria. Models/ theories of mass communication. Measures to maximize gains from social media. Mass media as a major instrument for globalization, commercialization and industrialization.

Minimum Academic Standard:

Radio, Television, News Paper. Other NUC- MAS requirement facilities.

GOU-SOC 205: Sociology of Igbo Apprenticeship System (2 Units; Compulsory; LH = 30; PH 0)

Senate-Approved Relevance

The vision and mission of Godfrey Okoye University to produce graduates who are disciplined, self-reliant and excellent in their professional callings constitute the key driver for this course on the Sociology of the traditional apprenticeship systems that thrives among the Igbos of Nigeria'. Historically, the Igbo group are notable for their prowess in the areas of commerce, arts/crafts, industry, and overall socio economic growth of their area. These were achieved principally through robust, time-honored apprenticeship system characterized by hitch free recruitment and sound character and vocational training of key actors across various enterprises and sectors. This course is in agreement with Sustainable Development Goal number 9. Indeed,

Course Contents

the apprenticeship system fostered discipline, self-reliance and excellence toward multi-faceted trades and economic dispositions that youths and the Igbo society at large engaged in. The need to strengthen such laudable apprenticeship system for posterity is a major thrust of this course, especially as Godfrey Okoye University's location is at the heart of the Igbo nation

Overview

Drawing from the commitment of Godfrey Okoye University Enugu to self-reliance and discipline, and coupled with Sociology programme's quest to understand and mitigate problems that confront society; the course is designed to instill among students the type of discipline that characterized operations of traditional apprenticeship system of the Igbo group, and to promote commitment to entrepreneurial /vocational training as deliberate strategies toward mitigating the problem of graduate unemployment in Nigeria.

Students will be adequately exposed to various aspects of the traditional apprenticeship scheme of the Igbo groups to enrich their knowledge and understanding of its operations and for possible self-employment in replications.

Objectives

Objectives of the course are to:

1. Identify the core objectives of the traditional apprenticeship system of the Igbo group.
2. Describe the peculiar features of the traditional apprenticeship system of the Igbo group.
3. Identify the parties involved in drawing up acceptable terms of agreement for traditional apprenticeship system of the Igbo group.
4. Describe the studies on traditional apprenticeship system of the Igbo group.
5. Explain roles of traditional apprenticeship system of the Igbo group toward growth of SMEs, industrialization, trades and commerce, and socio-economic development of Igbo area and Nigeria in general.
6. Identify the challenges facing the traditional apprenticeship system of the Igbo group in the contemporary Nigerian society.

Learning Outcomes

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

1. Explain the core objectives for the practice of traditional apprenticeship system of the Igbo group.
2. Distinguish the traditional apprenticeship system of the Igbo group from other models/types of apprenticeship across the globe.
3. Describe the mode of operations of the traditional apprenticeship system of the Igbo group.
4. Identify four major challenges facing the traditional apprenticeship system of the Igbo group in present day Nigeria.
5. Suggest four workable measures to strengthen the traditional apprenticeship system of the Igbo group for better performance.
6. Enumerate five solutions to challenges and problems involved in the operation of the traditional apprenticeship system of the Igbo group.

Course Content

Conceptualizing apprenticeship. Factors responsible for resilience of traditional apprenticeship system of the Igbo Group. Industrialization. Small and medium enterprises, 'oga' na nwaboyi' (master and his/her trade mentee) etc. Models/types of apprenticeship practices. Theories of apprenticeship. Historical background. Social values. Social norms and philosophical foundations of traditional apprenticeship practices among the Igbo group. Core objectives. Features of the traditional apprenticeship system of the Igbo group. Parties involved in drawing up acceptable terms of agreement and mechanisms for equitable resolution of breaches under the traditional apprenticeship system of the Igbo group. Traditional apprenticeship system of the Igbo group and the growth of small and medium enterprises (SMEs), commerce, industries, and overall development in the Igbo territories and Nigeria. Traditional apprenticeship system

Course Contents

of the Igbo group as viable source of credit facility, goods and services as well as social integration, cooperation and solidarity. Problems of traditional apprenticeship practices. Measures of government. NGOs. Communities. Firms and individuals could adopt to strengthen traditional apprenticeship system of the Igbo group for social and economic development of Nigeria. Review of selected studies on Igbo apprenticeship system. Future and prospects of traditional apprenticeship system of the Igbo group.

Minimum Academic Standard:

Traditional Tools used for training in traditional apprenticeship system. Other NUC-MAS requirement facilities.

GOU–SOC 207: Sociology of Domestic Violence (2 Units; Elective; LH = 30; PH = 0)

Senate - Approved Relevance

Training Sociologists that are highly skilled and experienced in managing and handling gender sensitivity, gender inequality, gender equality and other related gender issues such as domestic violence is in agreement with Godfrey Okoye University's mission and vision to produce graduates who will be outstanding in learning, balanced in character and personality and ready to pursue epistemic unity in all its ramifications and to impact quality education aimed at inculcating in the students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue. Many cases and incidences of gender sensitivity, gender equality, gender inequality and domestic violence exist in Enugu and its neighbourhood communities. Thus, training Sociologists that will not only handle the social problems but also provide policy options is very significant. Also the course is in line with the university's purpose for creating Directorate for Gender Equality and will contribute to the University's efforts in showing the evidence.

Overview

Gender sensitivity involves the ability to identify certain problems which gender inequality and discrimination create. Gender sensitivity engenders domestic violence which include wife battering, rape, sexual abuse, acid attack and broken home which ends in divorce. Gender sensitivity and domestic violence constitute great problems to the individuals, families and communities in Enugu. Gender sensitivity and domestic violence that result from gender inequality in the homes have become so endemic and prevalent in Enugu State. Wife battering as a form of domestic violence has caused many children to drop out of schools, play truancy, become delinquents, commit suicides and deviate and engage in different forms of anti-social behaviours.

The course aims at providing solutions to the problems of gender sensitivity and domestic violence in Enugu. The course is designed to adequately expose sociology students to basic skills and requirements for handling gender sensitivity, gender inequality, gender issues and domestic violence through peace building, peace-making, conflict management and policy options.

Objectives

The objectives of the course are to:

Explain the concepts of gender sensitivity, gender equality, gender inequality and domestic violence.

Describe the symptoms and signs of domestic violence.

Course Contents

Distinguish the different types of gender and gender issues and domestic violence.
Explain the reasons for gender sensitivity, gender equality, gender inequality and domestic violence.

Enumerate the consequences of gender sensitivity, gender inequality and domestic violence.

Learning Outcomes

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

Explain the meaning of gender, gender sensitivity, gender equality, gender inequality and domestic violence.

Enumerate at least five reasons for gender sensitivity, gender equality, gender inequality and domestic violence.

Identify gender roles and gender role approaches.

Advise on gender and sustainable development goals.

Identify the skills for peace making, peace building, peace management and interventions in gender issues and domestic violence.

Course Content

Concept and meaning of gender. Gender sensitivity. Gender equality. Gender inequality. Domestic violence. Gender issues. An ideal family and features. Disorganized family and features. Domestic violence. Linkages of gender and sustainable development goals. Forms of gender inequality. Causes of gender inequality. Socialization and gender roles. Vulnerable groups and domestic violence. Effects of gender sensitivity. Gender inequality and domestic violence. Gender theories. Fundamental human rights. Policies on gender and domestic violence and policy options. Concrete and realistic solutions to gender problems. Some necessary intervention skills for peace building. Peace making. Conflict management.

Minimum Academic Standards

Library holdings. Official church documents. Court documents. Social welfare case files. Case studies and other NUC – MAS requirement facilities.

**GOU-SOC 214: Patriarchy System in Igbo Land (2 Units; Elective; LH= 30; PH= 0)
Senate-Approved Relevance.**

Course Contents

This course underscores the influence of power structures of the society on individuals and the community. It critiques the power structure of patriarchy in Igbo land which for centuries has relegated women to the background. However, with modernity and the activities of the feminist movement, the world has embraced gender mainstreaming (cf. the 1995 Berlin conference) and is emphasizing the need for equality between men and women. Modernity is also exerting its influence in every part of the world, including Igbo land, and it is challenging the cultural system that gave powers only to men. The goal of this course aligns with the philosophy and mission of Godfrey Okoye University to contribute to societal wellbeing through a culture of dialogue.

Overview

Patriarchy is a social system by which positions of dominance and privilege are primarily held by men. It is a system of social organization in which men have a disproportionate share of power. Patriarchy is rooted in cultural and legal systems that historically gave fathers authority in family and clan matters, organized descent and inheritance through the male line. It includes exclusion of women from decision-making, institutional discrimination against women and the relegation of women to the domestic sphere. Through socialization, girls and boys are brought up to accept the social system in which they live which in most cases result in gender oppression.

The course is designed to adequately expose students to the evils of patriarchy and encourage a social system that respects the rights of all and the equality of gender.

Objectives

The objectives of the course are to:

- Describe the implication of patriarchy in contemporary Nigerian and Igbo society.
- Describe societies devoid of discrimination, with full potential to recognize all social groups regardless of sex.
- Explain commitment to gender mainstreaming as a development approach and tool for achieving the economic reform agenda.
- Identify gender issues as central to and critical to the achievement of national development goals.
- Identify the ways for promotion and protection of human rights, social justice and equity.
- Explain the views of feminists in fighting patriarchy.

Learning Outcomes

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

- Discuss male dominated cultures in Enugu State and Nigeria.
- Enumerate the characteristics of patriarchy system.
- Explain the need to promote social and economic empowerment of women and girls.
- Enumerate the needs for public enlightenment through the mass media, religious groups on the negative effect of patriarchy.
- Identify the need for institutional mechanism for fighting patriarchy.

Course content

Concepts of patriarchy and gender in equality. Gender roles. Gender identity. Gender equality. Gender structure approach. Gender identities. Gender analysis. Gender awareness. Gender bias. Sexism. Roles of socialization. Gender education. Gender as a core value for transforming Enugu State and Nigeria. Ways of confronting patriarchy. Gender theories. Liberal feminism. Roles of feminism. Feminist movement. Feminist theories. Gender issues in Enugu State. Harmful delivery practices. Child labour. Access to inheritance. Rape. Sexual harassment.

Course Contents

Female genital mutilation. Gender equality and environmental goal. Socio-economic empowerment of women. Advantages of society in gender equality. Future of women in gender equality. National gender policy. Gender and sustainable development goals.

Minimum Academic Standards

Samples of sustainable development projects. Documents of national council of women society. National Gender Policy 2006. Other NUC-MAS requirement facilities.

Course Contents

GOU - SOC 231: Sociology of Contemporary Youth Culture (2 Units; Compulsory; LH = 30; PH = 0)

Senate - Approved Relevance

Culture is the totality of people's way of life. It is a complex whole which includes knowledge, beliefs, art, morals, customs and any other capability and habits acquired by the human being as a member of the society. The youths can be said to have a culture of its own as it is marked by distinctive ways of dressing, use of language, music preferences, engaging in sports and internet, typical behavior and life style. The course on the sociology of contemporary youths' culture exposes the distinctive features of youth behavior that are anchored on the values and vices of modernity. This is in agreement with Godfrey Okoye University's mission which considers today's youth as an indispensable dialogue partner in societal development.

Overview

The course investigates contemporary symbolic systems that are shared youth and which distinguish them from senior citizens of the society. The contemporary youth culture is nurtured by technology. There is the ever present perceived need of the youth to be in the contact with peers through the internet, online, media and gaming platforms and many others. Exposure and predisposition to mass media, digital technologies and globalization; all these have positive and negative effects on the life of the present day youth.

The course discusses the positive and negative influences on today's youth which generate similar behavioral traits across borders. It also investigates the force of youth behavior in revolutionary and mob actions. The goal is to lead the youths of today, who constitute about 95% of Higher Education population, to understand their strengths and put it to positive use, and to introspectively discuss aspects of youth culture that are detrimental to theirs and societal growth.

Objectives

The objectives of the course are to:

- Expose the history and meaning of the concept "Youth Culture".
- Define Sociology of Youth Contemporary Culture.
- Analyze the features of youth behavior.
- Explain aspects of youth culture and shared values.
- Discuss positive and negative influences on the youth.
- Investigate the strength of youth predisposition to revolutionary and mob actions.
- Describe youth culture and deviant behaviour among the youth.
- Identify the reasons for youth involvement in criminality.
- Explain the dangers of engaging in negative youth culture.
- Identify how to solve the problems of negative youth culture.

Learning Outcomes

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

- Explain youth culture.
- Discuss at least ten common features of youth behavior.
- Establish the relationship between contemporary youth culture and technology.
- Discuss youth culture against contemporary social ills.
- Enumerate at least five ways to avoid negative youth culture.
- Describe the major contemporary youth problems in Nigeria.

Course Contents

Identify the dangers of involving one's self in any social problem.

Enumerate at least five alternative means of livelihood to avoid engaging in fraudulent practices.

Course content

Definition of Youth. Definition of Culture. Definition of Youth Culture. History of the term. Youth identity. Types of youth culture. Types of culture. Examples of youth culture. Characteristics of youth culture. Youth culture in sociology. Contemporary youth culture and technology. Youth culture and the media. Cyber and social networking. Internet addiction. Internet addiction behaviours. Internet and social media addiction and youth culture. Negative implications of internet use. Cyber bullying. Internet use and substance abuse among the youths. African shared values. Culture and youth. Cultural elements for promoting peace. Youth culture and Social problems. Types of social problems in Nigeria. Theories of social problems. Causes of cyber-crime. Consequences of cyber-crime. Cyber-crime and national development. Solutions to youth involvement in cyber-crimes and negative youth culture.

Minimum Academic Standards

Materials from internet, journal articles. Materials from National Orientation Agency. Other NUC- MAS requirement facilities.

GOU-SOC 232: Sociology of Education (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved-Relevance

The training of students in Sociology of Education in a way that they will acquire the knowledge and skills that would enable them operate most effectively in the cultural environment is a need. There are several functions which sociology performs in the society, especially with regards to the link with education which is one of the subsystems in the society. The course underscores the importance of determining how public and social institutions and the experience of people in the society affect education and its outcomes. This is in line with the mission and vision of Godfrey Okoye University Enugu that focuses on quality training of students in learning and character in order to be productive to their immediate environment. Therefore, graduates of this course will play a crucial role in helping the locals to achieve their economic, health, and political wellbeing.

Overview

Course Contents

This course applies the philosophy and theories of sociology of education to the study of how social and cultural institutions affect education in South Eastern Nigeria. This course on the Sociology of Education will help the students acquire knowledge and skills that will help them to tap the potentials of their natural/cultural environment for the benefit of education.

Furthermore, this course exposes the symbiotic relationship between education and the society. Education is an agent of social mobility. One of its goals is to sculpt the abilities, aptitudes, and attitudes of people to function productively within the society. The course is designed to expose learners to some contemporary sociological thoughts and skills that discuss this relationship. It is also designed to equip the graduates of the course for their future career in human and societal development.

Objectives

The objectives of this course are to:

- Explain the concept of Sociology of Education.
- Expose the philosophical root of sociology of education.
- Discuss theories of Sociology of Education.
- Expose the functions of Sociology of Education.
- Identify the relationship between education and the society for better understanding of the functionality of the sub-systems in the society.
- Enumerate the problems and prospects of Sociology of Education.
- Discuss how South Eastern social institutions affect education and its outcome.
- Examine the ways education can encourage social integration and cultural innovation.

Learning Outcomes

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

- Define Sociology of Education
- Discuss the ideas of the Founders of Sociology of Education.
- Discuss two theories of sociology of Education.
- Explain the importance of Sociology of Education.
- Discuss the relationship between education and the society.
- Analyze the concept of Sociology of Education in relation to three social institutions in the South East.
- Explain the importance of teaching societal values in schools.
- Discuss the influence of social factors on the learning process.
- Discuss five ways in which a selected social institution affect education in the South East.

Course Content

Course Contents

Concept of Contemporary Sociology of Education. Philosophical roots of Sociology of Education. The Founders of Sociology of Education. Theories of sociology of education. Importance of Sociology of Education. Functions of Sociology of Education. The Socio-Cultural environment in the South East. Social Institutions in South Eastern Nigeria. The child, the school and group dynamics. The Public School System. Adult and Continuing Education. Cultural dimensions of education. Concept of social change. Effects of social factors/institutions on learning. The Igbo Apprenticeship system. Training in Special Education. Training in Geriatric and Child care. Gender Relations. Race and Ethnicity. Rural and Urban Residence in South-Eastern Nigeria. Teaching societal values in schools. Society, education and human development.

Minimum Academic Standards

3-D Technology

Computers (1:3 students)

Other NUC-MAS requirement facilities

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 organizations, the media, and traditional institutions in peace building.

Course Contents

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

Course Contents

Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue b.) Arbitration, c.) Negotiation d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in 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 ecommerce, First Mover Advantage, E-commerce business models and Successful ECommerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR),

Course Contents

Internet of Things (IoT), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
enumerate innovative ideas that borders on societal problems;
apply social science knowledge to research on public and private sectors; 3. 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 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;
discuss in detail procedures for conducting a research;
identify the principles guiding research; and
discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents

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

SOC 301: Methods for Social Research

(4 Units C: LH 60)

Learning Outcomes

At the end of the course, the students should be able to:
identify strategies of descriptive and non- descriptive and historical research;
describe various types of research methods; their advantages and disadvantages;
have an overview of the study of human beings in societies in diverse contexts;

Course Contents

have an idea of the different methods of social research targeted at human beings;
distinguish between quantitative and qualitative research methods (such as, survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitative methods like focus group discussion, indepth interview, ethnographic, case study and many others;
explain the strengths /weaknesses in the use of all the methods;
explain the justification for use of one or some or all the methods in social research in human societies; and
apply the essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as design of study, collection of data, data processing, interpretation and conclusion otherwise outcomes would not be deemed credible or scientific.

Course Contents

Different forms of research design: Descriptive studies, Experimental studies and Crosssectional design and the survey method. Historical research: the strengths and weaknesses of each design, and how to select a design based on the research problem. Strategies of descriptive and non- descriptive and historical research. Various types of research methods. Their advantages and disadvantages. Overview of the study of human beings in societies in diverse contexts. Idea of the different methods of social research targeted at human beings. Quantitative and qualitative research methods (such as survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitative methods like focus group discussion, indepth interview, ethnographic, case study and many others. Strengths /weaknesses in the use of all the methods. Justification for use of one or some or all the methods in social research in human societies. Essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as design of study, collection of data, data processing, interpretation and conclusion otherwise outcomes would not be deemed credible or scientific).

SOC 302: Social Inequality

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
analyse forms and functions of social inequality;
describe theories concerning the origins, persistence and consequences of social system of stratification;
identify types of social mobility and their impacts on stratified structures;
explain Social inequality and social probability in Nigeria;
examine the meaning of social inequality and its dimensions;
define related concepts like social stratification, social class, equity/inequity and many others;
recognise the determinants of social inequality in society;
discuss the consequences of social inequality; and
link the contributions of, or how Karl Marx and Max Weber perceive social inequality and the response of the critics of Marxian theory.

Course Contents

Course Contents

The nature, origin and forms of social inequality: the sociological perspective and consequences of social inequality. Types of social mobility: generational, intragenerational and intergenerational. Social inequality and social stability. Social inequality and democracy. Social inequality and social probability in Nigeria; the meaning of social inequality and its dimensions; related concepts like social stratification, social class, equity/inequity and many others. Determinants of social inequality in society. Consequences of social inequality. Contributions of, or how Karl Marx and Max Weber perceive social inequality and the response of the critics of Marxian theory.

SOC 303: Sociology of Crime and Delinquency

(4 Units C: LH 60)

Learning Outcomes

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

explain the nature and extent of crime;

discuss theories of crime;

analyse the traditional control of crime and deviancy in African societies;

explain its application to contemporary administration of justice;

explain the criminal activities in Nigeria, its relation to personal and cultural conditions;

identify factors that account for crime in society;

analyse different types of crimes in society;

identify the difference between crime and delinquency; 9. analyse how society responds to crime and delinquency; and

10. list punishment for crimes in a society.

Course Contents

Nature and Definition of Crime: Theories of crime: Social inequality and crime: Traditional control of crime and delinquency: Relevance of traditional crime control in modern societies: The Criminal Justice System in Nigeria: Crime and gender. Cultural conditions and crime. factors that account for crime in society. Different types of crimes in society. Difference between crime and delinquency. Analyse how society responds to crime and delinquency.

SOC 305: Political Sociology

(2 Units C: LH 30)

Learning Outcomes

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

discuss the social and cultural contexts of political activity and behaviour;

describe political organisations, trade unions, elite groups, the development of movement for political change; and

analyse political participation and socialisation of the citizenry.

Course Contents

The techniques for applying the Sociological mode or enquiring to the study of politics. Sociological theories and Politics. The social and cultural contexts of political activity and

Course Contents

behavior. Political organizations – political parties and ideology. Prevalence of electoral crimes. Mass movements and political change. Political participation and dividends.

SOC 306 : Formal Organisations

(2 Units C: LH 30)

Learning Outcomes

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

identify the structural properties of organisation and their consequences;

explain bureaucracies and complex formal organisations in various institutional settings;

analyse the relationship between organisation and the community;

list the major theoretical and methodological problems in studying complex organisations;

and

assess organizations and their environments.

Course Contents

Structural properties of organizations and their consequences. Bureaucracies and complex formal organizations in various institutional settings and the relationships among organizations in the community. Major theoretical and methodological problems in studying complex organizations. Problems of formal organizations in the new states.

GOU-SOC 301: Sociology of Internally Displaced Persons (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

The course involves training of graduate sociologists that are highly skilled in intervention, policy formation and advocacy, resettlement and management of internally displaced persons and migrants especially in Enugu that is densely populated with both internally displaced persons, refugees and migrants as a result of insecurity and flight in different parts of communities in Enugu and Nigeria. This is in line with Sustainable Development Goal number 1. The sociology of internally displaced persons (IDP) will help in training graduate sociologists that will have entrepreneurial skills in different trades for the adjustment and integration of the internally displaced persons and migrants in Enugu and it is in agreement with Godfrey Okoye University's Mission and vision to impart quality education aimed at inculcating in the students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue and also to produce graduates who will be outstanding in learning, balance in character and personality and ready to pursue epistemic unity in all its ramifications.

Overview

In Nigeria as a whole and in cities like Enugu, the number of internally displaced persons has continued to double annually. Internal displacement is caused by a connection of interrelated factors which includes violence, communal clashes, insurgency, Fulani Herdsmen, incidences of kidnapping, and natural disasters (especially flooding). All these factors have resulted to insecurity of lives and property and have caused over two million people to be internally displaced and flee to the cities. Enugu is one of the Nigerian cities harboring a good number of people fleeing their affected communities for safety.

The growing number of the internally displaced persons and the causes of this unfortunate development is a case that calls for sociological study and intervention for better and effective solutions. The course is designed to expose students to basic requirements for sociological study

Course Contents

to assist in provision of policies and programs for intervention, resettlement and management of the internally displaced persons.

Objectives

The objectives of the course are to:

1. Identify the factors responsible for the internal displacement of persons.
2. Enumerate the problems of the internally displaced persons (IDP).
3. Explain sociological study in the context of internal displacement.
4. Explain intervention and rehabilitation strategies.
5. Prepare business plans for the internally displaced persons.

Learning Outcome

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

Enumerate what makes the study of IDP a sociological enterprise.

Enumerate five competences for handling internal displaced persons and their conditions.

Identify three sociological perspectives that relate to internally displaced persons.

Proffer four solutions to theoretical and practical problems of the internally displaced persons.

Carry out a sociological investigation on an IDP camp.

Discuss his/her career as sociologists with particular references to the needs of the internally displaced persons.

Course Content

Concept and meaning of internally displacement (IDP). Internally displaced persons. Migration and migrants. Causes of internally displacement. Problems and challenges. Identification of the needs of the internally displaced persons. Techniques for adjustment of the internally displaced persons. Social supports and supportive mechanisms. Host communities and challenges. Internally displaced persons' camps. Forms of administration, operation and management. Central place of sociologists in the rehabilitation and intervention programs. Policy measures. Solutions to the problems of internally displaced persons. Conflict and crises management. Entrepreneurship approaches to problem solving of the internally displaced persons. Sociological theories on internal displacement. Relevant laws. Ethical issues. Disease prevention and disease control. Assessment of strength and weakness of the support system and host communities. Mechanism of health promotion, designing of programs to enhance competence. Empowerment, entrepreneurial skills and prevention of behavioral problems and suicides. Determinants of viable business options, features of Successful medium and small scale business. Requirement for business development. Nature of enlightenment programs for settlement and reintegration. Planning and implementation of programs.

Minimum Academic Standards

Copies of state and local Government laws and programs on human rights and programs for managements of internally displacement and internally displaced persons. Samples of pictures on internally displaced persons and camps. Other NUC-MAS requirement facilities.

Course Contents

GOU-SOC 303: Sociology of Non-Governmental Organizations (2 Units; Elective; LH = 30; PH = 0).

Senate–Approved Relevance

Training of high quality graduates who are highly skilled and knowledgeable in development programmes for the development of both rural and urban areas through non-governmental organizations (NGOs) in Enugu State that is densely populated is in agreement with Godfrey Okoye University's mission to tackle development challenges and improve the welfare of the people. The Sociology non-governmental organizations is designed to produce graduates that are not only employers of labour but also consultants to many organizations engaged in development programmes in Enugu State and beyond. The importance of the course lies in meeting the need to achieving sustainable development goals numbers 1, 2 and 11 in the areas of poverty reduction, zero hunger and sustainable communities.

Overview

Non-Governmental Organizations (NGOs) are the voluntary organizations which are involved in various development activities and programmes with the sole aims of mobilizing the poor and alleviating poverty among the rural and urban dwellers. The non-governmental organizations are non-profit voluntary citizen's groups organized for a common interest and humanitarian functions. They are usually funded by volunteers. NGOs facilitate governmental policies to reach remote areas and enhance the overall effectiveness of social welfare schemes. NGOs perform a variety of services for social wellbeing either through implementing development projects or through policy advocacy.

The course will equip students with the necessary skills, techniques and knowledge for setting up NGOs and engaging in programmes of NGOs and also become employers of labours. It will enable the graduates of this course to contribute both in community services in Enugu State and national development.

Objectives

The objectives of the course are to:

1. Explain the common reasons for setting up an NGO.
2. Discuss the basic requirements for setting up an NGO.
3. Describe the forms of projects that are embarked upon by NGOs.
4. Discuss the steps required for setting up an NGO.
5. Explain the skills, techniques and theories use in running an NGO.
6. Discuss the factors inhibiting the performances of NGOs.
7. Identify solutions to the problems of NGOs.

Learning Outcomes

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

1. Explain at least five reasons for setting up an NGO.
2. Enumerate at least five examples of NGOs.
3. Enumerate at least five requirements for starting an NGO.
4. Describe the contributions of NGOs to South Eastern Nigeria.
5. Identify the obstacles militating against the activities of NGOs.
6. Discuss solutions to the problems of NGOs.
7. Conduct research on NGOs.

Course Content

Concept of Non-Governmental Organizations. History and evolution of NGOs. Reasons for setting up NGOs. Purpose of NGOs. Objectives of NGOs. Organizational systems. Types of

Course Contents

NGOs. Structure and activities. NGOs and management system. NGOs registration. NGOs registration requirements. Project proposals. Flexibility study. Planning. Programmes and strategies. Monitoring and implementation. Sources of fund. Roles of NGOs. NGOs and peace building. Training and capacity building. Gender issues and advocacy. NGOs and supervisions. Assessment and evaluation. Interaction with other NGOs. NGOs and civil society. NGOs and International Organizations. NGOs and subsidies. Donors and NGOs. Humanitarian Aids. Communication mechanisms. Poverty and NGOs. Diseases. Health care services. Human rights. Problems and challenges. Political interference. Government control. Impacts and achievements of NGOs. Solutions to the problems of NGOs. Prospects and future of NGOs.

Minimum Academic Standards

Samples of documents on NGOs. Copies of corporate Affairs Commission registration requirements. Other NUC – MAS requirement facilities.

GOU-SOC 311: Sociology of Security Management in Enugu State (2 Units; Compulsory; LH = 30; PH = 0)

Senate - Approved Relevance

This course is designed for the training of graduates who are highly skilled and are knowledgeable in the application of principles, techniques, theories and methods of sociology in security management in the Military, Police, Secret Service, Civil Defense etc. This is a matter of urgent need and necessity, especially in Enugu State. The expected outcome is in line with Godfrey Okoye University vision and mission to utilize learning outcomes in achieving religious, cultural and epistemological dialogue through training sociology graduates who are balanced in knowledge, personality and character. The course is in line with Sustainable Development Goal number 16.

Overview

Sociology of security management is the application of basic principles of sociology and research methods in sociological assessment procedures necessary for helping appropriate authorities to make proper personnel recruitment, selection, placement, training and management decisions and choices. The contents of this course will equip sociology graduates with skills and ability to provide solutions to security challenges in Enugu State.

The course contents will expose students to proper analytical and practical skills in the application of principles of sociology in security management for effective and efficient security in Enugu State and beyond. It will provide relevant theoretical, analytical and practical sociological applications in the proper management of security personnel in order to improve the safety of lives and properties in Enugu State and beyond.

Objectives

The objectives of the course are to:

Enumerate the relevance of theories of learning in training of security personnel.

Explain practical exercises in the use of assessment techniques in recruitment, selection and placement of security personnel.

Course Contents

Describe the use of research methods & assessment tools in sociology during crime investigation.

Explain the implications of leadership for the development and management security personnel in Nigeria especially Enugu State.

Identify psychosocial factors influencing antisocial behaviors among security personnel in the Enugu State workforce.

Learning Outcomes

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

Enumerate at least three relevance of theories of learning in training of security personnel.

Identify at least three importance of motivation theories in the efficiency, commitment and productivity of security personnel.

Describe at least five steps in the use of assessment techniques in recruitment, selection and placement of security personnel.

Describe the use of at least three research methods in sociology during crime investigation.

Explain at least five psychosocial factors influencing anti-social behaviors among security personnel in the Enugu State workforce.

Course content

Concept of security management. Scope of security management. Emotion theories. Security personnel training development. Learning theories. Personnel training. Motivation theories. Security personnel productivity. Perception and crime. Crime detection. Crime prevention. Leadership theories. Security management. Research methods in sociology. Crime investigation. Sociological assessment procedures. Techniques in security management. Security personnel recruitment. Security personnel selection and hiring. Security personnel placement and retaining sociology and crime. Legal issues in security management. Public relations. Psychodynamic factors in crime. Psycho social factors in crime. Forensic psychology. Crimes and investigations.

Minimum Academic Standards

Charts. Projectors. Psychology laboratory.

Course Contents

Course Contents

GOU-SOC 312: Sociology of Neo-pagan Movements (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The mission of Godfrey Okoye University is to impart quality education aimed at inculcating in students strong personalities that will promote religious, cultural and epistemological dialogue. Sociology of Religion is set to capture this mission. To understand the culture and mentality of any particular group, we need to understand the influence of religion within the spectrum of that group. Knowingly or unknowingly, our religious belief influences how we organise and present ourselves and our mentality. In this modern age when religious differences and sentiments demand our attention, this course helps offer a grounded account of religion's role in creating a bipolar world and how to understand and tolerate each other. Thus, the aim of this course is in line with Sustainable Development Goal number 10. The need to examine why our society is deeply divided into various issues, especially religious matters, must be considered. This course helps students to understand these issues and ways to alleviate them.

Overview

Nigeria is an integral part of the globalised world with her diversity in all aspects. The course examines the function of religion and religious institutions in societies and the relationship between them. It examines the socio-religious issues in the world in general and Nigeria in particular, exploring the challenges that come with it in the lived experience of everyday life.

This course is designed to examine critical issues and activities of religious groups and sects in Nigeria and the world over to help the student search for and identify information on religion in general and begin to think critically about religious issues. The course examines practices, forms, beliefs and organisation of religion in general and how these affect sociology.

Objectives

The objectives of the course are to:

- Explain the influence of religion in shaping society.
- Describe the key ideas and concepts in religion.
- Enumerate and probe views around vital religious issues.

Course Contents

Discuss the history of the emergence and bases of neo-paganism.

Identify the neo-pagan movements in Nigeria and their peculiar features.

Examine the ways sociologists view historically dynamic society within the context of a multi-religious environment.

Discuss the existence of neo-paganism in the church.

Learning Outcomes

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

1. Enumerate five answers to the question of the importance of religion
2. Describe religion broadly and analyse a fundamentalist approach to religious issues.
3. Explain religious challenges that stand in the way of development towards a more just society.
4. Describe the different religions and their fundamental teachings.
5. Discuss the historical and sociological bases of neo-pagan movements in Nigeria.
6. List at least two neo-pagan movements and discuss their effects on the society.

Course Content

Meaning of Neo-paganism. Bases of neo-paganism. Neo-paganism and social factors. Society, religion and the supernatural. Functions of religion. Nature of religion. Types of religion. Symbols of major world religions. Early sociologists and religion. Emile Durkheim. Max Weber. Karl Marx. Theories of religion. Nature and effects of religion. An anthropological view of religion. Religious movements. Religion and society. Social anthropology of African religions. Religious movements. Religion in the modernised and complex society. Religious groups in Nigeria. Modern paganism. Neo-pagan movements. Historical roots of modern pagan movements. Modern paganism and the new age. Modern pagan movements and social change. Neo-pagan movements in Nigeria. Paganism in the churches. Future of Religion in Enugu State and Nigeria.

Minimum Academic Standards

Specific illustrative study materials from the literature on religion, both national and international.

Course Contents

GOU-SOC 332: Community Development and Foreign Aids (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved Relevance

Training of sociologists that are highly skilled and committed to the development of both rural communities and urban areas in Enugu state through the provision of social amenities to improve the welfare of the people is in agreement with Godfrey Okoye University's mission and vision to produce graduates that are not only employers of labor but also facilitators of community development programs. Community development will equip our students with the necessary skills to become great developers and organizers of foreign aids for development of the communities. The course is in line with sustainable development goals numbers 1 and 2. The students will be able to play significant roles in the development of communities and community work in Enugu state. Many communities in Enugu state lack social amenities necessary for good life and wellbeing of the people. Community development will enable students to acquire the necessary theories and practical skills for working with the communities and engaging them in development programmes.

Overview

Community development programs are usually associated with so many uncertainties. Many communities in Enugu State do not understand the necessity for community development and foreign aids for self-help programs that will enable them provide essential social amenities for the good life in the community in Enugu state. Even those communities that understand the need for community development find it absolute difficult to embark on self-help programs without community development officers working with them.

There is no gain saying the fact that training the students who will work as community development officers and social workers to assist the communities engage in self-help projects will go a long way in reducing poverty and enhance provision of social amenities and good things of life in the communities. Community development is designed to adequately expose students to basic requirements for working with people of communities.

Objectives

The objectives of the course are to:

- Identify the felt need of the communities.
- Explain common reasons for poor conditions of the communities and lack of development in the communities.
- Describe the meaning of community development.
- Explain the activities involved in the community development.
- Explain the different features of the communities and community development.
- Describe the necessary skills for community development programs.
- Explain the roles of government and international agencies in community development programs.

Learning Outcomes

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

Course Contents

- Explain the meaning of community development.
- Advise on how to carry out community development programs.
- Explain the key elements and skills in community development.
- Describe the felt need of the community.
- Initiate and carry out self-help programs in the communities.
- Identify problems and prospects of community development.
- Enumerate the various technical and governmental assistance available for community development.

Course Content

Concept of Community development. Goals, types and approaches. Methods of community development. Process of community development| project development process. Factors shaping the emergency and trends in community development. Community organization practice. Community organization process and the roles of the community Organizer in the community. Theories. Policies on community development. Principle of community development. Process and programs of community development. History of community development in Nigeria and Enugu state. The community development workers as organizers and social developer through community development process. Different roles of community development officers as enabler, advocate, analyst, record keeper etc. Phases in community development process. Roles of government and international agencies in community development. Grants, foreign aids and assistance available in community development .Evaluation and accountability.

Minimal Academic Standards

Sample of diagrams in community development, copies of state and local government documents on community development. Other NUC-MAS requirement facilities.

GOU-SOC 341: Sociology of the Aged in Igbo Land (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved Relevance

This course is developed to investigate sociological factors involved in the life of and care of elderly members of the society. Care of the elderly is understood as the responsibility of the younger members of families and kinsmen. Currently, this tradition is gradually dying down, hence the necessity for investigative study of all areas of care for the physical and mental

Course Contents

wellbeing of senior citizens. Positive aging will enable an individual to contribute adequately to the development of society. This is in agreement with Sustainable Development Goal number 3, 8 and 15. This course will help sociology graduates to mount research-based consultancy services, put up training structures/facilities and advocate for the rights of the elderly and their social security arrangement. This matches Godfrey Okoye University's mission to produce graduates that are not labour seekers but employers of labour.

Overview

Ageing and the aged have been subjects of interest throughout history. The problem of ageing and the aged is a universal subject. People age everywhere. Anybody can become old. While "growing up" is normally seen as desirable, "growing old" usually have far more negative connotations. Although death may occur at any age, it is an abstraction which has come to be associated with old age. This may explain why there is an incipient fear of growing old and a possibility of avoiding thinking about growing old.

Growing old is a complex and gradual process with biological, psychological and social dimensions. Sociologists are paying increasing professional attention to the ageing process. Hence, this course is designed to sociologically expose students to the process which leads from birth to death of individuals; human responses to the ageing processes and to our environment at old age. The course will also emphasize the implication of certain lifestyle choices for the students, especially during the youthful age.

Objectives

The objectives of the course are to:

- Explain the social process of ageing.
- Discuss the theories of ageing.
- Identify the factors that influence ageing and maturity.
- Discuss the consequences of an ageing population.
- Describe ageism and give advice on how to stop ageism.
- Explain lifestyle choices of people of different age categories and their attendant consequences.
- Distinguish between the care of the elderly in rural and urban areas.
- Identify policies that will accommodate the elderly in the face of globalization.

Learning Outcomes

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

- Explain ageing and the social process of ageing.

Course Contents

Enumerate at least four social factors that influence ageing and maturity.

Identify at least four significant implications of an ageing population.

Describe ageism and give advice on how to stop ageism.

Conduct research on the aged in the Igbo land.

Explain care of the elderly in traditional and urban areas.

Identify at least five policies on care of the aged.

Course Content

Concept of Aged. Ageing process. Reasons for studying ageing. Subfields of Gerontology. Needs of the aged. Care of the aged. Institutionalized needs of the aged. Effects of western culture on the care of the aged. Biological changes. Psychological changes. Social changes. Ageing and culture. Theories of Ageing. Wear and Tear Theory. Rate of Living Theory. Disengagement Theory. Activity Theory. Modernization Theory. Attitudes about ageing/Ageism. Ageing in Igbo Land. Aged in transitional and modern Societies. Life span and Life expectancy. Diseases of old age. Death and Dying. Government policies and programmes on aged. Solutions to problems of aged.

Minimum Academic Standards

Reading materials, audiovisuals; copies of the pension bill; Other NUC-MAS requirement facilities

GOU-SOC 344: Rural Sociology (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Colonialism had destroyed the African rural social structure and replaced it with alien economic structure. The African indigenous social structure had suffered a terrible decline, resulting in social dislocation. The African shared value has been affected by capitalism where people are no longer their brothers' "keeper". The course, rural sociology will help the students to understand the life our ancestors lived and how they sustained the societies. Rural Sociology is the branch of Sociology which is concerned with the study of the Social and cultural factors affecting the lives of those in rural / agrarian communities and development of the community. This is in agreement with Sustainable Development Goal number 1 and Godfrey Okoye University Enugu's mission and interest in human life, human dignity and development of human personality and society. Rural Sociology is concerned with the social processes and the entire system of interpersonal and group relationship entailed in rural life.

Overview

Course Contents

The aim of the course is to re-emphasize that our social structure, before contact with and disruption by European socio-economic forces, was never as impoverishing as it is now. The course will examine the concept of land which is central and all important economic asset and the socio-cultural implication for an indigenous farm-based population. Social institutions help to support the social structure and their functioning pattern for the society to be at equilibrium.

Under the traditional society, boys and girls, before reaching the age of puberty are constantly asked, what vocations' they tend to pursue. In certain case these are family vocation and the youngsters are already 'born' into a vocation or profession, for example farming, blacksmithing, drumming, carving, dying, weaving or wood technology. The course is designed to help the students to be self-employed because in the traditional society people were not employed permanently by others. Apart from exposing the nature of traditional society before colonialism, during colonialism and after colonialism, the course will also help students to practice some traditional skills in modern time according to statutory regulations.

Objectives

The objectives of the course are to:

- Describe traditional society before colonialism.
- Explain the reason for the loss of the African shared value.
- Explain the impact of Christianity and other socio-economic force on traditional life.
- Explain statutory requirements for small businesses in rural areas.
- Identify the problems and challenges facing rural people.
- Enumerate the solutions to the problems of rural people.

Learning outcomes.

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

- Explain the African shared value that was affected by modernization was a mistake and need to go back to the shared values.
- Identify at least five inhuman practices of rural culture before the colonial times.
- Describe how traditional economic institution can provide employment for our graduates.
- Explain a simple way of starting a business (like the Songhai experience) which is very similar to our traditional methods of agriculture
- Enumerate problems and challenges of rural population.
- Identify solutions to the problems of rural people.

Course Content

Concepts and meaning of rural and sociology. Rural social values and norms. Social stratification. Participation in rural relationships. Social institutions. Social change. Adaptation to change in rural societies. Traditional social institutions and rural development in Enugu State and Nigeria. Importance and concerns of rural sociology in Enugu State and Nigeria. Traditional land tenure and tenure innovations. Rural Community leadership in Enugu State. Patterns of inequality in rural areas in Enugu State and Nigeria. Education in rural areas of Enugu State. Religion and rural belief systems. Rural economy and farming systems. Community Organization and social action. Community development. Rural environment and sustainable development. Poverty and rural development. Women in rural development in Enugu State.

Minimum Academic Standards.

Course Contents

Documents | Publications from the federal ministry of agriculture and rural development. National development plans. Other NUC - MAS requirement facilities.

400 Level

SSC 401: Research Method II

(2 Units C: LH 30)

Learning Outcomes

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

SOC 401: Contemporary Sociological Theories

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
identify the major theories and schools of thought in the 20th Century, contemporary development of classical sociological theories;
analyse the major orientation in contemporary sociological theories, functionalism, symbolic interaction, structuralism, conflict theory, ethnomethodology, exchange theory and other perspectives;
analyse the application of these theories to contemporary problems;
discuss the definition of theory and scientific theory;
appreciate how the writings of early philosophers influenced the evolution of sociological theories;
identify the classical (old) and grand sociological theories propounded by Comte, Spencer, Durkehim, Weber, Parsons as examples;
identify theories evolved out of debates/ideas on how societies can be organised to enjoy social order; and
acknowledge that theory is a scientific means of having a good understandin of social order and social events in society;

Course Contents

Major theories and schools of thought in the 20th and 21st centuries. Contemporary developments of classical sociological theories, the major orientations in contemporary sociological theory. Functionalism, symbolic interactionism, conflict theory, ethnomethodology, exchange theory and other perspectives and application of these theories to contemporary problems. Major orientation in contemporary sociological theories, functionalism, symbolic interaction, structuralism, conflict theory, ethnomethodology, exchange theory and other perspectives. Application of these theories

Course Contents

to contemporary problems. Definition of theory and scientific theory. Writings of early philosophers influenced the evolution of sociological theories. Classical (old), grand sociological and postmodernist theories propounded by Comte, Spencer, Durkehim, Weber, Parsons as examples. Theories evolved out of debates/ideas on how societies can be organised to enjoy social order. Theory as scientific means of having a good understandin of social order and social events in society.

SOC 408: Research Project

(6 Units C: PH 270)

Learning Outcomes

At the end of the course, the students should be able to:
identify various research methods most commonly used in Sociology and use such as practical guides in writting their projects;
explain how to conceptualize projects;
identify feasible projects that can be researched;
develop project research proposal, guage its feasibility and implementation;
manage assignment using any or all the methods;
write up a short paper arising out of a study proposed by student;
write up a long essay from a sociological standpoint; and
prepare for the writing of the final year essay;

Course Contents

Data collection and coding procedures, analysis of data and relate these to the research objectives. Writing and discussing the research report. understand various research methods most commonly used in Sociology and use such as practical guides in writting their projects. Conceptualize projects. Feasible projects that can be researched. Project research proposal, its feasibility and implementation. Assignment using any or all the methods. Write up a short paper arising out of a study proposed by student. Long essay writing from a sociological standpoint. Writing of the final year essay.

SOC 403: Regional Ethnography: Sub-Saharan Africa

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:
list the major types of explanations used in sociology; and
identify the types of data used in constructing these explanations and the ability to assess a sociologist's approach in any impirical area.

Course Contents

Advanced study of sub-Saharan Africa as a major ethnological region. Human origins and early man. Physical anthropology and archaeology: race and racism. Cultural regions of Africa: language and population migration in history as well as peoples and cultures of subSaharan Africa.

SOC 406: Models in Sociological Analysis

(3 Units C: LH 45)

Course Contents

Learning Outcomes

At the end of the course, the students should be able to:
discuss the major types of explanations used in sociology;
identify the types of data used in constructing these explanations; and 3. assess a sociologist's approach in any empirical area.

Course Contents

Types of explanations used in sociology. Types of data used in constructing explanations in sociology. Classical theories and the emergence of models in sociology. Evolutionism and functionalism. Symbolic interaction and interpretations in Sociology. The conflict heritage. Postmodernism and sociological interpretations. Appropriate data for constructing explanations. Applicability of each model given the nature of the social problems.

SOC 407: Sociology of Development

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:
differentiate the concept and theories of development - Modernization, Dependency Mode of Production and many others;
identify the socio-economic analysis of development and its relation to growth;
analyse the sociological implications of development and its effect on society and family structure;
appreciate the definition of sociology of development, ie., an understanding of its focus;
account for the difference between factors in focus in the study of economic development as opposed to sociology of development;
identify the contribution of Max Weber to the rise of sociology of development;
explain how economic factors like value-system, norms profit, or other cultural imperatives are key determinants of economic development; and
discuss role of non-economic factors in socio-economic in the rapid development of Nigeria development.

Course Contents

Theories of development. Socio-economic analysis of the concept of development, and of its relation to growth. Sociological implications of development. Its effect on society and family structure. The impact of colonial policies, and post-independence international conditions. differentiate the concept and theories of development - Modernization, Dependency Mode of Production and many others Socio-economic analysis of development and its relation to growth. Difference between factors in focus in the study of economic development as opposed to sociology of development. The contribution of Max Weber to the rise of sociology of development. Non-economic factors like value-system, norms profit, or other cultural imperatives are key determinants of economic development. Role of non-economic factors in socio-economic in the rapid development of Nigeria development.

GOU-SOC 405: Health Sociology (2 Units; Compulsory; LH = 30; PH = 0)

Course Contents

Senate-Approved Relevance

The key driver of this course on Health Sociology is Godfrey Okoye University's vision on the unity of knowledge. The course is designed to ensure that students of Sociology are adequately exposed to current learning and researches pertinent to the health sector, especially as it concerns the role of the social environment in disease causation and management processes. Such exposure will enhance overall knowledge of the health sector as an important component and subsystem of the total society which must function at its peak with minimal obstacles. As a discipline that study society, inquiry into the human quest for sound health through historical efforts that initially involved homegrown traditional options that now coexist with contemporary modern health systems.

Overview

A key thrust of sociological inquiry is to understand and mitigate problems that confront society in all sectors of society (including the health sector). Thus, Health Sociology is designed to examine the relationships between social factors and human state of health in society. It studies social determinants of health, illness and diseases. It also looks at how some prevailing social features of specified societies could be harnessed to advantage to serve as social therapies in attending to diseases and health challenges that confront the group.

The course will adequately expose students to various aspects of both the traditional and modern healthcare delivery systems to enrich their knowledge and understanding of their operations, achievements and challenges in the Nigerian context. It will also provide insights about advantages of integration of traditional and modern health systems for optimal results and patients' satisfaction.

Objectives

The objectives of the course are to:

- Enumerate the relationship between the social environment and human's state of health.
- Describe the peculiar features of the three levels of healthcare delivery.
- Identify the challenges facing healthcare delivery in Nigeria.
- Discuss meaning, types and factors influencing illness behaviour of individuals and social groups.
- Explain therapeutic techniques, roles and achievements of traditional healthcare system in Enugu State and Nigeria.
- Identify the challenges facing healthcare delivery system in the contemporary Nigerian society and proffer sustainable solutions.

Learning Outcomes

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

1. Explain the meaning of health sociology and the concepts of health, disease, illness, sickness and medicine.
2. Enumerate the importance or benefits for the study of health sociology
3. Distinguish the features of traditional healthcare system from modern healthcare options
6. Enumerate workable measures to strengthen the relationship or achieves integration between traditional and modern healthcare delivery systems in Nigeria

Course Content

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Conceptualizing basic concepts such as health, disease, sickness, illness and medicine. Meaning and nature of health sociology. Scope/Core subject matter(s) of health sociology. Importance of health sociology. Social determinants of health (SDH) in society. Functions/significance of ill-health in society. Pathways to health. Different types of health services. Health systems –traditional and modern with their features. Achievements and challenges. Processes of integrating traditional and modern health services. Hospital as a social organization. Class disease relationships. Modes of disease perception in society. Illness behaviours. Meaning, types and factors influencing illness behaviours. Health seeking behaviour - meaning, models, factors that affect health seeking behaviour. Levels of healthcare delivery system. Primary, secondary and tertiary delivery systems. Roles and relationships in the health sector. Overview of some healthcare delivery problems in Enugu State and Nigeria. Measures to strengthen Nigeria's health care delivery system. Applications of Sociological theories to the subject of health and illness. Brain drain in the health sector. Meaning, causes and solutions to the problems of health care. Medicalization of society. Globalization and health. International Health Aids/Assistance. Problems associated with international health aids.

Minimum Academic Standard

Documents on health sociology. NUC minimum academic standards.

GOU - SOC 421: Urbanisation and Labour Migration (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Studying Urbanisation and Labour Migration is very important in any sociological endeavour. This is because of its paramount importance in human population movement. There is a clear difference between urban and rural areas in the Nigerian society. Because of this, the need to study both Urbanisation and Labour Migration with their effects on the general development and well-being of society and the people is an important one. This course is in agreement with Sustainable Development Goal number 11. The study of the course is in line with the vision of Godfrey Okoye University, which includes - producing graduates who will be outstanding in learning and balance in character. The study sets to make the students balance in their understanding of development.

Overview

The course draws more from the theories of urbanisation (borrowing from that of Planning) and the Push and Pull model. Generally, migration from rural to urban areas is paramount to

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human population movement. The course will expound on the theme of migration and elaborate on the different types of migration. It will also focus on the rural sector in Enugu State, which is the labour supplier, and the urban area, which is the demand sector. Due to the growth in population and industrialisation, many urban areas are springing up in Enugu State and elsewhere. Such development requires the corresponding labour supply needed to keep and maintain it.

The advantages and disadvantages of urbanisation and labour migration will be treated while dwelling on the sociological implications that are inherent in them. Students will be meant to appreciate the growth of employment in urban-based sectors and the dwindling effects of such in the rural areas. Students will be made to understand all the intricacies involved in urbanisation and migration. In this course, students will get the basic skills to apply sociological methods better in the demography of urban and city settlements.

Objectives

The objectives of the course are to:

- Explain the meaning of Urbanisation and Labour migration.
- Identify the problems involved in labour migration.
- Identify the root causes of mass migration (push and pull factors) to the urban area and address them.
- Enumerate the policies to be taken in managing urban areas.
- Describe the right decision concerning migration.

Learning Outcomes

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

- Explain the need for urban development.
- Discuss the necessity for labour migration for survival purposes.
- Identify the skills to advise accordingly in matters of urban development.
- Describe the dynamics of the push and pull factors in the rural sector.
- Identify the basis for more intensive and further research in the sociological field of their choice of specialisation.

Course Content

Concept of urbanisation. Labor and migration. Push and Pull theory. Advantages of Urbanisation. Disadvantages of Urbanisation. Behavioural and Economic Theories. Effects of

Course Contents

labour migration on the urban areas. Causes of labour migration in Enugu State and Nigeria (rural-urban-migration). Economic situation. Political crisis and instability. Social condition. Low standard of the social system. Drum measure. Factors driving labour migration towards urban areas. Inequality in the provision of basic amenities. Quest for better education. Search for better health care. Availability of better jobs. Job opportunities. Urbanisation and internal migration. Long-term migration. Permanent migration. Temporal migration. Seasonal migration of the family. Future of Urbanization in Enugu. Future of labour migration in Enugu State.

Minimum Academic Standards

Data on the situation of labour in Nigeria and Enugu State. Pictures of urban and rural areas. Urban town planning maps and photographs. Other NUC-MAS requirement facilities.

GOU-SOC 428: Personality and Motivation (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved Relevance

Personality refers to the enduring characteristics and behaviour that comprises a person's unique adjustment to life, including major traits, interest, drives, values and self concept, abilities and emotional patterns. Personality involves the sum total of inner and outer capacities of an individual. Personality development plays an essential role not only in an individual's professional but also personal lives. It makes an individual disciplined, punctual and an assert for his | her organization. Motivation involves any condition that might energize and direct our actions. Motivation is a significant skill that brings transformation in our personality. The course is in line with Sustainable Development Goal number 8. Godfrey Okoye University Enugu's mission and vision are in agreement with training students to have good personality and motivation to work hard to achievement of goals in life. Everyone is unique in his own way. Motivation is required to achieve our aim in life and to make our dreams come true.

Overview

Personality is makes a person a person, and which makes him different from other people. This could be seen from the person's individuality, uniqueness, idiosyncrasies, peculiarity and beingness. The personality of an individual is made up of all of his qualities. These qualities or traits of personality are abstracted from the person's behavior. Personality refers to the unique and distinctive characteristics which set a person apart from another. Personality is more or less a stable and enduring organization of a person's character, temperament, intellect, and physique which determine his unique adjustment to his environment.

The course also focuses on human motivation. All human actions are provoked, induced or promoted by motivation. There is no action without a cause. Whether it is a good or bad act, some motivation influenced it. Motivation serves as an energy and sustainer of good behavior and good personhood.

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OBJECTIVES.

The objectives of the course are to:

- Explain the concept and meaning of personality and motivation.
- Identify the components of personality.
- Describe the relationship between personality and motivation.
- Enumerate characteristics of motivated behaviours.
- Explain functions of motivation.

6. Identify different theories of personality and motivation.

7. Describe the characteristics of self-actualized person.

Learning Outcomes.

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

1. Explain the concept and meaning of personality and motivation.
2. Describe seven components of personality.
3. Explain the relationship between personality and motivation.
4. Explain at least three theories of personality and motivation.
5. Explain seven characteristics of motivated behaviours.
6. Identify six functions of motivation.
7. Enumerate different Personality disorders and ways of treating them.

Course Content

Concepts of Personality and Motivation. Classification of personality types. Components of personality. Theories of personality. Dynamics of personality development. Freudian personality theory. Developmental stages. Freudian personality development. Personality formation. Factors that contribute to personality formation. Individual differences. Types of differences. Factors that influence growth and development. Traits Heredity and environment influences. Fixation and influences at later life. Kretschmer and Sheldon classification of persons using body structures. Motives and drives. Types of motivation. Theories of motivation. Abraham Maslow's hierarchy of needs. Abraham Maslow's self-actualization theory. Carl Rogers Self Actualization theory. Characteristics of self-actualized person. Temperament, capacity to learn, forming family bonding, behaviour, language, and peer good relationships (education, spiritual, and physical, emotional, social).

Minimum Academic Standards.

Scientific articles, books, dummy Skeletons. Other NUC- MAS requirement facilities.

Course Contents

GOU-SOC 431: Sociology of Industry (2 Units; Compulsory; LH= 30; PH = 0)

Senate-Approved Relevance.

Training of sociologists that are highly skilled in working and increasing productivity in the industries for entrepreneurs, especially in Enugu that is densely populated with both small and medium enterprises | industries is in agreement with Godfrey Okoye University's mission and vision to produce graduates that are not only employers of labor but also consultants to many industrial organizations. Work is central to human survival in the society. This is in line with Sustainable Development Goal number 9. Industrial sociology is a branch of sociology that applies sociological method and theories in the study of industry.

Overview

Setting up industries for business especially large, medium and small enterprise is usually associated with so many uncertainties and problems. Many do not understand the necessity for business proposals and how to manage industries for increase productivity before commencement of envisaged entrepreneurial activities in Enugu state. Even those that understand it and built industries run into the problem of low productivity and also have problems of managing the industries and run into industries conflict with their workers which affects productivity and results to disorganization in the industrial work. This has often times led to unexpected collapse of both large, medium and small scale industries in Enugu state . There is need for industrial sociologists to assist the owners of industries by helping them to know the best practices. The course is designed to adequately expose students to basic requirements in the sociology of industry. It will enable the students to help the industrial organizations on how to manage their industries for increase productivity and gains. Sociology of industry arose to solve the social problems associated with industrialism.

Objectives

The objectives of the course are to:

- Explain common reasons for incessant collapse of industries in Enugu state.
- Describe the basic requirements for managing and running industries.
- Explain the steps required for increase productivity in the industries.
- Describe the skills for business and industrial success.
- Describe application of general sociological method and theories in the study of industries.
- Suggest scientific methods for achieving industrial efficiency and effectiveness for increase productivity.
- Identify the methods and skills for the resolution of industrial conflicts.
- Describe the best steps that will be useful in the collective bargaining, and collective agreement in conflict resolution.

Learning Outcomes

- On completion of the course, the students should be able to:
 - Identify the requirements for industrial development and productivity.
 - Describe meaning of business proposal in relation to large, medium and small scale industries.
 - Advise on how to avoid common reasons and mistakes for collapse of industries.

Course Contents

Identify two sociological methods and theories useful in the study of industries.

Describe at least the key elements in the interaction between industries and environment where the industries are located.

Identify two management approaches for best practices in running of the industries.

Identify four ways of managing industrial conflicts.

Conduct researches in the industries for best practices.

Course Content

Industry and quest for sociology. Idea of industrialism. Industrial sociology and industrial life. Historical foundation of industrial sociology. Theories and methods of study of work organization. Organization as control systems. Operation and conflict in work organization. Public and private bureaucracies in Nigerian political economy. Sociological analysis of industry. Management approaches. Industry and the Nigerian family and community. Industrialization and the dynamic of the Nigerian political economy. Education and manpower development. Industrial sociology and national development. Employee Motivation. Schools of thought on work. Job satisfaction. Industrial relation and industrial work. Industrial conflict. Collective bargaining and collective agreement.

Minimum Academic Standards

Sample of industrial proposal, copies of industrial registration requirements, copies of Corporate Affairs Commission registration requirement and procedures. Other NUC-MAS requirement facilities.

GOU-SOC 438: Sociology of Food in Enugu state (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

There is this saying that “You are what you eat”. Food is a necessity in human life and many cultures celebrate food or the eating of certain foods. A healthy diet helps to protect against malnutrition in all its forms, as well as a range of communicable diseases and other conditions. In Enugu cultural setting, some varieties of food meet very many dietary and health conditions. The relevance of this course lies in the need to research on the best way to make foods in Enugu more widely known and adopted. This is in line with sustainable development goals numbers 2 and 12.

Overview

Course Contents

Sociologists are paying increasing professional attention to food, eating, and nutrition. Hence, this course is designed to expose students to what food should be eaten, how it should be eaten, and how to make better food choices and feel good about a chosen lifestyle. The course will also emphasize the implication of mindless eating during or after academic activities and/or social events. Strategies for promoting healthy eating in the society will be discussed.

The course also focuses on varieties of foods that grow and are eaten in Enugu State which are found to be nutritious, very healthy and driver of social activities. Students on this course will be armed with knowledge of how foods serve health, economic and social needs.

Objectives

The objectives are to:

- Identify foods that grow and are eaten in Enugu state.
- Analyze the dietary properties and health benefits of these foods.
- Explain the relevance of food and dietary habits to sociology as a course of discipline.
- Identify and discuss environmental factors that influence food choices.
- Explain the factors affecting food security.
- Describe factors affecting food availability.
- Identify the feeding patterns of people of different age categories and their attendant consequences.
- Explain why Enugu foods are chosen for this study.

Learning Outcomes

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

- List at least seven foods grown and eaten in Enugu state.
- Discuss the dietary importance of the listed foods.
- Explain the importance of food and dietary habits to sociology discipline.
- Enumerate at least four environmental factors that influence food choices.
- Describe food security and give advice on how to overcome food insecurity.
- Prepare a list of food available at different seasons in Nigeria, and their geographical places of availability.
- Discuss the importance of food as driver of social life and activities.
- Identify at least five ways to maintain healthy nutritional behaviour as a student in campus.

Course Content

Course Contents

Food as a sociological issue. Foods grown and eaten in Enugu State. Dietary properties of Enugu foods. Food choices. Food security. Food availability. Cultural and religious factors in regard to food. Food industry. Sociological perspectives on food and dietary habits (Symbolic interactionism (MacDonaldization). Social learning theory. Labelling theory. Conflict theory. Feeding patterns. Globalization. Globalization and feeding patterns. Nutritional behaviour. Basic food nutrients. Nutrition, food and health. Importance of food in relation to family health. Nutrition for the ageing and the aged. Nutrition and current life style. Growth and nutrition of children. Nutrition Anaemia. Nutrition and health during pregnancy and lactation. Food management. Meal management for institutions. Food preservation. Food additives, risks and benefits. Feeding disorders.

Minimum Academic Standards

Reading materials, audiovisuals; copies of body mass index (BMI) for different age groups;
Other NUC-MAS requirement facilities

Minimum Academic Standards

Equipment

| S/N | Equipment | Quantity |
|-----|--|----------------|
| 1 | Computers (Desktop/Laptop) for the departmental office | |
| 2 | Computers (Desktop/Laptop)for teaching students in a computer room with Internet | <u>4</u> 10 |
| 3 | Computers (Desktop/Laptop)for academic staff | 1 each staff |
| 4 | Good internet facility | |
| 5 | Overhead and multimedia projectors | <u>1</u> |
| 6 | Audio-tape recorders | 4 |
| 7 | Video recorder | <u>1</u> |
| 8 | Disc player | 1 |
| 9 | Television | <u>1</u> |
| 10 | Over-head Power-point | <u>1</u> |
| 11 | Vehicle for field trip | 1 |

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. Lecturers must have a basic degree in Sociology. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. All academic staff should have computer skills and it is expected that at least 70% of the

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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.

Library

In addition to the stock in the general university library, Sociology requires more specialised holdings to reflect the needs of the various programmes. There must, therefore, be adequate library facilities to cater for the needs of staff and students in all the programmes in the Department. These include current journals, textbooks, and manuals in sufficient numbers. In this digital age, it is important that there is an effective ICT-based access to electronic resources.

Classrooms, Laboratories and Offices

Adequate classroom sizes should be provided to avoid overcrowding. Adequate sitting arrangements should be provided. More effective white boards and other facilities such as public address systems, flipcharts, dusters and lighting should be provided. All offices for teaching staff should be en-suite.

The NUC recommends the following physical space requirement:

| | m ² |
|----------------------------------|----------------|
| 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 |