



**GODFREY OKOYE UNIVERSITY
UGWUOMU-NIKE, ENUGU STATE**

**HANDBOOK
FOR
STAFF AND STUDENTS**

**POLITICAL SCIENCE
PROGRAMME**

**DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
B.SC. FOUR-YEAR DEGREE PROGRAMME
IN POLITICAL SCIENCE**

2023 – 2028*

List of Academic Staff

S/N	Names Of Lecturer	Sex	Staff ID No.	Date Of First Appointment	Qualification Certification (Add Date & Institution)	Area of Specialization	Rank	Status
1	UGWUOZOR, Samuel (Dr) (HOD)	Male	00119	Oct 11, 2010	Ph.D (Social and Political Philosophy) UNN, 2009. PGDE (Social Studies Edu) Usmanu Danfodio University, Sokoto, 2008. M.A (Social and Political Philosophy) (UNN), 2003. BL (Law), Nigeria Law School, 1995. LLB Law, (UNN, Enugu Campus), 1994. B.Sc Political Science (University of Ibadan), 1980.	Political Philosophy/Theory	Senior Lecturer	Full-Time
2	OCHEOHA, Onyema (Dr/Prof)	Male	00418	Oct. 21, 2013	LL.M (Master of Laws) Ebonyi State University, Abakaliki, 2012. B-L (Barrister-at-Law) Nigerian Law School 2005. LL.B (Law) UNN 2004. mni , (S.E.C) NIPSS Kuru, 1993. Ph.D (Political Science) University of Lagos, 1984. P/G Diploma in(Mgt. Consultancy) HSI, Ontario-Canada, 1980. P/G Diploma in (Advanced Mgt. & Training), RIPA, London, 1979. ASCON/CMD ; Advanced Certificate in Management Consulting 1978. MPA (Public Sector Mgt) University of Ife (OAU, 1977. B.Sc (Economics) University of Ibadan 1967.	1. Public Policy Analysis 2. International Human Rights & Humanitarian Law	Professor	Full-Time
3	EZEANI Emmanuel Onyebuchi	Male		June. 28, 2021	Ph.D Political Science (Public Administration) UNN, 1991. M.Sc Political Science (UNN), 1986. B.Sc Political Science (UNN), 1983.	Public Adm. & Local Government	Professor	Part-Time
4	ODOZIOBODO, Ifeanyi Severus (Prof)	Male	01297	Nov., 2024	Ph.D (Political Sci – Public Admin.) ESUT, 2013. M.Sc. (Political Sci – Public Admin.) ESUT, 2006. M.P.A (Public Admin. – Personnel Mgt.) UNN, 1992. DIJ Institute of Journalism and Continuing Education, Enugu	Public Admin	Professor	Part-Time

					1990. B. Phil. Hons. (Philosophy) Pontifical Urban University, Rome 1987.			
5	ONWO, Desmond O. (Dr)	Male	00023	Nov. 3, 2009	Ph.D (Political Science – Government) UNN, 2000. M.Sc (Political Sci) UNN, 1992. B.Sc (Political Sci) UNN, 1987.	Government	Senior Lecturer	Part- Time
6	Amadi Cletus Okechukwu (Dr.)	Male	01550	Aug. 12, 2024	Ph.D Political Sci -Public Admin. (Enugu State University of Science and Technology,) 2014 M.Sc Political Sci -Public Admin. (Enugu State University of Science and Technology), 1999 PGD Public Admin. (Enugu State University of Science and Technology), 1994 B.Sc/Ed (Anambra State University of Technology, Awka), 1991 NCE (Anambra State College of Education, Awka), 1987	Public Administratio n	Snr. Lecturer	Full- Time
7	IFEDI, Francisca (Dr. Mrs.) (Pol. Sci. Coordinator)	Female	00837	June 30, 2017	Ph.D (Political Sci-International International) UNN, 2014. M.Sc (Political Sci-International International) UNN, 2000. B.Sc (Political Science) ESUT, 1996.	Foreign Policy and Economic Diplomacy	Lecturer I	Full- Time
8	NWEKE, Clement	Male	00436	Oct. 24 2013	M.Sc (Political Sci – Political Economy) UNN, 2012. PGD (Political Sci – Political Economy UNN, 2010. ACTI Associate-Member, Chartered Institute of Taxation of Nigeria 2010. NIM Graduate-Member, Nigerian Institute of Management Chartered 2010. ASCON Administrative Staff College of Nigeria 2010. B.Sc/Ed (Edu/Political Sci.) ESUT, 2006.	Political Economy	Lecturer II	Full- Time
9	ONYISI, Anthony U.	Male	00736	Oct. 21, 2016	M.Sc (Political Sci – Political Theory) UNN, 2013. B.Sc (Political Science) UNN, 2003.	Political Theory	Lecturer II	Full- Time

NON-ACADEMIC STAFF IN POLITICAL SCIENCE

S/N	Names Of Lecturer	Sex	Staff ID No.	Date Of Appointment	Qualification obtained with Dates	Rank
Full-Time						
1	AGUSIONU, Chioma Lilian	Female	00308	25 Sept. 2012	Confidential Secretary 1	Enugu State University of Science and Technology (ESUT) (B.Sc/Ed) 2016. Institute of Management and Technology (IMT) (OND) 2013.
2	AJIBO, Christian Chukwuma	Male	01524	July 5, 2024	Graduate Assistant/ Secretary II	M.Ed (Edu/Political Sci.) ESUT 2020. B.Ed (Education/Political Sci.) ESUT, 2012. NCE (Educational Management) IEcE, 2010.
3	IYIOKE, Nkechi Caroline	Female		Nov. 2024	Graduate Assistant	M.Sc (International Relation) GOUNI 2024. B.Sc (Political Science) GOUNI

FOUR-YEAR DEGREE PROGRAMME IN POLITICAL SCIENCE

PRINCIPAL OFFICERS OF THE UNIVERSITY

Vice Chancellor
Deputy Vice Chancellor (Academic)
Registrar
Bursar
Librarian

Rev. Fr. Prof. Christian Anieke
Sr. Prof. MarySylvia Nwachukwu
Dr. Nnamdi N.S. Ene
Prof. Modesta Egiyi
Dr. Juliana Iwu-James

Dean, Faculty of Management and Social Science
Associate Professor John Odoh

Head of Department, Political Science & International Relations
Dr. Samuel Ugwuozor

CHAPTER ONE

Introduction

Political science basically deals with the scientific study of politics. Organised into five broad areas of specialisations, namely Political Theory, Comparative Politics, Political Economy, Public Administration and International Relations, it is essentially concerned with the study of state and non-states institutions and the interconnections between them. As an interdisciplinary field of study, political science shares a lot with other programmes in the social sciences, humanities and the natural sciences, including concepts, theories, and methodological orientations. The course, therefore, seeks to produce graduates that are adequately equipped in the knowledge, understanding and application of notable concepts, theories, methodologies and analytical tools in political science to solve core societal problems, notably political stability, economic development and governance issues. Graduates of Political Science are well-equipped for job opportunities in the Public Service at all levels (Federal, State and Local Governments), Foreign Service (Diplomats/Ambassadors), International Organisations (United Nations, African Union, ECOWAS and many others), Educational Institutions, Security Agencies, Industries, Civil Society Organisations (CSOs)/Non-Governmental Organisations (NGOs), and Self-employment.

Mission of the University

Godfrey Okoye University dedicates itself to impart quality education aimed at inculcating in students a strong personality that will ensure the promotion of religious, cultural and epistemological dialogue.

Vision of the University

The vision of Godfrey Okoye University is to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all its ramifications.

Philosophy of the programme

Political science is primarily concerned with the scientific study of the state and its institutions. It also covers non-state actors and their relationships with formal institutions of the state. The philosophy and mission of the B.Sc. (Political Science) programme is to produce graduates with a critical mind, fully equipped with requisite theoretical, methodological and analytical ability and skills to analyse, comprehend, predict and appreciate the factors that shape and mould power relationships in an ever-changing socio-political environment in a globalizing world.

Objectives of the programme

The objectives of a degree in Political Science are to:

1. provide students with adequate training in the concepts, theories, methodologies and analytical skills in political science;
2. expose students to foundational knowledge in the various areas of specialisation in political science: political theory, comparative politics, political economy, public administration and international relations;
3. equip students with requisite skills for the application of concepts, theories and methods in political science to solving core societal problems;
4. train the students to understand the workings of formal and informal institutions of government and the relationships between them;
5. stimulate the students intellectually through the programme, in such a way that they appreciate political and social problems, as well as be able to generate ideas for solving them;
6. provide a solid foundation of knowledge about the workings of the state and society, their institutions and the relationships between state and society, including the skills for the constructive use of such knowledge;
7. develop in students, the ability to apply the knowledge to the resolution of societal problems and conflicts;
8. develop in students, such skills and competences that would allow them to be self-reliant and

- entrepreneurial;
- 9. provide the students with the skill-base from which they can proceed to higher studies in political science;
- 10. produce students who can carry out fieldwork, collect data and analyse these in a coherent manner, as well as engage in comparative analysis of one political system with others;
- 11. imbue in the students a deep appreciation of the political dynamics of society and the impact of this on wider socio-economic development and societal well-being; and
- 12. produce students who can deploy skill and competences acquired in the discipline to establish consultancy outfits to serve government agencies and NGOs.

Employability Skills

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

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

21st Century Skills

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

- 1. appreciation and application of various analytical methods/tools in political science to real life situations;
- 2. appreciation and application of relevant statistical and computational tools and skills to political analysis;
- 3. critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information;
- 4. creativity, artistry, curiosity, imagination, innovation, personal expression;
- 5. perseverance, self-direction, planning, self-discipline, adaptability, initiative;
- 6. oral and written communication, public speaking and presenting, listening;
- 7. leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces;
- 8. information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming;
- 9. civic, ethical, and social-justice literacy;
- 10. economic and financial literacy, entrepreneurialism;
- 11. global awareness, multicultural literacy, humanitarianism; and
- 12. scientific literacy and reasoning, the scientific method.

Unique features of the programme

The unique features of the programme are outlined below:

- 1. equipping students with knowledge and understanding of the workings of the modern state and society;
- 2. building knowledge about major national questions such as ethnicity, religion, power sharing and rotational presidency, resource control and many others;
- 3. educating students on approaches for nation-building/national integration;
- 4. promoting skills for innovative, novel and applied (problem-solving) research;
- 5. developing knowledge and skills for stable intergroup relations; and
- 6. exposing students to key issues in international relations.

CHAPTER TWO

Admission and Graduation Requirements

Admission requirements

Candidates seeking admission into the B.Sc. Degree in Political Science must meet the following requirements

- i. For a Four-Year programme (UTME)

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

- ii. For a three- year programme (DIRECT ENTRY)

- a) The candidate shall possess five credit passes in the SSCE (NECO, GCE or the equivalent), two of which must be at advanced level, provided that such passes are not counted at both levels of the examinations. For emphasis credit passes in English Language, Mathematics and any of Government or History is compulsory.
- b) National Diploma (OND) or its equivalent in related areas with a cumulative grade point average of not lower than 2.50 (on a 4.0 scale)
- c) NCE, HND in a related field.
- d) First degree in a related field.

All candidates must fulfill the basic entry requirements of the university.

CREDIT LOADING

The semester credit unit load for any student shall be between 15 and 24 in accordance with NUC guidelines. The exact credit loads a student shall carry within this range shall be worked out by the student's academic adviser with the approval of the Head of Department and the Dean of the faculty.

ACADEMIC ADVISING

All teaching staff of the university are involved in academic advising. However, departments may decide to assign this duty to a few members of staff. The functions of the academic adviser are the following:

- a) Mapping out programmes for individual students.
- b) Ensuring effecting enrolment of the student during the registration periods.
- c) Checking of academic load of students with regard to the number of credit units to be carried per semester.
- d) Making sure that the regulations of the academic departments and the university are duly observed by the students.
- e) Keeping regular office hours for the students.
- f) Interviewing the students at least once a month.

REGISTRATION PROCEDURE

Period of Registration

Every student is expected to register for the prescribed courses at the beginning of each semester. No student may be allowed to register for courses after two weeks from the date of commencement of lectures for the current semester. However, on the basis of illness or other extreme circumstance and with the permission of the Registrar, students may be allowed to register after the closing date with the payment of the appropriate late registration fee. Students will not be allowed to register for courses later than four weeks from the beginning of the semester.

COURSE REGISTRATION PROCEDURE

The university offers online course registration. Students are required to register their courses online each semester.

COURSE CODING SYSTEM

The university adopts a course numbering system that uses a prefixed three-letter code identifying the department offering the course followed by a three-digit number identifying the course. Odd-ended and even-ended numbers are used to identify first and second semester courses respectively. The middle numbers identify the stress areas and sequence of the course. The university courses are numbered as follows:

100 Level: 101 – 199

200 Level: 201 – 299

300 Level: 301 – 399

400 Level: 401 – 499

WITHDRAWAL OF STUDENTS

Voluntary Withdrawal

Conditions for voluntary withdrawal from the university are as follows:

- i. A student who wishes to withdraw from the university must notify the Registrar in writing through the Dean of Faculty and the Head of Department and this must be approved by the Senate.
- ii. New students must give notice of withdrawal not later than two weeks after matriculation. Other students must give notice of withdrawal not later than four weeks after the beginning of the semester.
- iii. A student withdrawing from the university is required to give the reason(s) for it and the effective date of the withdrawal.
- iv. A student retains grades earned for the semester examinations preceding the date of voluntary withdrawal.
- v. A student who voluntarily withdraws from the university and who seeks to be re-admitted must send a formal application to, and receive clearance from, the Registrar.

Withdrawal without Authorization

A student who withdraws from the university without the approval of the Senate will only be considered for readmission after the case has been addressed and the approval of the Senate obtained for readmission.

Withdrawal for Health Reasons

A student may be asked to withdraw for health reasons certified by the University's Director of Health Services. Such a student may be readmitted only after a valid medical report from an approved medical doctor and certified by the Director of Health Services has been received showing that the student is medically fit to continue the programme.

Disciplinary Withdrawal and Expulsion

A student suspended on disciplinary grounds will only be readmitted with the approval of the Senate and the Vice Chancellor.

A student may be expelled from the university due to gross misconduct, examination irregularity or any other offence as determined by the laws and regulations of the university. Such a student is given the opportunity to defend himself/herself, and if found guilty, will not be readmitted to the university at any other time.

WITHDRAWAL FOR ACADEMIC REASONS

Probation:

Any student who scores a Grade Point Average (GPA) of less than 1.50 at the end of one semester shall be placed on probation during the next semester. A student whose GPA or Cumulative Grade Point Average (CGPA) drops below 1.00 at the end of the first academic year or below 1.50 at the end of the other academic years will be required to withdraw from the university after the specified probation period. A student who by reason of having failed to achieve the minimum CGPA, and has been asked to withdraw from the university, may apply for re-admission after one academic year. But if the re-admitted student again fails to achieve the CGPA at the end of the academic year, s/he will be required to withdraw finally from the university. Courses already passed by students before withdrawing from the university for any reason may not be credited to them if they were re-admitted into the university after two consecutive sessions following the session in which s/he withdrew from the university. Any student asked to withdraw from a programme may be allowed to transfer to another degree programme, provided the student has the minimum requirement to be admitted into the programme.

Transfer

When a student is asked to transfer to a new programme, the highest level to which the student can normally transfer is 300 level, depending on the similarities in the course combinations for the degree programme. Whichever level the student transfers into, it shall be assumed that the student is starting a new programme and all his/her past records (except those of 100 level which may be common to all degree programmes within the faculty) will not count in the computation of the student's classification, though they will appear in the academic transcripts for complete records.

The maximum number of times a student can be allowed to transfer to a new programme following poor academic performance is once.

Carryover Courses

There shall be no re-sit examination in any course. When a student scores below the pass mark of 45 percent in any course s/he shall be required to carryover such courses into the next semester when these courses are being offered.

All carryover courses must first be registered before any additional courses are registered. Whenever the total number of course units being carried over exceeds the minimum work load of 15 credits units for that semester, such a student will not be allowed to proceed to higher courses until these courses are passed, even if CGPA exceeds 1.50

All marks scored in all examination attempts will appear in the academic records of each student and will count in the final determination of their CGPA.

DURATION OF DEGREE PROGRAMMES

Undergraduate degree programmes of the university have varying durations based on guidelines of the National Universities Commission (NUC) Academic Standards. The durations are as follows:

- i. A minimum of eight semesters and a maximum of twelve semesters for four-year degree programmes in the faculty of Management and Social Sciences.
- ii. A minimum of ten semesters and a maximum of fourteen semesters for five-year degree programmes.
- iii. A minimum of twelve semesters and a maximum of sixteen semesters for six-year degree programmes.

EXAMINATION REGULATIONS

Semester Examination

Qualification to sit examinations

Candidates for each examination are only those students:

- a) Who were duly registered for the course as required by the university registration regulations.
- b) Who have attained a minimum of 75% attendance at lectures / Laboratories/ Clinics.
- c) Whose registration numbers appear on the official examination list for the course.

Conduct of Examinations

Semester examination, projects or exercises are expected to take place as scheduled:

1. Students are expected to appear in their faculty wears and with examination clearance forms and student Identity (ID) Card.
2. Students enter the examination hall only after being certified by the chief invigilator and his/her assistants.
3. Students are expected to be seated in the examination hall at least twenty (20) minutes before the scheduled time of any examination.
4. No student is allowed to leave the examination hall before half the time allocated for the examination has passed
5. No student will be allowed into the examination more than 30 minutes after the commencement of the examination.
6. No external material (textbooks, copied scripts, handout, etc) may be taken into the examination venue while the examination is in progress. Offenders render themselves liable to disqualification from the examination and/or any other punitive measure to be determined by the examination committee and approved by the Vice Chancellor. An exception to this rule is when the course lecturer has specified material that may be used for the examination. This information must be made known to students and the invigilators.
7. All examinations must be conducted in the true standard of examination: thus any forms of distraction (discussion between students, etc) in the examination hall while examination is in progress will be viewed as an examination irregularity and will lead to punitive measures.
8. Seven (7) above is also application to all forms of unruly behaviour and insubordination by students while the examination is in progress.
9. Any students not cleared for the examination will not be allowed into the examination hall.
10. All students participating in the examination must sign the mandatory attendance list before and after the examination. Failure to do so may mean that such students did not participate in the examination.

Penalties for Examination Misconduct by Students

Refer to the Students Handbook pp32-38.

GRADUATION REQUIREMENTS

To graduate, a candidate must have taken and passed all the approved courses with a minimum of 120 units including the number of elective and GST courses that may be specified by the University. The following graduate requirements are also important:

- The student must pass all courses and complete successfully an original research project in any area of International Relations.
- The student must obtain a minimum Cumulative Grade Point Average (CGPA) of 1.5.
- The student must have satisfied all the requirements of the faculty.
- The student must have satisfied all university requirements including ICDL certification, quantitative reasoning, English proficiency and logical reasoning skills.
- A formal application of graduation must be filled by the student.

GRADING SYSTEM

The letter grade and grade points are as follows:

Score (%)	Letter Grade	Grade Point
70 and above	A	5.00
60 – 69	B	4.00
50 – 59	C	3.00
45 – 49	D	2.00
40 – 44	E	1.00
0 – 39	F	0.00

Grade A – E are passing grades, F is a failing grade

CLASSIFICATION OF DEGREE

The classification of degrees is determined by the cumulative Grade Point Average (CGPA) earned by the student. The classification is as follows:

Class of degree	Cumulative Grade Point Average		
1 st Class Honors	4.50	-	5.00
2 nd Class (Upper Division) Honors	3.50	-	4.49
2 nd Class (Lower Division) Honors	2.40	-	3.49
3 rd Class Honors	1.50	-	2.39
PASS	1.00	-	1.49
FAIL	0.00	-	0.99

The award of first class with honors is strictly the decision of the university senate. The Senate will consider the student's performance and behavior to ensure that he or she can represent well the university's mission and vision before awarding the first class.

Graduation Policy

Final certification of degree is completed by the Examination and Records office, sixty (60) days after the conferment date. After the degree conferment, no changes can be made to the academic records in any circumstance.

Transcripts

The Examination and Records Office processes official transcripts requests for the university. A transcript will be issued only when the student has fulfilled all financial obligations to the university.

CHAPTER THREE
COURSE CODE AND COURSE DESCRIPTIONS FOR POLITICAL SCIENCE
PROGRAMME

1. Elements of Politics
2. Government
3. International Relations
4. Administration and Management
5. Politics of Development
6. Theory and Epistemology
7. Methodology and Statistics
8. Project

Global Course Structure

100 LEVEL FIRST SEMESTER

Course Code	Course Title	Units	Status	LH	PH
POL 101	Introduction to Political Science	2	C	30	
POL 103	Organization of Government	2	C	30	
POL 105	Nigerian Constitutional Development	2	C	30	
GOU-POL 107	The Citizens and the State	2	C		
GOU-POL 113	Religion and Politics in Nigeria	2	C	30	
GOU-POL 121	Structure of Nigerian Political Economy	2	C	30	
GCS105	Introduction to Computer and its Application I	2	C	30	
GST 111 A	Communication in English	1	C	15	45
	Elective (Choose one)				
GOU-POL 115	Election Management in South East Nigeria	3	E	30	
GOU-POL117	Nigerian Legal Systems	2	E	30	
	Total	18			

100 LEVEL SECOND SEMESTER

Course Code	Course Title	Units	Status	LH	PH
POL 102	Introduction to African Politics	2	C	30	
POL 104	Nigerian Legal Systems	2	C	30	
GOU-POL 108	Non-State Actors	2	C	30	
GOU-POL 110	Politics in Igboland	3	C	30	
GOU-POL 112	Nigeria and her Neighbours	3	C	30	
GOU-POL 116	Nigerian Foreign Service	2	C	30	
GST 111 B	Communication in English	1	C	15	45
GST112	Nigerian Peoples and Culture	2	C	30	
GCS 106	Introduction to Computer and its Application II	2	C	30	
	Total	19			

200 LEVEL FIRST SEMESTER

Course Code	Course Title	Units	Status	LH	PH
POL 201	Nigerian Government and Politics	2	C	30	
POL 203	Political Ideas	2	C	30	
POL 205	Introduction to International Relations	2	C	30	
GOU-POL 213	Introduction to Local Government	2	C	30	
GOU-POL 231	Statistics For Social Science I	2	C	30	
GOU-POL 243	Political Agitation and National Development	2	C	30	
GOU-POL 251	Nigerian Security Institution	3	C	30	

ENT 211	Entrepreneurship and Innovation	2	C	30	
	Elective (Choose one)				
GOU-IRS 211	Economic Community of West African States (ECOWAS)	2	E	30	
GOU-POL 241	Introduction to Comparative Politics	2	E	30	
	Total	19			

200 LEVEL SECOND SEMESTER

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
SSC 202	Introduction to Computer and its Application	2	C	45	
POL 202	Introduction to Political Analysis	2	C	30	
POL 204	Foundations of Political Economy	2	C	30	
POL 206	Introduction to Public Administration	2	C	30	
GOU-POL 208	African Political Thought	3	C	30	
GOU-POL 246	Budget Administration in Enugu State	3	C	30	
GOU-POL 232	Statistics for Social Science II	2	C	30	
	Total	18			

300 Level First Semester

Course code	Course title	Units	Status	LH	PH
SSC 301	Innovation in the Social Sciences	2	C	30	
POL 301	History of Political thought	2	C	30	
POL 303	Contemporary Political Analysis	2	C	30	
POL 305	Public Policy analysis	2	C	30	
POL 307	Statistics for Political Science	2	C	30	
POL 309	Theories of International Relations	2	C	30	
POL 311	Theory and Practice of Maxism	2	C	30	
GOU-POL 333	Legislative Studies I	3	C	30	15
GOU-POL 313	Gender Politics in Nigeria	2	C	30	
	Total	19			

300 Level Second Semester

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 302	Research Method I	2	C	30	
POL 312	Theory and Practice of Marxism	2	C	30	
POL 302	Logic & Methods of Political Science Research	2	C	30	
POL 304	Political Behaviour	2	C	30	
POL 306	Comparative Federalism	2	C	30	
POL 308	Politics of development and underdevelopment	2	C	30	
POL 310	Democratisation Studies	2	C	30	
GOU-POL 334	Legislative Studies II	3	C	30	15
GOU-POL 356	Contemporary Environmental Administration	2	E	30	
	Total	23			

400 Level

Course code	Course title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
POL 401	Civil-Military Relations	2	C	30	
POL 403	Contemporary Defence and Strategic Studies	2	C	30	
POL 405	Nigerian Foreign Policy	2	C	30	
POL 407	Research Project	4	C		180
GOU-POL 413	Africa Union in World Politics	3	C	30	
	Total	15			

400 Level

Course code	Course title	Units	Status	LH	PH
POL 402	State and Economy	2	C	30	
POL 404	Nigerian Local Government System	2	C	30	
POL 406	International Law and Organization	2	C	30	
POL 408	Political Sociology	2	C	30	
POL 410	Political Parties and Pressure Groups	2	C	30	
GOU-POL 442	Political Economy of South East Nigeria	2	C	30	
	Total	12			

Course Contents and Learning Outcomes**100 Level****GST 111: Communication in English (2 Units C: LH 15; PH 45)****Learning Outcomes**

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

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

Course Contents

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

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

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

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

Course Contents

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

GCS: 105- Introduction to Computing Sciences (2 Units C: LH 30; PH 45)

Learning Outcomes

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

1. Explain basic components of computers and other computing devices;
2. Describe the various applications of computers;
3. Explain information processing and its roles in the society;
4. Describe the Internet, its various applications and its impact;
5. Explain the different areas of the computing discipline and its specializations; and
6. Demonstrate practical skills on using computers and the internet.

Course Contents

Brief history of computing. Description of the basic components of a computer/computing device. Input/output devices and peripherals. Hardware, software and human ware. Diverse and growing computer/digital applications. Information processing and its roles in society. The Internet, its applications and its impact on the world today. The different areas/programs of the computing discipline. The job specializations for computing professionals. The future of computing.

Lab Work: Practical demonstration of the basic parts of a computer. Illustration of different operating systems of different computing devices including desktops, laptops, tablets, smart boards and smart phones. Demonstration of commonly used applications such as word processors, spreadsheets, presentation software and graphics. Illustration of input and output devices including printers, scanners, projectors and smart boards. Practical demonstration of the Internet and its various applications. Illustration of browsers and search engines. How to access online resources.

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

Learning Outcomes

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

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

Course Contents

The nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics. The student is later introduced to the methods of Political Science. Key themes here include approaches to the study of politics. The 'science' or 'art' of the discipline. Nation, state and society. Power, authority and influence, constitution and constitutionalism, political culture and political socialisation and many others.

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

Learning Outcomes

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

1. examine systems of political organisation before the advent of colonialism in Africa;
2. discuss contending arguments for the colonial invasion of Africa;
3. explain the manifestation, form and character of colonialism in Africa;
4. appreciate the impact/consequences of colonialism on state, economy and society in Africa;
5. evaluate nationalist agitations and liberation movement in Africa;

6. explain the nature and forms of African states after independence; and
7. discuss some major theories to the study of African politics.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

The various ways of organizing governments into Legislature, Executive and Judiciary. The theory of the separation of powers. Forms of political Administrative systems, i.e. Unitarism, Federalism, Confederalism. Forms of government like Presidentialism and Parliamentarianism. Instrumentalities of political interaction like political parties, pressure groups, interest groups and many others.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

GOU-POL 107: The Citizens and the State (2 units); compulsory; LH: = 30

Senate Approved Relevance

This course focuses on training graduates that are highly aware of their rights, duties and obligations in the country as well as the multifaceted challenges of the state to uphold and preserve. The University is determined to produce experts who understands the workings of the state, its institutions and mastered the strategies to address the challenges in the country so as to enhance peace, security and good governance in Nigeria.

Overview

The relationship of the citizen to the state in terms of the duties and obligations of the citizen to the state; the responsibility of the state to the citizen must also be investigated; the nature of strained relations and the processes of rectification; Political obligation, basis of freedom, loyalty and patriotism.

Learning Objectives

The objectives of the course are to:

1. Identify the major theories of the state
2. Illustrate the social contract theory of the state and its relations with the citizens
3. Examine the relationship between the citizens and the state
4. Itemize the responsibilities of the state towards its citizens and the international community
5. Enumerate the political obligations of both the citizens and the state

Learning outcomes

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

1. Identify the major theories of the state
2. Illustrate the social contract theory of the state and its relations with the citizens
3. Examine the relationship between the citizens and the state
4. Itemize the responsibilities of the state towards its citizens and the international community
5. Enumerate the political obligations of both the citizens and the state

Course contents

Introduction. Concept of the state. Theories of the state. Social contract theories of the state. Divine rights of kings. Rights and obligations. State's responsibilities to citizens. State's responsibilities to foreigners and the international community. Relationship between the citizens and the state.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Hence, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

GOU-POL 108 Non-State Actors (2 units); Compulsory; LH: = 30

Senate Approved Relevance

The crux of this program is to inculcate in the students the relevant unelected bodies and individuals that shape world politics. The students are expected to know that they are also one of the critical non-state actors in the international political system that play key roles in nation building domestically through their intellectual and technical expertise in their various fields. The aim of this course aligns with vision and mission of University to produce students that intellectually aware to the extent of understanding their importance in nation-building domestically and internationally as the case may be. The knowledge to be gained from this course will help students contribute their quota as agents of change to help their country achieve the various SDGs through collaborations as stated in SDG 17.

Learning Objective

This course is designed to expose the students to the rest of the entities involved in a country's International relations outside the state and their impacts in foreign policy/external affairs of a sovereign state.

Learning Outcomes

On completion of this course, the students should

1. Explain the concept of non-state actors in International Relations.
2. Differentiate between state and non-state actors.
3. Describe growing influence of entities other than state
4. Appreciate their relevance to different spheres of foreign and domestic policies
5. Describe the ways non-state actors influence national, community's and environmental issues.

Course Content

The concept of non-state actors and opposing views of state theorists (power theorist). Growing influence of non-state actors in external relations classification of non-state actors and contemporary views of experts.

Remote and direct influence of non-state entities on economics of the global community Nigeria, Southern Nigeria and Enugu State.

Non-state actors and Southeast and Enugu State

Non-State Actors and environmental pollutions in East and South-South of Nigeria.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching. Hence, minimum academic standard (MAS) is required to enable practical demonstration of the course.

GOU-POL 110: Politics in Igbo Land (2 units); Compulsory; LH: = 30

Senate Approved Relevance

The crux of this course is to train students who can analytically use their intellectual ability to understand myriads of problems facing the Igbo nation and Nigeria in general. The Igbo nation as presently constituted is beset with so many challenges which have undermined its development. Chief of this relates to the lack of coordination and common front in matters that deals with the welfare, peace and security in the region. In light of this, Politics in Igbo Land is meant to expose to the students the origin of the Igbo tribe and their socio economic cum political life, from colonial era to the 21st century. This is in line with Godfrey Okoye University mission to foster intercultural dialogue within its host state, with a view to providing platform for policy formulation, change, and implementation for the advancement of the Igbo nation in Nigeria.

Overview

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

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

Objectives

The objectives of this course are to:

1. Examine the origin of the Igbo nation
2. Describe the Igbo political engagements in the pre-colonial era.
3. Assess the colonial Igbo engagements
4. Outline the effect of colonial rule in Igbo land
5. Describe the Igbo political engagements in the 21st century

6. Examine the types of government and its institutions.
7. Examine the pattern of administration
8. Highlight the roles of religion in Igbo land
9. Examine the political economy of Igbo land.
10. Interrogate the political philosophy of the Igbos
11. Discuss the effect of Igbo traditional values on national politics and development
12. Highlight the role of some Igbo personalities and their contributions to national politics.

Learning Outcomes

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

1. Examine the origin of the Igbo nation
2. Describe the Igbo political engagements in the pre-colonial era.
3. Assess the colonial Igbo engagements
4. Outline the effect of colonial rule in Igbo land
5. Describe the Igbo political engagements in the 21st century
6. Examine the types of government and its institutions.
7. Examine the pattern of administration in Igbo land
8. Highlight the roles of religion in Igbo land
9. Examine the political economy of Igbo land.
10. Interrogate the political philosophy of the Igbos
11. Discuss the effect of Igbo traditional values on national politics and development
12. Highlight the role of some Igbo personalities and their contributions to national politics.

Course Contents

Introduction. A conceptual note. The Igbo's and their origin. The pre-colonial Igbo political engagements. Pattern and features. The colonial Igbo political engagements. Nature and characteristics. Effects of colonial rule in Igbo land. The Igbo political engagements in the 21st century. Its character and nature. The structure and institutions in Igbo land. The pattern of administration in Igbo land. Types and features of government in the Igbo land. The political economy of Igbo land in pre-colonial Nigeria. The political economy of the Igbo land in 21st century. The role of Religion in Igbo land. Gender politics in Igbo land. The Igbo political system and democracy in Nigeria. Roles of traditional rulers in Igbo land. Community Development Unions in Igboland. Political Mentorship in Igbo Land. The effect of colonial rule on the traditional political system. Influence of Igbo traditional political values on national politics. Roles of some Igbo personalities and their contributions to National Politics.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching. Hence, minimum academic standard (MAS) is required to enable practical demonstration of the course.

GOU-POL112: Nigeria and Her Neighbors (2 units); Compulsory; LH: = 30

Senate-Approved Relevance

This course, Nigeria and her Neighbours, is designed to bring rational direction and meaning to fresh minds in academic environment and to make them understand the nations within Nigeria's borders. This course will basically make the graduates of Godfrey Okoye University to be grounded in Nigeria's history, and to understand its epistemic unity in relation to that of her neighbours. The course practically agrees with the mission, vision and philosophy of epistemic unity of Godfrey Okoye University, which is aimed at imparting quality education and inculcating in students strong personality that will ensure the promotion of integration, nationalism and patriotism. From this point of view the university understands education as a dialogical process of acquisition and dissemination of knowledge. The Course helps graduates of Godfrey Okoye University to be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all its ramification.

Overview

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

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

Objectives

The objectives of the course are to:

1. Discuss the History of Nigeria
2. Discuss Historiography and Demography of Nigerian and her neighbours: Chad, Niger, Cameroon and Benin Republic
3. Identify the Geographical Relevance and Connections
4. Describe the Political Systems of the countries
5. State the Languages of the people and trajectory of Communications
6. Enumerate the Nature of Nigeria Relations with Chad , Niger, Cameroon and Benin Republic
7. Discuss the Economic cooperation of the Countries: Chad , Niger, Cameroon and Benin Republic
8. Outline the Objectives of Nigerian Foreign Policy in relation to her immediate neighbours
9. Discuss Tran border issues and perspectives
10. Discuss the future Nigerian Diplomatic Relations with her immediate neighbours

Learning Outcomes

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

- 1) Discuss the History of Nigeria
- 2) Discuss Historiography and Demography of Nigerian and her neighbours: Chad, Niger, Cameroon and Benin Republic
- 3) Identify the Geographical Relevance and Connections
- 4) Describe the Political Systems of the countries
- 5) State the Languages of the people and trajectory of Communications
- 6) Enumerate the Nature of Nigeria Relations with Chad, Niger, Cameroon and Benin Republic
- 7) Discuss the Economic cooperation of the Countries: Chad, Niger, Cameroon and Benin Republic
- 8) Outline the Objectives of Nigerian Foreign Policy in relation to her immediate neighbours
- 9) Discuss Tran border issues and perspectives
- 10) Discuss the future Nigerian Diplomatic Relations with her immediate neighbours

Course Contents

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

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Thus, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

GOU-POL 113: Religion and Politics in Nigeria (2 units); Compulsory; LH: = 30**Senate Approved Relevance**

This course is designed to help students and potential graduates understand the crucial impact of religion in Nigerian politics. This could be negative or positive. However, in order to maximise the full positive effect of religion in politics, it is imperative that interfaith dialogue and channels of communication and relations be opened among religions leaders and the general populace, with the aim of ensuring that religio-political dialogue and discourse are geared towards national development. The Department of Political Science in Godfrey Okoye University (GOU) is established partly for this purpose, with the aim to train students to acquire epistemic unity through intercultural and interfaith dialogue.

Overview

Religious misunderstanding and its attendant crises have wrecked a lot of havoc to Nigerians political co-existence in particular and the globe at large, with regard to the place of religion in politics and vice versa. The ignorance that brought these traumas needed to be holistically addressed, seeking to define the differences between religion and politics and to show their interrelatedness.

Hence, this course will go a long way to bridge the gaps of difference being already created and struggle to reinstate the needed peace that these differences have created.

Objectives

The objectives of the course are to:

1. Examine the role of religion in politics
2. Discuss politicization of religion pre and post-independence in the Nigeria State.
3. Interrogate Politics and secular debate,
4. Assess politics in Nigeria and the place of religion in Nigeria's socio-political space
5. Outline the implication of religious influences in Nigeria politics for National Development,
6. Evaluate how religion influences politics in Nigeria.
7. Investigate the relationship between religion, politics and governance in Nigeria.

Learning Outcomes

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

1. Examine the role of religion in politics
2. Discuss politicization of religion pre and post-independence in the Nigeria State.
3. Interrogate Politics and secular debate,
4. Assess politics in Nigeria and the place of religion in Nigeria's socio-political space
5. Outline the implication of religious influences in Nigeria politics for National Development,
6. Evaluate how religion influences politics in Nigeria.
7. Investigate the relationship between religion, politics and governance in Nigeria.

Course Contents

Introduction. Conceptual perspectives. The role of religion in politics. Politicization of religion in pre-independence Nigeria. Politicization of religion in colonial era. Politicization of religion in post-independence Nigeria. African Traditional Religion and politics in Nigeria. Politics and the secular debate. The church/mosque and the State. The place of religion in Nigeria politics. Implication of religious influences in Nigeria politics. Theoretical perspectives. Role of religion in national development. Religion in a transitional society. Religious actors in Nigerian politics. NASFAT and politics in Nigeria. CAN and politics in Nigeria.

Minimum Academic Standard (MAS)

Teaching materials, including soft and hard copies will be used in teaching the course, hence Minimum

Academic Standard (MAS) is required for practical demonstration of the studies.

**GOU-POL 115: Election Management in South East Nigeria (2 units); Compulsory; LH: = 30
Senate Approved Relevance**

The course is pertinent to the society as a result of the challenges of election management in South East Region (and indeed the whole of Nigeria) which has consistently thrown up unacceptable outcomes from the pre-election, election and post-election periods. It challenges all persons concerned to adopt transparent and contemporary measures for free, fair and credible election in the South East region of Nigeria. This will be tackled using research and practical experience in contemporary election management. Students will be better prepared for monitoring and conducting transparent and acceptable election as well as effective post-election management in the society. As an institution that has helped consolidate the democratic processes in Enugu State; and by extension, South East Nigeria, Godfrey Okoye University is keen on ensuring that the political processes in the region are transparent, gender-inclusive and credible. Thus, this course is design to enable students obtain the requisite expertise and skills in election monitoring, evaluation and analyses. And as well as prescribe policies that will make subsequent elections in the region credible and transparent.

Overview

Election mismanagement in Nigeria has produced various tensions, violence, destructions and uncertainties to the unity and development of the nation since independence in 1960. This unfortunately has continued unabated leading to poor governance, mass political alienation and voter apathy. This course teaches the student, the electoral issues in South East region of Nigeria and challenges they pose to the socio-political and economic development of the nation. It further reveals to the student the long-term challenges they pose to the society at the international arena as well as the solutions for effective election management in the area.

In addition, the study will provide a base which challenges all persons concerned to conscientiously work towards providing solutions to electoral issues in the South East Region of Nigeria relying on transparent electoral management process.

Course Objectives

The objectives of the course are to:

1. Discuss the meaning of election management
2. Discuss Election Management Issues in South East Region of Nigeria
3. Interrogate election Management in South East Nigeria
4. Identify the challenges of Election Management in South East Nigeria
5. Outline the solutions to Election Management in South East Region of Nigeria

Learning Outcomes

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

1. Discuss the meaning of election management
2. Discuss Election Management Issues in South East Region of Nigeria
3. Interrogate election Management in South East Nigeria
4. Identify and explain at least 5 challenges of Election Management in South East Nigeria
5. Outline and discuss at least 5 solutions to Election Management in South East Region of Nigeria

Course Contents

Introduction. Conceptual notes. Election Management Issues in South East Region of Nigeria. Meaning of Election Management. Independent National Electoral Commission (INEC). State Independent Electoral Commissions (SIECs) in South East Nigeria. Money Politics in South East Nigeria. Electioneering campaigns in South East Nigeria. Post-election management in South East Nigeria. Role of government in election management in South East Nigeria. Role of security in Election management in South East Nigeria. Election Management in South East Region of Nigeria. Use of Adhoc staff in

election management in South East Nigeria. Challenges of Election Management in South East Region of Nigeria. Solutions to Election Management in South East Region of Nigeria. Logistic management. Election litigation in South East Nigeria. Theoretical Perspectives. Revision.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Hence, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

GOU-POL 116: Nigerian Foreign Service (2 units); Compulsory; LH: = 30

Senate Approved Relevance

The essence of this course is to prepare graduates for the Nigerian Foreign Service (NFS) by equipping them with skills needed to make the nation's diplomatic mission more dynamic and suited for 21st century diplomatic soldiering; that will articulate and implement sustainable policies to help achieve its national objectives of national unity and patriotism, and the "Africa we want" Agenda 2063, especially its seven key aspirations. This is particularly in line with Godfrey Okoye University's mission of producing diplomats that are socio-culturally sound and epistemologically equipped to provide action-based and practical solutions to the nation's challenges that undermine the achievement of these goals and aspirations.

Overview

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

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

Objectives

The objectives of the course are to:

1. Introduce and explain the Nigerian Foreign Service
2. Explore the history of Nigerian Foreign Service
3. Delineate the structure of the Nigerian Foreign Service
4. Highlight key roles and functions of Nigerian Foreign Service
5. Examine the challenges faced by the Nigerian Foreign Service
6. Identify students' area of competence in the Nigerian Foreign Service
7. Develop a note *verbale* used for diplomatic communication in the Nigerian Foreign Service
8. Interrogate the skills needed for 21st century diplomats for the Service
9. Examine the diplomatic and consular immunities of Nigerian diplomatic corps
10. Evaluate the Nigerian Foreign Service and Agenda 2063

Learning Outcomes

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

1. Discuss the meaning of Nigerian Foreign Service
2. Tell vividly with dates, the history of Nigerian Foreign Service
3. Identify at least 5 (five) organs or arms of the Nigerian Foreign Service
4. Enumerate at least 6 (six) roles and functions of the Nigerian Foreign Service
5. Outline at least 5 (five) challenges faced by the Nigerian Foreign Service

6. Highlight at least 3 (three) areas of their competence within the Nigerian Foreign Service
7. Describe the 5 (five) segments of a Note *Verbale* used in diplomatic communication
8. List at least 5 (five) challenges faced by diplomats within the Nigerian Foreign Service
9. Outline at least 7 (seven) immunities of diplomats and consular officers in the Nigerian Foreign Service
10. Examine the Nigerian Foreign Service and Agenda 2063

Course Contents

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

Minimum Academic Standards

Samples of Note *Verbale* diplomatic communication between foreign governments. Students are required to write at least 3 different Note *Verbales* on three different sectors or issues of national concern from one government to another. Identify their areas of competence within Nigerian Foreign Service

GOU-POL 117: Nigeria Legal System

2 Units

Senate Approved Relevance

This course instills in the students the imperative of legal epistemology within the Nigerian legal system, for the purpose of preparing them to meet the day-to-day legal demands and contractual and transactional relationships in the country. The University understands the importance of this, hence, its insistence to supply sound legal minds as facilitators of this programme beyond the faculty of law, to be taught in the Department of political science and international relations.

Overview

This course examines the idea of a legal system and its importance in modern society. It examines the nature of law in general with respect to traditional and modern laws. It also discusses the sources of Nigerian law among others.

Objectives

The objectives of this course are to:

1. Describe the Nigerian legal system
2. Examine customary law rules and practice in Nigeria
3. Distinguish between civil and criminal wrongs
4. Discuss how the court system in Nigeria works through judicial precedents
5. Explain the contractual obligations of persons in a business relationship
6. Illustrate the processes for the formation of a company under CAMA

Learning outcomes

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

1. Describe the Nigerian legal system
2. Examine customary law rules and practice in Nigeria
3. Distinguish between civil and criminal wrongs
4. Explain how the court system in Nigeria works through judicial precedents
5. Discuss the contractual obligations of persons in a business relationship
6. Identify the processes for the formation of a company under CAMA

Course contents

Introduction. Description of the Nigerian legal system. Customary law practices in Nigeria. Distinction

between civil wrongs and criminal offence. The Nigerian court system. Contracts and contractual obligation of parties in a business relationships. Processes for the formation of a company under Nigerian laws.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Hence, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

GOU-POL 121: Structure of Nigerian Political Economy

(2 Units: LH 30)

Senate Approved Relevance

The Nigerian economy is one that is dire need of economic salvation. This course is aimed at helping the student understand the key aspects of the Nigerian economy and their various challenges. The objective of this course is in line with the University's policy of playing a key role of contributing its quota to helping the economy of the state improve. This is so, because, the University's has attracted Foreign Direct Investments (FDI) to its European Industrial Park at its permanent site in Ugwuomu-Nike, Enugu, Nigeria.

Overview

This course is aimed at unraveling the structure of the Nigerian Political Economy ranging from the roles of Agriculture in the economic development of Nigeria as well as industrial development in Nigeria. The pattern of government expenditure in Nigeria is also look into with a view to ascertaining its in fact on the masses etc. All the end of the course the students are expected to possess adequate knowledge of what Nigeria's political economy looks like and hence, will be able to give proper details about such areas as commercial Banking in Nigeria and their roles; the central Bank and functions; and the regulatory role of the CBN etc.

Learning Objectives

The objective of the course are to:

1. Unravel the structure of Nigeria Political Economy in relation to Agriculture.
2. Highlight the industrial development in Nigeria.
3. Outline various government expenditure patterns.
4. Outline the impact of government on the economy.
5. Give sufficient details about the role of commercial and Central Bank in the life of the Nigeria economy.

Learning Outcomes

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

1. Discuss the structure of Nigerian Political Economy in relation to Agriculture.
2. Highlight the industrial development in Nigeria.
3. Discuss government expenditure pattern in Nigeria.
4. Outline the impact of government on Nigeria economy.
5. Outline and explain any 5 roles of the Commercial and Central Banks in the Nigeria Economy.

Course Content

Introduction. Structure of Nigerian Political Economy. Role of Agriculture. Overview of economic development of Nigeria. Industrial development of Nigeria. Pattern of government expenditure. Impact of government on the economy. Roles of commercial bank. Roles of the central bank. Regulatory roles of the Central Bank of Nigeria.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching. Hence, minimum academic standard (MAS) is required to enable practical demonstration of the course.

GCS: 105/106- Introduction to Computing Sciences (2 Units C: LH 30; PH 45)

Learning Outcomes

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

1. Explain basic components of computers and other computing devices;
2. Describe the various applications of computers;
3. Explain information processing and its roles in the society;
4. Describe the Internet, its various applications and its impact;
5. Explain the different areas of the computing discipline and its specializations; and
6. Demonstrate practical skills on using computers and the internet.

Course Contents

Brief history of computing. Description of the basic components of a computer/computing device. Input/output devices and peripherals. Hardware, software and human ware. Diverse and growing computer/digital applications. Information processing and its roles in society. The Internet, its applications and its impact on the world today. The different areas/programs of the computing discipline. The job specializations for computing professionals. The future of computing.

Lab Work: Practical demonstration of the basic parts of a computer. Illustration of different operating systems of different computing devices including desktops, laptops, tablets, smart boards and smart phones. Demonstration of commonly used applications such as word processors, spreadsheets, presentation software and graphics. Illustration of input and output devices including printers, scanners, projectors and smart boards. Practical demonstration of the Internet and its various applications. Illustration of browsers and search engines. How to access online resources.

200 Level

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

Theoretical perspectives, the Federal arrangement and Division of Powers, Critical Issues in

Nigerian Politics i.e. Census, Elections, Education, Representation and Representativeness, Power sharing, Ethnic Relations and many others.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. discuss the nexus between economics and politics;
2. explain the determinants of class formations; and
3. define class relations;
4. discuss the premises of contending theories on production, distribution and exchange; and
5. explain the impact of such theories on the state, economy and society.

Course Contents

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

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

Learning Outcomes

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

1. appreciate the need for interactions between states and other actors in the international system;
2. explain the importance of national interest as major determinants of global interactions and politics;

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

GOU-POL 208: African Political Thought (2 units); Compulsory; LH: = 30 Senate Approved Relevance

The course tends to make an in-depth analysis of the history, views, ideas and thoughts of the African Political thinkers from ancient to modern era which were documented in the context of their struggling for political emancipation of the people of African descents. This means that these thoughts' system which gave credence to their views, ideas and thoughts came into existence in their individual and collective struggles in various stages at various places. It is in line with the mission of Godfrey Okoye University towards producing graduates with sense of ensuring cultural balance. Besides this, the course tends to produce future leaders who will pilot the affairs of diverse States in Africa as a framework for greater Continental development in the current global political climate.

Overview

By training students of good sound minds with greater sense of precision, the teaching and learning of this course will help not only to mould and shape the ideas, views, attitude and thoughts of current generation towards active participation in politics but also acquiring leadership qualities needed towards general transformations of entire continent of Africa. Also, the course will help to exam the place of economy on the political thought of Africa in the current era. Equally the influence of the global economic system will avail to students. However, the Views, ideas and thoughts of such African Political thinkers like W. E. DuBois, Edward Blyden, Marcus Garvey, Amilcar Cabral, Fanon, Nkrumah, Nyerere and others will be critically analysed and their impacts clearly outlined for easy understanding by the students.

Objectives

The objectives of this course are to:

1. Examine the origin of African Political Thought
2. Outline the importance of studying African Political Thought
3. Discuss the thoughts of W.E.B Du. Bois
4. Examine the thoughts of Marcus Garvey
5. Interrogate the thoughts of Edward Blyken
6. Delineate the thoughts Amical Cabral
7. Examine the thoughts of Franz Fanon
8. Discuss the thoughts of Samir Amin
9. Assess the thoughts of Julius Nyerere
10. Evaluate the thoughts of Obafemi Awolowo
11. Analyse the thoughts of Nnamdi Azikwe
12. Interrogate the thoughts of Kwame Nkrumah

Learning Outcomes

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

1. Examine the origin of African Political Thought
2. Outline the importance of studying African Political Thought
3. Discuss the thoughts of W.E.B Du. Bois
4. Examine the thoughts of Marcus Garvey
5. Interrogate the thoughts of Edward Blyken
6. Delineate the thoughts Amical Cabral
7. Examine the thoughts of Franz Fanon
8. Discuss the thoughts of Samir Amin
9. Assess the thoughts of Julius Nyerere
10. Evaluate the thoughts of Obafemi Awolowo
11. Analyse the thoughts of Nnamdi Azikwe
12. Interrogate the thoughts of Kwame Nkrumah

Course Contents

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

Minimum Academic Standard

The students will be made to draft an independent thought of their own as to how Africa can address its myriad of challenges in the 21st century.

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

Senate-Approved Relevance

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

Overview

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

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

Objectives

The objectives of the course are to:

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

Learning Outcomes

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

1. Define Foreign Policy.
2. List at least five (5) determinants of Foreign Policy.
3. Itemise at least five (5) solutions to the problem of West African integration.
4. Discuss the role of ECOWAS on the Economic development of West Africa states.
5. Explain the solution to the problem of having common currency in the West African Sub-region.
6. Discuss the role of ECOWAS on conflict resolution in West Africa.
7. Analyse at least four (4) ECOWAS Protocols on sub-regional development.
8. Interrogate at least three (3) theoretical perspectives on regional integration.

Course Contents

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

Minimum Academic Standard

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

GOU-POL 213: Introduction to Local Government
Senate Approved Relevance**(2 Units: LH 30)**

This course focuses on the training and imparting in students the requisite knowledge needed to build their localities and communities, domestically and internationally, with the goal of being good ambassadors of their communities. It is this understanding that has made the University to be determined to produce graduates who appreciate the workings and integral functions played by local governments in the country. This is why it has contributed its quota towards making its host communities grow and develop by attracting the European Industrial Park to its permanent site in Ugwuomu-Nike, Enugu, Nigeria.

Overview

Theory, Principles and forms of local government, decentralization, delegation, decentralization principles. Local government mechanisms for community mobilization and development at the grass roots. Politics of local government councils and elections.

Objectives

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

1. Examine the term ‘governance’
2. Analyse the term ‘Local’
3. Understand the meaning of local government
4. Know various definitions of the concept of local government as done by different scholars.
5. Define centralization of power
6. Demonstrate an understanding that a unitary system of government is an example of a centralized power
7. Itemize the advantages and disadvantages of a centralized power
8. Know that in a Unitary system of government what we have is local administration and not local government administration
9. Identify the Nigerian 774 local governments

Learning outcomes

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

1. Examine the term ‘governance’
2. Analyse the term ‘Local’
3. Understand the meaning of local government
4. Know various definitions of the concept of local government as done by different scholars.
5. Define centralization of power
6. Demonstrate an understanding that a unitary system of government is an example of a centralized power
7. Itemize the advantages and disadvantages of a centralized power
8. Know that in a Unitary system of government what we have is local administration and not local government administration
9. Identify the Nigerian 774 local governments

Course contents.

Introduction. Concept of governance. Concept of local. Concept of local government. Definitional perspectives of local government. Itemize the 774 local governments in Nigeria. Advantages and disadvantages of a centralized. Unitary system of government. Decentralization of power in Nigeria. Local government administration under colonialism. Native governance in precolonial system. Military system and local administration. 1976 local government reform.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Hence, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

GOU-IPOL 231: Statistics for Social Sciences (2 Units; Compulsory; LH = 30; PH = 0)

Course Contents

The nature of statistical methods, frequency distributions; measures of central tendencies-Mode, Mode, etc Measures of Dispersion Range, Variance, Standard Deviation. Elementary Probability Theory, Binomials, Normal and Poisson Distributions.

GOU-POL 232: Statistics of Social Sciences II(2 Units; Compulsory; LH = 30; PH = 0)

Course Contents

Test hypotheses, small sample Test; X² test and F-test. Time Series Analysis. Regression Analysis; Index Numbers; Analysis of Variance, sources of Statistical Data in Nigeria. Federal office of Statistics, CBN.

GOU-POL 243: Political Agitation and National Development (2 units); Compulsory; LH: = 30 Senate Approved Relevance

The course introduces students to the nature of political agitations in Nigeria and their effects on national development. The reasons for or the causes of such agitations will also be identified and discussed. The course will also emphasize the need for development, which can only be achieved in an atmosphere of national consensus. The University committed to leading this charge as it has designed academic curricula that is aimed at producing graduates that will be armed with analytical tools and skills needed to interrogate socio-economic and political problems undermining our national development; and to proffer corresponding solutions to various agitations in Nigeria.

Overview

This course introduces students to the nature of agitations and protests on national development. It will equip and enhance students understanding of why people agitate and protest and the methods they use including peaceful and violent means to press to achieve their desires. The course will provide a nexus between rampant regional, sectional and subnational political agitations in our national politics and the prevailing atmosphere of instability; inter communal and ethnic hostility and conflicts, open violence and militarization of the polity and economic sabotage that has afflicted the country.

The course will emphasize the need for development which can only be achieved when the national political systems and its institutions are transformed into a stronger, more organized and more effective efficient and effective political entity by policies and programmes that promote national understanding, national consciousness, togetherness and integration.

Objectives

The objectives of this course are to:

1. Unravel the meaning and purpose of political agitation and protest
2. Discuss the meaning of development and national development
3. Identify factors that engender national agitation and conflict – Ethnic, religion, unequal geopolitical division etc.
4. Outline some examples of agitations and protests in Nigeria
5. Highlight some national effects of political agitations in Nigeria.
6. Examine the concept of national Integration
7. Discuss restructuring as a step to national integration
8. Highlight the challenges of national integration
9. Investigate leadership failures as a cause of political agitation in Nigeria.

Learning Outcomes

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

1. Discuss the meaning of political agitation and protest in a political system.
2. Discuss the meaning of development and national development
3. Identify at least 5 causes of political agitations and protests
4. Interrogate why people embark on political agitations
5. Examine the national effects of agitations on national development
6. Highlight at least 5 problems which prevent national integration
7. Discuss restructuring as a step to national integration
8. Investigate leadership failures as causes of political agitation and protests
9. Discuss and suggest programmes and policies that can promote national integration.

Course Contents

Introduction. The nature of political agitation. The nature of protests and consequences. The concept of development. The meaning of national development. The political structure of Nigeria as a promoter of political agitation and separatism. The challenge of national unity. Ethnicity and national development. Religious pluralism. Self-determination and resource control. National integration. Factors affecting national integration. Methods and means of promoting national integration. Core agitation and protests in Nigeria. Programmes and policies that promote national integration. Federal character and national development. Leadership and political agitations and protest.

Minimum Academic Standard (Mas)

Teaching materials, including soft and hard copies will be used in teaching the course, hence Minimum Academic Standard (MAS) is required for practical demonstration of the studies.

GOU-POL 246: Budget Administration in Enugu State (2 units); Compulsory; LH: = 30

Senate Approved Relevance

The course aims to pursue epistemic knowledge through research and practical exposure of students to real-live budget and budget process in Enugu State. This will give the students the edge in budget monitoring and analysis and position them as consultants in policy/budget analysis. The University's mission is in consonance with the objectives of this course as it is committed to producing graduates who will be consultants to government institutions and agencies; and help them administer their budgets in ways that will trickle down to the common man.

Overview

Budget articulation and administration in Enugu State has consistently fallen below expectation, particularly in terms of performance. This is why despite annual increases in budget proposal, less than average budget performance is actualized.

This course sets out to establish the nexus between budget articulation and budget implementation as a panacea to effective socio-economic and infrastructural development in Enugu State. This course demonstrates to the student, the process of budget articulation and administration in Enugu State. The student is expected to adopt at least three sample annual budgets, so as to acquire the skills for budget analysis as a tool for improving budget articulation and implementation in Enugu State and elsewhere.

Moreover, it also presents the challenges and solutions of budget administration in the area. It will also form a basis for budget monitoring and analysis by all persons so as to put a check on governance as well as hold public office holders accountable.

Objectives

The objectives of this course are to:

1. Discuss the meaning of budget and Budget Administration
2. Identify the processes of Budget Articulation in Enugu State
3. Analyse the structure and components of a Budget

4. Itemise the importance of a call circular
5. Discuss the processes of passing a money bill into an Appropriation Act
6. Identify the methods of infusing flexibility into a rigid budget
7. Evaluate supplementary appropriation bill
8. Examine Budget Administration in Enugu State
9. Interrogate the past 3 years Budget Performance of Enugu State.
10. Outline the challenges of Budget Administration in Enugu State
11. Highlight the solutions to Budget Articulation and Implementation in Enugu State.

Learning Outcomes

The student is expected to:

1. Explain the meaning of Budget and Budget Administration
2. List the Processes of Budget Articulation in Enugu State
3. Analyse the structure and components of a Budget
4. Itemise the importance of a call circular
5. Discuss the processes of passing a money bill into an Appropriation Act
6. Identify the methods of infusing flexibility into a rigid budget
7. Evaluate supplementary appropriation bill
8. Examine Budget Administration in Enugu State
9. Interrogate the past 3 years Budget Performance of Enugu State.
10. Outline the challenges of Budget Administration in Enugu State
11. Highlight the solutions to Budget Articulation and Implementation in Enugu State.

Course contents

Introduction. History of Enugu State. Meaning of Budget and Budget Administration. Budget Articulation in Enugu State. Structure and components of a Budget. Importance of a call circular. Processes of passing a money bill. Appropriation Acts. Methods of infusing flexibility into a rigid budget. Supplementary appropriation bill. Budget Administration in Enugu State. Budget Performance of Enugu State. Allocation from Federation Accounts. Revenue generation in Enugu State. Consolidated Revenue. Resource allocation in Enugu State. Challenges of Budget Administration in Enugu State. Solutions to Budget Articulation and Implementation in Enugu State. Revision

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Hence, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

GOU-POL 251: Nigeria Security Institutions (2 units); Compulsory; LH: = 30

Senate Approved Relevance

This course focuses on training graduates highly equipped with the security networks in the country as well as their multifaceted challenges. The University is determined to produce experts who understand the workings of these institutions and who master the strategies to address the security challenges in the country so as to enhance peace and security in Nigeria. The goal of the course is in line with SDG 16 which deals on peace, justice and strong institutions.

Overview

The security situation in Nigeria over the years has grown from bad to worse. This calls for urgent attention as it does not only result to loss of lives and properties but also undermines development, instills fear in the lives of people and encourages anarchy in the country.

This course is tailored towards identifying these security institutions and their structures, and as well factors fanning the security challenges in Nigeria. At the end of this course, the student is expected to have adequate knowledge of the security apparatus in the country and their structures, their origin, functions, and other activities. They should also be able to analyze these institutions with a view of finding out if they are performing or underperforming. Students should be able to pinpoint the major

obstacles limiting these institutions and the best strategy to address them.

Objectives

The objectives of the course are to:

1. Delineate the concept of security
2. Classify security institutions in Nigeria
3. Unravel the nature of these institutions (origin, structures, functions etc.).
4. Highlight the major security challenges in Nigeria
5. Identify factors propelling insecurity in Nigeria
6. Outline theories explaining (in)security
7. Discuss models or strategies of addressing security challenges in Nigeria.

Learning Outcomes

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

1. Discuss the concept of security
2. Identify and classify at least five (5) security institutions in Nigeria
3. Discuss the nature of these institutions (origin, structures, functions etc.).
4. Highlight at least six (6) major security challenges in Nigeria
5. Identify at least six (6) factors incubating insecurity in Nigeria
6. Outline and explain at least three (3) theories explaining insecurity in Nigeria
7. Discuss models or strategies of addressing security challenges in Nigeria.

Course Contents

Introduction. Concept of security. Traditional views of security. Contemporary view of security. An overview of security in Nigeria. Security institutions in Nigeria. Classifications of security institutions. Origin of security institutions. Structures of security institutions. Functions of security institutions. Recruitments into security institutions in Nigeria. Funding of security institutions. State actors of Nigerian security institutions. Non-state actors of Nigerian security institutions. Theoretical perspectives. Strategies adopted by security institutions. Regional security institutions. Neighbourhood Watch Initiatives in Nigeria. Revision

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Hence, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

300 Level

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

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;

4. enumerate security and peace building strategies; and
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

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

Learning Outcomes

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

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

Course Contents

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

Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

Examination of selected classical and modern political thinkers such as Plato, Aristotle, Machiavelli. Locke, Marx, Fanon, Senghor, Nkrumah and many others. Special emphasis on the development and impacts of their ideas.

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

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

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

Course Contents

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

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

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

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

Course Contents

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

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

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

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

Course Contents

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

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

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

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

Course Contents

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

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

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

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

Course Contents

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

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

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

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

Course Contents

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

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

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

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

Course Contents

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

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

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

1. identify and explain basic concepts in International Relations;
2. discuss contending theories of International Relations; and

3. apply these theories to issues in international politics.

Course Contents

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

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

Learning Outcomes

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

1. discuss Conceptual and Theoretical issues in democratization studies;
2. examine the conditions for democratic consolidation;
3. discuss historicize democratization and elections in Nigeria;
4. explain the various models of electoral administration;
5. identify the major actors and processes in the democratization process;
6. discuss the nature and dynamics of Nigeria's elections;
7. explain the relevance of elections to political development in Nigeria;
8. identify and explain the challenges of electoral administration in Nigeria;
9. discuss electoral reforms in Nigeria;
10. discuss the place of election in the democratization process; and
11. establish the links among elections, democratization and democratic consolidation.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

GOU-POL 333 – Legislative Studies I (3 units); Compulsory; LH: = 30; PH = 45

Senate Approved Relevance

The study of legislative studies will help to produce graduates that are highly skillful in the art of parliamentary functions in line with the philosophy of the university which is based on the nature of the human person as a social and dialogue-seeking being.

Overview

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

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

Objectives:

The objectives of the course are to:

1. Explain the various theories of legislation
2. Explain the concept of separation of power
3. Identify the processes involved in passing of bills and moving of parliament motion
4. Describe the role and importance of committee system.
5. Identify officers and their duties in parliament, and identifying the qualities of a good legislator.
6. Interrogate role of political parties in the formation of legislative structures.
7. Provide practical learning sessions for students

Learning Outcomes:

1. Identify the theoretical basis for the formation of legislative
2. State the importance of separation of power in the political system.
3. State and explain the procedures involved in passing of bills and raising of parliamentary motions
4. Identify the officers of the parliament and their functions
5. Access the overall function of committees of the House
6. Discuss how political parties influence the emergence principal officers of the house
7. Engage in practical sessions to fully participate and explain parliamentary procedures

Course Contents:

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

Minimum Academic Standard (MAS)

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

GOU-POL 334 – Legislative Studies II (3 units); Compulsory; LH: = 30; PH = 45

Senate Approved Relevance

The study of legislative studies will help to produce graduates that are highly skillful in the art of parliamentary functions in line with the philosophy of the university which understands the human person as a social and dialogue-seeking being.

Overview

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

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

Objectives

1. Explain the Intricate executive-legislative relations
2. Identify the importance of oversight functions of the legislative
3. Explain legislative privileges and immunity
4. Explain the procedure for adjudication and impeachment of legislative officers.
5. Describe the role of the legislative in law making and policy formulation.
6. Explain the function of the legislative in budgetary matters
7. Interrogate the factors that impede legislative practice in fledgling democracies
8. Engage in practical parliamentary sessions

Learning Outcomes

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

1. List the various areas of executive legislative coherence and variance
2. Explain oversight functions and its relevance
3. State the various legislative immunity
4. Identify and explain the procedure for adjudication and impeachment
5. List out the contributions of the legislature in law marking and policy formulation.
6. Explain the role of the legislature in Budgetary processes
7. Highlight the factors that impede legislature practices in developing societies.
8. Be able to participate in practical sessions in mock parliament.

Course Contents

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

Minimum Academic Standard (MAS)

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

GOU-POL 313: Gender Politics in Nigeria (2 units); Compulsory; LH: = 30

Senate-Approved Relevance

Gender Politics in Nigerian is a knowledge venture in search of the relevance or otherwise of gendered participation in Nigerian Politics. The course material draws on a variety of areas, including international relations, Political philosophy, politics, gender studies, and sociology – social theories, social actions, social knowledge, law, religion and so on. Proponents of this course understand the basic idea of role of gender and gender stereotypes existing in Nigerian social political arena. The course takes a historical view of role of women in national development and in the various context, such as August Meeting, Umuada groups, Men's groups and other associations formed for socio-political and economic benefits. Godfrey Okoye University is an institution that promotes gender-balancing and parity in socio-political relations, within and outside the institution. This, the institution hopes to inculcate in the student through this course in order to help them jettison stereotypical views and ideologies that often mar the socio-political and economic fabrics and relations of our national life. The course shares the SDG 5 objective to ensure gender equality.

Overview

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

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

Objectives

The objectives of the course are to:

1. Discuss the Meaning of Women Participation in Nigerian Politics
2. Discuss the meaning of Gender
3. Describe the Context of Nigerian Politics
4. Discuss Gender and Politics in Nigeria
5. Highlight the History of Women Participation in Nigerian Politics
6. Enumerate the Challenges of Women participation in Nigerian Politics
7. Identify Figures and Role Models in Nigerian Politics
8. Enumerate the Importance of Women in Politics
9. Discuss Gender inequality in Nigerian Politics
10. Examine feminist theory and perspective to Nigerian politics
11. Interrogate constructivist theoretical paradigm to gender politics in Nigeria.

Learning Outcomes

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

1. Discuss the Meaning of Women Participation in Nigerian Politics
2. Interrogate the meaning of Gender
3. Describe the Context of Nigerian Politics
4. Assess gender and Politics in Nigeria
5. Discuss the History of Women Participation in Nigerian Politics
6. Explain Patriarchal vs Matriarchal Influence in Nigerian Politics
7. Enumerate the Challenges of Women participation in Nigerian Politics
8. Identify figures, role models and personalities in Nigerian Politics
9. Outline the Factors Undermining Women Participation in Nigerian Politics
10. Analyse the Federal Character and Affirmative Action in Nigerian Politics
11. Spell out the importance of Women in Politics
12. Evaluate gender inequality in Nigerian Politics
13. Examine feminist theory and perspective to Nigerian politics
14. Interrogate constructivist theoretical paradigm to gender politics in Nigeria.
15. Meritocracy in appointive and elective positions in Nigerian politics

Course Contents

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

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Thus, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

GOU-POL 356: Contemporary Environmental Administration in South East Nigeria (2 units); Compulsory; LH: = 30**Senate Approved Relevance**

The course is relevant to the society due to the challenges of environmental degradation and the need to adopt modern means of Environmental Impact Assessments (EIA) to check if there are potential harm that could arise from embarking a given activity by private individuals or the government in the society. This will be addressed using research and practical experience in contemporary environmental administration. As an eco-friendly institution, the objective of this course will be tandem with Godfrey Okoye University's policy of effective climate action which it began 7 years ago via its massive tree planting movement across its host state of Enugu, Nigeria. Also, students will be better equipped to adopt relevant measures for turning wastes to wealth. The course aligns with Sustainable Development goals 13 and 15 which deals on Climate Action and Life on Land.

Overview

Environmental degradation in South East Nigeria has remained a growing and intractable challenge negatively impacting the ecological system. This course teaches the student, the ecological issues in South East region of Nigeria and challenges they pose to socio-economic wellbeing of the people. It substantiates the impact of ecological issues in South East Region of Nigeria and establishes the scope of environmental administration given the existing ecological impacts.

The course further exposes the students to the contemporary environmental administration challenges and solutions as it concerns the area. Moreover, the study will provide a fulcrum for harnessing the challenges of environmental administration to providing solutions to the ecological issues in the South East Region of Nigeria using contemporary measures of waste to wealth and renewables.

Objectives

The objectives of the course are to:

1. Discuss environmental/ecological Issues in South East Region of Nigeria
2. Analyse the meaning of environmental administration
3. Interrogate environmental administration in South East Region of Nigeria
4. Highlight the challenges of environmental administration in South East Nigeria
5. Outline solutions to environmental administration in South East Region of Nigeria
6. Evaluate international environmental laws
7. United Nations Convention on Environment and Development
7. Examine the relevant Environmental Impact Assessment
8. Investigate Paris Agreement and the National Determined Contribution of States
9. Identify the link between economic development and environmental degradation

Learning Outcomes

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

1. Discuss at least 3 Environmental/Ecological Issues in South East Region of Nigeria
2. Clarify the Meaning of Environmental Administration
3. Analyze Environmental Administration in South East Region of Nigeria
4. Outline and Explain at least five (5) Challenges of Environmental Administration in South East Region of Nigeria
5. Highlight and Evaluate at least five (5) Solutions to Environmental Administration in South East Region of Nigeria
6. Evaluate international environmental laws
7. United Nations Convention on Environment and Development
7. Discuss the relevance of Environmental Impact Assessment

8. Investigate Paris Agreement and the National Determined Contribution of States
9. Identify the link between economic development and environmental degradation

Course Contents

Introduction. Environmental/Ecological Issues in South East Region of Nigeria. Meaning of Environmental Administration. Environmental Administration in South East Region of Nigeria. Challenges of Environmental Administration in South East Region of Nigeria. Global Warming. Climate Action. Fossil fuels in Enugu State. Waste to Wealth management in South East Nigeria. Solutions to Environmental Administration in South East Region of Nigeria. Nigerian Environmental laws. Enugu State Laws on the Environment. International environmental laws. United Nations Convention on Environment and Development. Environmental Impact Assessment. National Determined Contribution of States. Link between economic development and environmental degradation. Revision.

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Hence, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

400 Level

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

tendency. Explaining the stability or instability of civil-military relations in a comparative setting.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

Strategic policy formulation and implementation, levels of strategic analysis, strategic paradigms, war and peace, theories of victory, war peace keeping and humanitarian ethics in international politics, refugee studies, arms race and arms control, deterrence, containment and many others.

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

GOU-POL 442: Political Economy of South East Nigeria (2 units); Compulsory; LH: = 30

Senate Approved Relevance

Training students and potential graduates in the political and economic conditions of South East States in Nigeria will enable them to articulate and develop transformative policies that will address the challenges of meeting Agenda 2063 in realizing the “Africa we want” on one hand and the SDGs on the other; and also, discuss the prospect of an Eastern regional economic integration. Godfrey Okoye University is committed to leading this charge as it is keen on educating and producing graduates who are highly skilled and armed with tools of analysing the political and economic conditions of South Eastern Nigeria. Furthermore, the objective of this course is also in line with the University’s policy of institutional effectiveness, which is aimed at developing programmes that address the immediate needs and challenges of its host community.

Overview

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

Therefore, this course is designed to broaden the mind of students and graduates within the Department

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

Objectives

The objectives of the course are to:

1. Introduce and discuss the political economy of South East Nigeria
2. Explore the history of South East Nigeria
3. Delineate the Human Development Indices of South East Nigeria
4. Identify the poverty rate of SEN vis a viz other regions in the country
5. Examine the level of inequality in SEN in relation to other regions in the country
6. Interrogate the remote and immediate cause(s) of marginalisation of SEN
7. Investigate the rationale for separatist and secessionist movement in SEN
8. Identify analytical frameworks and critical thinking skills that will address challenges in SEN
9. Identify practical steps and solutions to the problems of South East Nigeria
10. Align Agenda 2063 and SDGs with the socio-economic and political conditions of SEN
11. Examine the prospects of economic integration of South East Nigeria

Learning Outcomes

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

1. Discuss the political economy of South East Nigeria
2. Tell vividly with dates, the history of South East Nigeria
3. Identify at least 5 (five) Human Development Indices of South East Nigeria
4. Compare and contrast the poverty rate of SEN vis a viz other regions in the country
5. Compare and contrast the inequality levels of SEN vis a viz other regions in the country
6. Enumerate at least 5 (five) remote and immediate causes of marginalisation of SEN
7. Interrogate at least 5 (five) rationale for the separatist and secessionist movement in SEN
8. Discuss at 5 least (five) analytical framework and critical thinking skills that will the address the challenges in SEN
9. Examine at least 7 (seven) practical steps and solutions to the problems of SEN
10. Align at least 5 key Agenda 2063 goals and SDGs with the socio-economic and political conditions of SEN
11. Discuss prospects of economic integration of South East Nigeria

Course Contents

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

Minimum Academic Standards (MAS)

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

GOU-POL 413: African Union in World Politics (2 units); Compulsory; LH: = 30

Senate Approval Relevance

This course focuses on training graduates highly equipped with requisite knowledge of International Politics in Relation with the African Union (AU). The University is therefore committed towards producing sound diplomats capable of understanding World Politics and making Africa relevant in the international system through the African Union.

Overview

World Politics is not complete if the African continent is exempted. Over the years, Africa has become a battle ground for the big powers for different reasons. However, African Union is a body unifying and promoting the African interest in the world considering the fact that African growth has been short changed and thus conditions to depend on the development countries of the world.

The course is therefore channeled towards understanding the evolution of the AU, its objectives, factors affecting the organization and how it will solve the problem of the African descent.

Objectives

The objectives of the course are to:

1. Discuss the evolution of the AU.
2. Highlight factors that prompted the emergence of AU
3. Outline and explain the structures and organs of the AU
4. Identify the specialized institutions of the AU
5. Interrogate African Nationalism
6. Examine AU Peace-keeping missions in African
7. Describe AU global peace-keeping mission
8. Analyse Africa's relations with the West
9. Evaluate Africa's relations with China

Learning Outcomes

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

1. Narrate the evolution of the AU.
2. Highlight at least five (5) factors that prompted the emergence of AU
3. Outline and explain at least five (5) structures and organs of the AU
4. Identify at least four (4) specialized institutions of the AU
5. Interrogate African Nationalism
6. Examine AU Peace-keeping missions in African
7. Describe AU global peace-keeping mission
8. Analyse Africa's relations with the West
9. Evaluate Africa's relations with China

Course Contents

Introduction. Overview of African continent. Evolution of A.U. Factors that prompted the emergence of A. U. Structure and organs of A.U. Institutions of A.U. Objectives of the AU. African Nationalism. Post-Cold War Africa. A.U. Peace-keeping missions in Africa. A. U. global Peace-keeping mission. African relations with the United States. Africa relations with Britain. Africa relations with France. Africa relations with China. A.U. inspired treaties and agreements. Challenges confronting the A.U. Strength and advantages of A.U. African Continental Free Trade Agreement (AfCFTA)

Minimum Academic Standard (MAS)

The course will adopt soft and hard copies of teaching materials to enhance teaching and learning. Thus, Minimum Academic Standard (MAS) is required to enable practical demonstration of the studies.

Minimum Academic Standards on Staffing

Academic Staff

A minimum of 6 academic staff is required in the major areas of specialization. The distribution should be based on the equality principle of three across each of the five major areas of specialization in Political Science. Moreover, a foundational degree in any of the five broad areas of specialisation should be made mandatory for all academic staff in Political Science departments. 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. 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 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

At least five (5) recent books in each of the five (5) specialisations in Political Science should be available, making a total of 25. A reasonable number of journal collections in the various subfields of Political Science should also be available. These should be complemented with regular subscription to up-to-date e-books and e-journals through a functional e-library. All teaching staff should be supplied with at least two relevant core textbooks as prescribed by each lecturer per academic session.

Classrooms, Laboratories and offices

The department should have at least four (4) designated classrooms, each with a capacity of at least 100 seats and two (2) Lecture Theatres.

The department should have a minimum of 18 offices that must be well-furnished, based on the level and roles of the occupiers of such offices: Head of Department, Departmental Secretary, General office, Professorial offices, Senior Lecturers and Others. Requires items include Executive Tables and Chairs, Two (2) Visitor's Chairs, Computer sets (Desktop and Laptop), Television set, DSTV with monthly subscription, Refrigerator, Water Distillers, Book Shelves, Cabinets (for HOD, Professors and Senior Lecturers); and Mini Executive Tables and Chairs, Two (2) Visitor's Chairs, Book Shelves and Cabinet for others. Lecturer's offices must be en-suite.

The NUC recommends the following physical space requirement:

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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

RECOMMENDED TEXTBOOKS POLITICAL SCIENCE

Gabriel Almond, G. Bingham Powell, et al. *Comparative Politics Today: A World View* (NY. Pearson Longman)

Emeka Obi, Chidi Nwachukwu, & Arinze Obiora *Public Policy Analysis and Decision Making* (Onitsha: Book print Educational, Ltd.)

N. Henry, *Public Administration and Public Affairs*. (New Delhi: Prentice Hall)

Basil Davidson, *Which way Africa? The Search for a New Society* (Middlesex, UK: Penguin African Library)

Ifeanvi Odoziobodo and Anslern Ornementa, *Fundamentals of African Politics*. (Enugu; Education Promotion Publisher)

David Nachmias and Chava Nachmias, *Research Methods in the Social Sciences*. (New York: St Martins Press)

- Udenigwe, *Introduction to Issues in Comparative Analysis*. USSR; (Enugu: Celex Printer and Publisher).
- Chiedozie Ogbonnia, *Local Government Administration and Rural development in Nigeria*. (Enugu: Kalu Press)
- Claude Ake, *A Political Economy of Africa*. (Ibadan: Longman Nigeria, Plc).
- Emeka Obi, Aloysius Michaels Okoye and Obiajulu Obikeze. *State and Economy*. (Onitsha: Book print)
- Eddy Asivatham and K.K Misra, *Political Theory*. (New Delhi: S. Chand and Co, Ltd).
- Subrata Mukherjee and Sushila Ramaswamy. *A History of Political Thought: Plato and Marx*. (New Delhi: Prentice Hall)
- James S. Coleman Nigeria: *Background to Nationalism*. (Benin City: Broburg and Wistrom).
- James Udokang and Olu Awofeso. *Political Ideas: An Introduction* (Lagos: MacGrace Academic Resource Publishers)
- Achebe C.; *Things Fall Apart*.
- Achebe C.; *The Trouble with Nigeria*.
- Nnodi, O.; *Ethnic Politics in Nigeria*.
- Ocheoha, A. O., *Crucial Elements of the 1999 Constitutions of Nigeria*, Enugu, Snaap Press 2010