



University of Maiduguri

Faculty of Arts

Department of History and Strategic Studies

B.A. HISTORY

The Core Curriculum and Minimum Academic Standard for the Nigerian University System (CCMAS)





UNIVERSITY OF MAIDUGURI
FACULTY OF ARTS
DEPARTMENT OF HISTORY AND STRATEGIC STUDIES

Mission Statement of the University

The University of Maiduguri shall be an institution dedicated to scholarship and learning in the Arts, Sciences, Humanities and Technology, and the development of moral and civic character of all persons who pass through her portals. The University shall facilitate and advance scholarship and learning, especially in the light of her location in the Sahelian environment in the North-Eastern Nigeria, and at the crossroads of Africa and Middle-Eastern Culture.

Vision Statement of the University

The University of Maiduguri apart from achieving competence in the basic Arts and Sciences, aims at excellence in Agriculture, Pastoralism, Engineering, Human and Veterinary Medicine and Information Technology as well as in Arid Zone, Trans-Saharan and Inter-African Peace and Strategic Studies. The University also aims to promote the development of Private and Public morality, discipline, accountability and probity, and also international cooperation through participation, research and dissemination of information.

As enunciated in the University of Maiduguri Act 1979, the following objectives would be pursued by the University:

- Encourage the advancement of learning and hold out to all persons without distinction of race, creed, sex or political conviction, providing opportunity of acquiring a higher and liberal education;
- Provide courses of instruction and other facilities for the pursuit of learning in all its branches, and to make those facilities available on proper terms to such persons as are equipped to benefit from them;
- Encourage and promote scholarship and conduct research in all fields of learning and human endeavor; Relate its activities to social, cultural and economic needs of the people of Nigeria; and
- Undertake any other activities appropriate for a University of the highest standard.

Motto: Knowledge is Light

Principal Officers of the University

Vice-Chancellor

Professor Mohammed Laminu Mele

Registrar

Ahmed A. Lawan, BA (Ed.), MPA, MSc, MNIM, FICA

Bursar

Ibrahim Umar, FCNA, FCCrFA, FICEN

University Librarian

Professor Aliyu Yahaya

STAFF LIST

S/No.	NAME	QUALIFICATION	AREA OF SPECIALIZATION	DESIGNATION
1.	Yakubu Mukhtar	Ph.D., M. A., B. A.	Economic History	Professor
2.	Ibrahim Maina Waziri	Ph.D., M. A., B. A.	Economic History	Professor
3.	Saliba Bahar James	Ph.D., M. A., B. A.	Intl. History & Diplomacy	Professor
4.	Umar Hamman Diram	Ph.D., M. A., B. A.	Pol. & Admn. History	Professor
5.	Muhammad Kyari	Ph.D., M. A., B. A.	Islamic History	Professor
6.	Ibrahim Alhaji Modu	Ph.D., M. A., B. A.	Pol. & Admn. History	Professor
7.	Bukar Gaji	Ph.D., M. A., B. A.	Intl. History & Diplomacy	Professor
8.	Garba Ibrahim	Ph.D., M. A., B. A.	Pol. & Admn. History	Professor
9.	Alhaji Umar Bako	Ph.D., M. A., B. A.	Economic History	Reader
10.	Hamza Tukur Ribadu	Ph.D., M. A., B. A.	Pol. & Admn. History	Reader
11.	Abubakar Mohammed	Ph.D., M. A., B. A.	Pol. & Admn. History	Senior Lecturer
12.	Shettima Bukar Kullima	Ph.D., M. A., B. A.	Pol. & Admn. History	Senior Lecturer
13.	Amina Ramat Saidu	Ph.D., M. A., B. A.	Social History	Senior Lecturer
14.	Abdullahi Garba	Ph.D., M. A., B. A.	Social & Intellectual History	Senior Lecturer
15.	Halima Baba Shehu	Ph.D., M. A., B. A.	Economic History	Senior Lecturer
16.	Usman Al-Amin	Ph.D., M. A., B. A.	Social & Intellectual History	Senior Lecturer
17.	Adamu Sani Buba	Ph.D., M. A., B. A.	Intl. History & Diplomacy	Lecturer I
18.	Alhaji Yakubu Babagana	M.A., B.A.	Intl. History & Diplomacy	Lecturer I
19.	Sadiq Shehu Adeiza	M.A., B.A.	Archaeology	Lecturer I
20.	Samaila Simon Shehu	M.A., B.A.	Intl. History & Diplomacy	Lecturer I

21.	Warasini Tsingari Haruna	M.A., B.A.	Intl. History & Diplomacy	Lecturer I
22.	Abdulsalam Abba Tor	M.A., B.A.	Intl. History & Diplomacy	Lecturer II
23.	Aji Lawan	M.A., B.A.	Intl. History & Diplomacy	Lecturer II
24.	Mohammed Bashir Jawa	M.A., B.A.	Intl. History & Diplomacy	Lecturer II

List of University of Maiduguri CCMAS Technical Reviewer Committee

Senate Chairman on CCMAS

Prof. Joseph C. Akan (**Chairman Technical Reviewer**)

Prof. Sulayman T. Balogun (**Reviewer/Member**)

Prof. Fatima A. Tahir (**Reviewer/Member**)

Prof. Jamilu Mu'azu (**Member**)

Laminu Mohammed (**Member/CCMAS Secretariat Secretary**)

University of Maiduguri

Faculty of Arts

B.A. History

Overview

The Department of History, is a citadel of knowledge in the University of Maiduguri. The Department of History has its roots in the North-East College of Arts and Science (NECAS), which University of Maiduguri inherited in 1975 with a solid foundation laid by renowned academics of international repute drawn from Europe, America, the Caribbean and Africa. The University provided the Department with the opportunity to start a B.A. (Hons.) degree in History. It was initially called the Department of African Civilisation and World History, which was later changed to Department of History in 1979, and the Department of History and Strategic Studies in 2023. The cardinal focus of research and teaching in the Department of History and Strategic Studies, University of Maiduguri is on the Lake-Chad Basin, given its strategic importance not only to Nigeria but to the Lake-Chad Basin Commission nations and the emerging global interest in the Sahel, Sahara and sub-Saharan Africa, which is currently facing environmental and security challenges. The Department is endowed with trained historians who specialise in different fields

of historical enquiry. In terms of research, academics in the Department cover a wide range of scholarship in economic, political, international, social and intellectual history relating to Africa, Europe, Asia and America. *Maiduguri Journal of History and Strategic Studies* is an academic outlet for scholarship, steered by the Department of History and Strategic Studies, University of Maiduguri. It publishes scholarly articles by pedagogies, graduate students and enthusiasts from different parts of the country, Africa and beyond.

Philosophy

The Department's courses expose and equip students to higher academic and intellectual levels of abstraction and discourse on matters of historical studies, from antiquity to contemporary national, regional, and international issues. It aims at preparing students to appreciate the value of history as a field of inquiry and an objective discipline. This allows for enhanced understanding through research and acquisition of empirical knowledge. This also equips students to comprehend the intricacies and complexities of society as a product of the historical continuum. The programme of study in the Department shows the gradual and progressive modes of instruction at all levels.

Contemporary historical inquiries require new approaches to the study of current developments, and the re-interpretation of old concepts as affected by changing realities. Issues like peace and war which have been part of human history assume new dimensions. So have other issues such as stable political conditions, economic prosperity, and equitable distribution of global wealth, combating hunger, disease, new environmental challenges, population growth, gender and minority issues, human rights, democracy and good governance as well as globalisation. All these are products of history which require continuous and careful study using new tools and methodologies.

Objectives

- i. to expose students to the areas of broad instructions in historical studies, so that they can comprehend the historical forces driving the developments which have shaped and are still shaping the lives of the peoples of Nigeria, Africa and the wider world.
- ii. to equip students in broad aspects of history and historiographical studies.
- iii. to equip students with the various multidisciplinary approaches to historical movements.
- iv. to expose students to the current dynamics in research and teaching in historical studies.
- v. to prepare students with the necessary skills for entrepreneurship and self-reliance through the deployment of historical knowledge.

Employability Skills

Based on the type of training received, a graduate of the programme would possess the following employability skills: Communication and Collaboration; Analysis/Solution Mindset; Numeracy and Digital Fluency; Resilience and Adaptability; Entrepreneurial Mindset; Social/Diversity Awareness and Self Awareness and Empathy. With these, they can find employment in a plethora of sectors and industries; such as Education (primary, secondary and tertiary levels), general consulting services, foreign services, humanitarian services, cultural and heritage sectors, events

and programme management (anniversary services), consultants to movie and documentary producers, security services, DNA Services, and publishing and editing.

Unique Features

The unique features of the programme are:

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

21st Century Skills

The 21st Century skills emphasised include:

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

Admission and Graduation Requirements

Admission Requirements

4-year degree programme

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

Direct entry mode

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

Graduation Requirements

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

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	-
GST 112	Nigerian Peoples and Culture	2	C	30	-

HIS 101	Introduction to History	3	C	45	-
HIS 102	History of West Africa from 1000 A.D. 1500	3	C	45	-
HIS 103	History of Human Evolution	2	C	30	-
HIS 104	Introduction to Economic History	2	C	30	-
HIS 105	Major World Civilisations	2	C	30	-
HIS 106	Archaeology of Nigeria	2	C	30	-
HIS 108	Africans in the Diaspora from Antiquity	2	C	30	-
UNIMAID-HIS 107	African Pre-Colonial Military History	3	E	45	-
UNIMAID-HIS 109	Introduction to Intellectual History	3	E	45	-
UNIMAID-HIS 110	History of Yerwa (Maiduguri) since 1907	2	E	30	-
UNIMAID-HIS 111	Archaeology of the Lake-Chad Region	2	E	30	-
Total		30			

First Semester

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	-
HIS 101	Introduction to History	3	C	45	-
HIS 103	History of Human Evolution	2	C	30	-
HIS 105	Major World Civilisations	2	C	30	-
UNIMAID-HIS 107	African Pre-Colonial Military History	3	E	45	-
UNIMAID-HIS 109	Introduction to Intellectual History	3	E	45	-
UNIMAID-HIS 111	Archaeology of the Lake-Chad Region	2	E	30	-
Total		17			

Second Semester

Course Code	Course Title	Units	Status	LH	PH
GST 112	Nigerian Peoples and Culture	2	C	30	-
HIS 102	History of West Africa from 1000 A.D. 1500	3	C	45	-
HIS 104	Introduction to Economic History	2	C	30	-
HIS 106	Archaeology of Nigeria	2	C	30	-
HIS 108	Africans in the Diaspora from Antiquity	2	C	30	-
UNIMAID-HIS 110	History of Yerwa (Maiduguri) since 1907	2	E	30	-
Total		13			

200 Level

Course Code	Course Title	Units	Status	LH	PH
ENT 211	Entrepreneurship and Innovation	2	C	30	-
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
FAC 201	Digital Humanities: Application of Computer to the Arts	2	C	30	-
FAC 202	The Arts and Other Disciplines	2	C	30	-
HIS 201	Nigeria from 1000 – 1900	3	C	45	-
HIS 202	Economic History of Nigeria in the 19th Century	3	C	45	-
HIS 203	Global History of Slavery and the Slave Trade	3	C	45	-
HIS 204	History of Islam and Christianity in West Africa from 1500 to 1900	3	C	45	-
UNIMAID-HIS 205	West Africa Under Colonial Rule	3	C	45	-
UNIMAID-HIS 206	History of the Ottoman Empire and North Africa Since 1590	3	E	45	-
UNIMAID-HIS 207	The Americas Since 1750	2	C	30	-
UNIMAID-HIS 208	African Political Thought	2	E	30	-
Total		30			

First Semester

Course Code	Course Title	Units	Status	LH	PH
ENT 211	Entrepreneurship and Innovation	2	C	30	-
FAC 201	Digital Humanities: Application of Computer to the Arts	2	C	30	-
HIS 201	Nigeria from 1000 – 1900	3	C	45	-
HIS 203	Global History of Slavery and the Slave Trade	3	C	45	-
UNIMAID-HIS 205	West Africa Under Colonial Rule	3	C	45	-
UNIMAID-HIS 207	The Americas Since 1750	2	C	30	-
Total		16			

Second Semester

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
FAC 202	The Arts and Other Disciplines	2	C	30	-
HIS 202	Economic History of Nigeria in the 19th Century	3	C	45	-
HIS 204	History of Islam and Christianity in West Africa from 1500 to 1900	3	C	45	-
UNIMAID-HIS 206	History of the Ottoman Empire and North Africa Since 1590	3	E	45	-

UNIMAID-HIS 208	African Political Thought	2	E	30	-
Total		14			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	30	-
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theories in the Arts	2	C	30	-
HIS 301	Nigeria from 1900 – 1970	3	C	45	-
HIS 302	History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific Course)	4	C	60	-
HIS 303	The Practice of History/Internship	3	C	45	-
HIS 304	Women in History up to the 21st Century	2	C	30	-
HIS 306	History of the Industrial Revolutions from 1750 to 2010	2	C	30	-
UNIMAID-HIS 305	Asia in the 19 th and 20 th Centuries	2	E	30	-
UNIMAID-HIS 307	History of Major Political Ideas	2	C	30	-
UNIMAID-HIS 308	History of Islamic Political Thought	2	C	30	-
UNIMAID-HIS 309	Military History of Nigeria, 1863-1960	2	E	30	-
Total		36			

First Semester

Course Code	Course Title	Units	Status	LH	PH
FAC 301	Research Methodology in the Arts	2	C	30	-
HIS 301	Nigeria from 1900 – 1970	3	C	45	-
HIS 303	The Practice of History/Internship	3	C	45	-
UNIMAID-HIS 305	Asia in the 19 th and 20 th Centuries	2	E	30	-
UNIMAID-HIS 307	History of Major Political Ideas	2	C	30	-
UNIMAID-HIS 309	Military History of Nigeria, 1863-1960	2	E	30	-
Total		14			-

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	30	-
FAC 302	Theories in the Arts	2	C	30	-
HIS 302	History Research Methods, Script Writing and Digital History	4	C	60	-

	Workshop (Entrepreneurship Specific Course)				
HIS 304	Women in History up to the 21st Century	2	C	30	-
HIS 306	History of the Industrial Revolutions from 1750 to 2010	2	C	30	-
UNIMAID-HIS 308	History of Islamic Political Thought	2	C	30	-
Total		16			

400 Level

Course Code	Course Title	Units	Status	LH	PH
HIS 401	Nigeria from 1970 to the present	3	C	45	-
HIS 402	Economic History of Nigeria in the 20th Century	3	C	45	-
HIS 403	Learning from the Past: Applied History, Critical Thinking and Decision Making	3	C	45	-
HIS 404	Philosophy of History	2	C	30	-
HIS 405	Special Paper (Local History)	3	C	45	-
HIS 406	Nation Building in Nigeria Since 1945	2	C	30	-
HIS 407	Long Essay	6	C	90	-
UNIMAID-HIS 408	Kanem-Borno up to 1808	3	C	45	-
UNIMAID-HIS 409	Upper Benue Valley	3	C	45	-
UNIMAID-HIS 410	Military History of Nigeria Since 1960	2	E	30	-
Total		30			

First Semester

Course Code	Course Title	Units	Status	LH	PH
HIS 401	Nigeria from 1970 to the present	3	C	45	-
HIS 403	Learning from the Past: Applied History, Critical Thinking and Decision Making	3	C	45	-
HIS 405	Special Paper (Local History)	3	C	45	-
HIS 407	Long Essay	6	C	90	-
UNIMAID-HIS 409	Upper Benue Valley	3	C	45	-
Total		18			

Second Semester

Course Code	Course Title	Units	Status	LH	PH
HIS 402	Economic History of Nigeria in the 20th Century	3	C	45	-
HIS 404	Philosophy of History	2	C	30	-

HIS 406	Nation Building in Nigeria Since 1945	2	C	30	-
UNIMAID-HIS 408	Kanem-Borno up to 1808	3	C	45	-
UNIMAID-HIS 410	Military History of Nigeria Since 1960	2	E	30	-
Total		12			

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 30)

Learning Outcomes

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

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

Course Contents

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

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcome

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial

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

Course Content

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

HIS 101: Introduction to History

(3 Units C: LH 45)

Learning Outcomes

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

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

Course Contents

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

HIS 102: History of West Africa from 1000 to 1500 AD (3 Units C: LH 45)

Learning Outcomes

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

1. articulate the major historical developments that occasioned the empires of Ghana, Mali, Songhai and Kanem Borno;
2. discuss the evolution of the forest kingdoms of the Akan, Aja, Yoruba and Benin;
3. comprehend the role of trade in the development of the major kingdoms; and,
4. interpret the role of Arabs and Europeans in the historical development of some West African States.

Course Contents

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

HIS 103: Introduction to Human Evolution (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

HIS 104: Introduction to Economic History (2 Units C: LH 30)

Learning Outcomes

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

1. interpret the role of economic factors in human history;
2. analyse various economic concepts that shape the discourse on economic

- determinism; and,
3. explain how various historical epochs are defined by economic activity.

Course Contents

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

HIS 105: Major World Civilisations

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

HIS 106: Archaeology of Nigeria

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Defines Archaeology, its meaning, techniques, and methods. An exploration of the general principles and techniques of the discipline, the relevance of inter-disciplinary approaches to the study of history, reconnaissance, excavation, artefact study and museums. Major archaeological sites such as Nok, Iwo-Eleru, Ife, Daima, Igbo-Ukwu, Dala will be surveyed.

HIS 108: Africans in the Diaspora since Antiquity

(2 Units C: LH 30)

Learning Outcomes

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

1. articulate the concept of the “out of African movement”.

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

Course Contents

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

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 107: African Pre-Colonial Military History (3 Units; E; LH = 45)

Senate – approved Relevance

Training of graduates who are knowledgeable in the Pre-Colonial Military History in the Chad Basin areas of Nigeria in agreement with University of Maiduguri vision and mission towards advancing the development of security architecture and community policing and becoming a world renowned centre of excellence where graduate of History are prepared with knowledge and skill and dispositions they need in order to serve the Northeast, Nigeria and the world at large through intensive teaching and research.

Relevance of the course is connected to recent insurgency in the Northeast area of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe States. University of Maiduguri, therefore, seeks to train and produce Military History graduates who will be equipped with adequate skills in warfare and how to contain war consequences.

Overview

Pre-Colonial Military History is the study of warfare before the creation of Nigeria as a country. It deals with war of conquest and expansion among the empires, kingdoms, chiefdoms and during colonial era.

This course has been designed to impact students of history with the basic knowledge of pre-colonial war. It imparts students with fundamental knowledge of the war tactics and strategy as well as the consequences of war and peace building.

The objectives of the course, learning outcomes, and contents are provided to address this need.

Objectives

The objectives of the course are to:

1. define Military History.
2. discuss pre-colonial arms and armory.
3. explain the evolution of warfare in pre-colonial Africa.
4. analyse causes and consequences of warfare in pre-colonial Africa.
5. identify the basic principles of war among the Igbo of southeast Nigeria.

6. discuss the Yoruba wars during pre-colonial period in south-west Nigeria.
7. assess Kanem-Bornu's warfare with its neighbours.
8. discuss Military strategy in pre-colonial Bornu.
9. examine the Sokoto Caliphate and its Military History.
10. study British conquest of Southern and Northern Nigeria.

Learning Outcomes

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

1. explain how the army is organized, recruited, trained and maintained.
2. differentiate between pre-colonial and modern war.
3. enumerate the importance of Military History.
4. itemizes different types of pre-colonial weapons.
5. appreciate the roles of Military History in state formation.
6. discuss the consequences of war.
7. explain military organization in both Yoruba and Igbo land during pre-colonial period.
8. enumerate causes and results of war.
9. explain war and fortification in Hausa land.
10. discuss African Military response to colonial occupation.

Course Contents

Definition of Military. Evolution of warfare in pre-colonial Africa. Analysis of the causes and consequences of warfare in pre-colonial Africa. Study of the basic principles of war among the Igbo of South-Eastern Nigeria and Yorubaland and its environs. The Sokoto Caliphate and its military history. Military in pre-colonial Borno. The British conquest of Southern and Northern Nigeria.

Minimum Academic Standard:

As contained in the CCMAS.

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 109: Introduction to Intellectual History

(3 Units; E; LH 45)

Senate-approved Relevance

This Course is needed by students so that they can understand human beings have, through the ages been trying to understand their environment and make sense of their existence. One of the most important human attributes is the ability to think about himself and his surroundings. Humans have deployed this ability in various ways over time, and this has given rise to such human institutions as political and religious organisations and other forms of interactions. The development of ideas has progressed over the ages, leading to the rise of philosophy, ideologies, science and technology and beyond. This Course exposes students to all this through a survey of ideas and methods, and by looking at the contributions of some significant thinkers.

Overview

Human history has been driven by Man's ideas about himself and the environment in which he has been living. These ideas help him to make sense of the multifarious physical and spiritual realities that confront him as an individual and a member of groups and societies. The ideas guide him as to what he can do and what he has to avoid. As a result of historical experiences, tend to change along with Man and his society. Man has also progressed to the point where he is able to critique how the ideas themselves are formed, their causes, and consequences. It is, therefore, important for the student of history to understand the ideas that have driven this history over time. This should include an appraisal of the strengths and weakness of these ideas and their purveyors, as well as of their impact on society.

This Course will enable students to understand how human ideas have been formed over time, and also to critique them as they operate on society. It will expose them to the interplay between ideas and social systems, as well as between ideas and movements in the history of the world. It will also familiarise them with the main ideas that have impacted on the history of the world and the intellectuals behind them.

Objectives

The objectives of this Course are to:

1. acquaint students with the major definitions of intellectual history and understand its scope
2. equip students with the main approaches to the study of intellectual history
3. enable students distinguish between *a priori* and *a posteriori* knowledge and to apply them
4. lead students to survey the development of metaphysical and rational ideas and their impact on society
5. assist students to understand the rise of the experimental method and the application of case studies
6. familiarise students with the works and ideas of leading African scholars and intellectuals and their impact on the development of various facets of African societies

Learning Outcomes

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

1. discuss the definitions of Intellectual History
2. describe the scope of the study of Intellectual History
3. identify the major issues that have emerged in the study of intellectual History
4. identify the different approaches to knowledge and learning that have impacted scholarship
5. distinguish between *a priori* and *a posteriori* learning
6. discuss the application of logical reasoning to the analyses of facts
7. discuss the rise of the experimental method and the application of case studies
8. explain the ideas of some influential scholars whose ideas have shaped human thought
9. identify the contributions of leading African scholars towards the intellectual development of the continent and mankind

Course Contents

This Course is designed to appraise students on the definitions, scope and issues in intellectual History. In particular, it will expose students to the place of intellectual activity in the progress of human history. It will show how Man's interaction with his physical and spiritual environment induces him to think, and how thinking in turn influences his responses. Such concepts as *a priori* and *a posteriori* reasoning will be introduced to the students. Emphasis will be placed on thoughts of scholars whose ideas have had profound impact in shaping and reconstructing African society.

Minimum Academic Standard:

As Contained in the CCMAS.

**University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B. A. History**

UNIMAID-HIS 110: History of Yerwa (Maiduguri) Since 1907 (2 Units C: LH 30)

Senate-approved Relevance

Training of graduates to acquire skills and be knowledgeable in the history of Yerwa (Maiduguri), the capital of Borno State, Nigeria in agreement with the vision and mission of the University of Maiduguri towards advancing historical research and becoming a world renowned centre of excellence where graduates of history are prepared with the basic knowledge, skills and dispositions they need in order to serve the Northeast geo-political zone, Nigeria and the world at large through intensive teaching and research. Relevance of the course is connected to the significance of Yerwa which has been the headquarters of British Colonial Borno Province, North-eastern State and Borno State. As a result of this, the University of Maiduguri, therefore, seeks to train and produce history graduates who will be equipped with requisite knowledge leading to the understanding of the trajectories that have shaped and are still shaping the history of the town and its significance as a socio-political and cultural centre in Borno.

Overview

Yerwa, established in 1907 served as the headquarters of British Colonial Administration of Borno Province and the seat of the Shehu of Borno. The town witnessed considerable development over the decades from a small village to a cosmopolitan city of international significance attracting administrators, scholars, professionals from different walks of life and businessmen from different parts of Nigeria and other countries. The town has been of strategic importance not only to Nigeria during the Civil War, but to the super-powers especially during the Second World War.

This course has been designed to impact history students with the basic historical knowledge and understanding of the strategic nature of Yerwa (Maiduguri) to Borno and Nigeria as a whole, historical and demographical changes from 1907 to the present day. It is also designed to acquaint students with the place of Yerwa in the history of Borno and Nigeria, especially in urbanisation, economy, intergroup relations, internal and external politics.

Objectives

The objectives of the course are to:

1. identify the reasons for the selection of Yerwa (Maiduguri) as the seat of the Shehu of Borno and colonial administration
2. examine the growth and development of Yerwa (Maiduguri) since 1907
3. discuss the population distribution, settlement pattern and expansion of Yerwa (Maiduguri)
4. assess the significance of Yerwa (Maiduguri) as an administrative headquarter of the native authority, residency, sub-region and state
5. identify the economic importance of Yerwa (Maiduguri) in the colonial and post-colonial periods
6. analyse intergroup relations in Yerwa (Maiduguri) and suggest ways for possible improvement
7. examine the social developments in Yerwa (Maiduguri) and their impacts, and;
8. identify the important historical places in Yerwa (Maiduguri).

Learning Outcomes

At the end of the course, students are expected to;

1. explain the reason(s) for selecting Yerwa (Maiduguri) as the seat of the Shehu of Borno and colonial administration;
2. examine the growth and development of Yerwa (Maiduguri) since 1907;
3. discuss the population distribution, settlement pattern and expansion of Yerwa (Maiduguri);
4. assess the significance of Yerwa (Maiduguri) as an administrative headquarters of the; native authority, residency, sub-region and state;
5. discuss the economic significance of Yerwa (Maiduguri) in the colonial and post-colonial periods;
6. analyse intergroup relations in Yerwa (Maiduguri) and suggest ways for possible improvement;
7. examine the social developments in Yerwa (Maiduguri) and their impact, and;
8. identify important historical places in Yerwa (Maiduguri).

Course Contents

This course will trace the antecedents that led to the selection of Yerwa (Maiduguri) as the seat of the Shehu of Borno and colonial administration; growth and development of Maiduguri since 1907 (urbanisation); the socio-political and economic importance of Maiduguri since 1907 to cover themes such as the operation of the native authority, administration of tax, intergroup relation, education, Borno in the inter-war years, political development following the emergence of Borno Youth Movement (BYM), and other important antecedents up to the present time.

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 111: Archaeology of the Lake-Chad Region (2 Units: E; LH=30)

Senate-approved Relevance.

The training of students on the archaeology of the Lake Chad region and archaeology of north eastern part of Nigeria in accord with the vision and mission of the University of Maiduguri, which will expose students with broad knowledge of the human past in terms of archaeology of the Lake Chad region and artefact around with various archaeological sites

Furthermore, it will promote scholarship and learning in Arts, Sciences and Humanities. It will also expose the student to significance of archaeological research with relevance of human past, way that human has come about in the past. Furthermore, it will train the mind of the students to appreciate the past through artefacts that are found the entire north eastern part of Nigeria and Lake Chad region as well as various archaeological sites in the Lake Chad. Students can also get to know about materials remains (artefacts) found around the Lake Chad region. The relevance of the course is the course is linked to various discoveries and finds such as Birin Ngazargamo, Gajiganna, Kursakata, Zilum, Dufuna canoe, Daima mound, Bama Ridge, Daniski hill top settlement, Rabe fort, Sukur hilltop etc.

Overview

The course focuses on various archaeological sites (artefacts) that are found in the north eastern part of Nigeria and the entire Lake Chad region, it will also define, clarify and also give some concept of archaeology around the lake Chad region. How archaeological research started in the Lake Chad area, who were the earliest scholars to have started archaeological research around the Lake Chad region

The course will be useful in exposing students to the nature of archaeological discoveries and finds around the Lake Chad region e.g. various artefact and sites around the Lake Chad and north eastern part of Nigeria with these the students can appreciate the past human activities.

Objectives

The objectives of the course are to:

1. discuss the various archaeological sites found in Lake Chad region.
2. define and explain what archaeology is all about.
3. mention and explain various monumental sites of archaeology discovered around the Lake Chad region.

4. discuss various discoveries, finds artefacts around the north eastern

Course Description

This course will focus on the archaeological sites around the Lake-Chad Region. Emphasis will be placed on discoveries and finds as well as artefacts in the region. The course will take a cursory look at the archaeological sites of; Birni Ngazargamo, Gajiganna, Kursakata, Daima Mounds, Zilum, Bama Ridge, Dufuna Canoe, Daniski top-hill settlement, Sukur top-hill settlement, Rabeah Fort etc.

Learning Outcomes

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

1. identify the archaeological sites in the Lake-Chad Region;
2. distinguish the different artefacts in the various archaeological sites of the Lake-Chad Region;
3. explain the extent of archaeological works carried out in the Lake-Chad Region;
4. discuss the impact of the artefacts and, or finds on the civilisation of the area;
5. examine the relevance of the discoveries in the region to human civilisation;
6. analyse the uniqueness of the remains to other discoveries in Nigeria and beyond
7. discuss the relevance of the archaeology of the area to state formation empire building and human migration.

Minimum Academic Standard:

As contained in the CCMAS.

GST 212 Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

HIS 201: Nigeria from 1000 – 1900

(3 Units C: LH 45)

Learning Outcomes:

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

Course Contents

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

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

Learning Outcomes

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

1. analyse the forces and factors of production, distribution and marketing of products in the various Nigerian communities in the period under review;
2. discuss various forms of labour relations;
3. track and present perspectives on local trade, regional trade and long distance trade and how this shaped the political life of communities; and,
4. identify various historical heroes that defined trade and politics in their communities and across inter-group lines.

Course Contents

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

HIS 203: Global History of Slavery and the Slave Trade (3 Units C: LH 45)

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 205: West Africa under Colonial Rule

(3 Units; E; LH = 45)

Senate-approved Relevance

Colonialism has shaped the lives of colonised peoples around the world in such a comprehensive manner that, to understand the nature of modern African countries, it is necessary to study their colonial experiences. In West Africa, these experiences occurred in the first half of the 20th century through the activities of the leading colonial powers, Britain, France and Portugal. This Course is an overview of these experiences and is designed to enable the students understand the similarities and differences of these experiences, and how they have shaped the struggles and relations of the modern West African states.

Overview

The African colonial experience, especially in the first half of the 20th century, has been one of the most important factors that have shaped the history of the continent in the last two hundred years. From conquest and subjugation to the remaking of the African communities and rearranging them into modern polities, the colonial period provided the basis for the emergence of the modern African nation-states. The responses of the Africans, from resistance to protest, and then to the struggle for independence, determined the character of the emergent nation-states and their relations with one another and the rest of the world. This Course treats the West African part of this this important experience as a basis for understanding the peoples and countries.

Students who take this Course should be able to understand why the Europeans were able to conquer the once strong and proud West African kingdoms and communities with relative ease.

They should also be able to distinguish the various systems of administration adopted by the colonial powers, as well as understand the impact of such systems on the peoples under them. They should, furthermore, be able to understand why the independence struggle took off differently among Anglophone, Francophone and Lusophone West Africans, and why the independent nation-states emerged differently, as a basis for considering the factors that hindered and assisted West African co-operation after independence.

Objectives

The objectives of this course are to:

1. provide a background to the partition of African among the colonial powers – Britain, France and Portugal
2. guide students to reconstruct the mode and course of conquests by the colonial powers, and the nature of resistance by West Africans
3. enable students to understand the natures of the different systems of administration employed by the colonial powers, and their impact on the communities
4. examine the economic and social systems imposed by the colonialists, and their impact on production and trade among the people.
5. Study protest movements against the impacts of the policies of colonial powers in parts of West Africa, and the kind of reforms advocated
6. Discuss the emergence of nationalism and nationalist movements, and the progress towards independence
7. Analyse the relationship between systems of administration, nationalism and the nature of the emergent nation-states in West Africa

Learning Outcomes

It is expected that, at the end of the Course, students will be able to:

1. explain the nature of colonial partition of West Africa by the major European powers
2. discuss case studies of Anglophone, Francophone and Lusophone countries
3. identify the different methods of administration adopted by the colonial powers
4. discuss the different impacts of the colonial policies on the people of West Africa
5. explain the main features of the colonial economy in West Africa
6. explain the different social policies pursued by the colonial powers in West Africa
7. outline the policies of Indirect Rule and Assimilation as pursued by the British and the French respectively
8. discuss the impacts of the colonial policies on the development of nationalism in West Africa
9. discuss the emergence of modern, postcolonial West African states

Course Contents

This Course addresses experiences of the peoples and communities in West Africa as a result of their encounter with colonial rule. It covers the manner and nature of the partition of the sub-region the major European colonial powers from the end of the 19th century to the first quarter of the 20th

century. It also discusses the various methods of administration employed by the colonial masters, and the impacts of these methods on the various communities. The Course also surveys the economic and social policies of colonialism in the sub-region and the eventual emergence of nationalism. The Course concludes with the emergence of modern nation-states in West Africa by the second half of the 20th century.

Minimum Academic Standard:

As contained in the CCMAS

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 206: History of the Ottoman Empire and North Africa since 1590 (3 Units; E; LH=45)

Senate-approved Relevance

The course derives its relevance from the mission and vision of the University Maiduguri, which emphasize teaching and research in the sciences and humanities, especially focusing on issues that have direct or indirect relation to sub-Saharan Africa. The study of the history of the Ottoman Empire and North Africa is important as it shades light on the influences and interactions that occurred between West Africa, North Africa and the Sahara from the 16th century up to the beginning of the 19th century. This is particularly so considering the long-standing relations between the Ottoman, Sa’adi (Moroccan), Mamluk (Egyptian) and Kanem-Borno dynasties and the cross-cultural exchanges that occurred.

Overview

The course surveys a general history of North Africa and the Ottoman empire since the 16th Century using the fall of Constantinople as a background, and highlighting subsequent developments of Ottoman Turkey in international relation to the Treaty of Kutchuk Kainarji 1774, affairs of the 19th century, such as the Crimean War, 1853-56 and the other crises, the Young Turks, 1908, the Balkan wars, 1911-1913, the First World War, the Middle East since 1945, the question of Israel, Zier 1956, the Arab League, the Seljikhdoms, Oil and International politics.

Objectives

The objectives of the course are to:

1. survey the general history of North Africa prior to the 16th century;
2. trace the changing relationships between the Ottoman Empire and North Africa since the 16th century;
3. follow the rise of Turkish power and its expansion in Europe, the Middle East and North Africa;

4. study the nature of the relationship between the Turks, North Africa and Kanem-Borno;
5. explore the causes of the decline and fall of the Ottoman Empire;
6. discuss the impact of the relations between the Ottoman Empire, North Africa and the Central *Bilad as Sudan*.

Learning Outcomes

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

1. be familiar with the history of North Africa before engagement with the Ottoman Empire;
2. give an overview of the changing relationships between the Ottoman Empire and North Africa since the 16th century;
3. describe the rise of the Ottoman Empire as a major power straddling Europe, Asia, Africa and the Middle East;
4. explain Born-Ottoman-Sa'adi relations in the 17th century;
5. enumerate the causes of the decline and fall of the Ottoman Empire;
6. assess the impact of the Ottoman Empire on North Africa and the Central *Bilad as Sudan*.

Course Contents

The course outlines the history of North Africa before the 16th century, thus preparing the students to understand the nature of the contact of the region with the emerging Ottoman Empire. It shows how North African relations with West Africa and the Chad Basin was influenced by the emergence of the Ottoman Empire, and the reactions of the various polities in regions to the changing circumstances. Of particular interest is the diplomatic interplay between the Sayfawa in Borno, The Mamluks in Egypt, the Sa'adi dynasty in Morocco and the Ottomans in Turkey, with each laying claims to the leadership of the Muslim world of the period. The Course finally examines the decline and fall of the Ottoman Empire and its impact of North Africa and the Chad Basin.

Minimum Academic Standard:

As contained in the CCMASS.

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 207: The Americas since 1750

(2 Units; E; LH = 30)

Senate-approved Relevance

This Course a broad survey of the modern history of the two continents of America since their contacts with the Europeans. It helps to broaden the perspective of the students on the history of the world, which is conventionally dominated by Europe, Africa and the Middle East. The Course offers an interesting basis for comparison with other parts of the world in their experiences with

European contact and domination. It also provides a contrast between the experiences of North and South America, in terms of race relations and political and economic ascendancy. Though it is very wide, the Course is handled thematically to ensure coverage and relevance.

Overview

The Course provides broad historical information on the general themes in the history of the two American continents, especially as it related to their contact with the Europeans who occupied and then took control of their affairs from about 1750. While the south was occupied by the Spanish Conquistadores and ruled as part of the Spanish Empire, the north was occupied mainly by north Europeans and became the preserve of Britain and France. The Course covers the fates of the two Americas thematically, and their relations to the present.

The students' historical perspective will be widened beyond the traditional horizon of Africa, Europe and the Middle East, to extend to the two large continents. The students will have the opportunity to compare the experiences of the Americas with that of other parts of the world in their contact with the Europeans. They will also understand the contrast between North and South America in terms of their political and economic fortunes, and the relations between them.

Objectives

The objectives of this Course are to:

1. acquaint students with modern history of the Americas, especially from the period of contact with the Europeans
2. equip students with historical information about the emergence of the current demographic configuration of the Americas
3. enable students to compare the historical experiences of the Americans on both continents, especially under European influence, with the experiences of other communities around the world
4. enlighten students on the processes of the emergence of the modern nation-states Southern and Central America
5. to demonstrate to the students the processes of the emergence of the United States of America and Canada
6. acquaint students with the nature of relationships between North and South America over the ages

Learning Outcomes

Students should, at the end of this Course, be able to:

1. describe the manner of European occupation of both North and South America
2. discuss the outcome of the Spanish conquest of Latin America on the demography of the continent
3. explain the ascendancy of the White population in North America
4. discuss the independence movement in Latin America, and the role of Bolivar the Liberator
5. explain the history of revolutions that have rocked Latin America since liberation

6. discuss the causes and consequences of the American war of independence and the emergence of the United States of America and Canada
7. mention the main causes and consequences of the America Civil War
8. critically assess the relationships between the United States of America and Latin America over the centuries, with particular reference to the Monroe Doctrine
9. discuss the history of race relations in the United States and the Civil Rights Movement
10. Analyse the place of the Americas in world history

Course Contents

The manner of European occupation of both North and South America; the outcome of the Spanish conquest of Latin America on the demography of the continent; the ascendancy of the White population in North America; the independence movement in Latin America, and the role of Bolivar the Liberator; the history of revolutions that have rocked Latin America since liberation; the causes and consequences of the American war of independence and the emergence of the United States of America and Canada; causes and consequences of the America Civil War; relationships between the United States of America and Latin America over the centuries, with particular reference to the Monroe Doctrine; history of race relations in the United States and the Civil Rights Movement and the place of the Americas in world history

Minimum Academic Standard:

As contained in the CCMAS.

**University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B. A. History**

UNIMAID-HIS 208: African Political Thought

(2 Units; C; LH = 30)

Senate-approved Relevance

Africa, like other continents suffered from European imperialism for centuries. Africa has been struggling to either come to terms with the challenge experienced as a result of imperialism and colonialism or supersede it. This struggle has been mainly in the form of ideas, especially in the area of governance and society. The ideas have also given rise to movements, both peaceful and violent. This Course is design to equip students with the fact, as well as the tools and techniques they need to study and analyse the African political thoughts that have emerged in the world so as to understand and explain the developments and movements that these ideas inspired.

Overview

This Course surveys the principles and ideas that have guided African political leaders and organisations from inception till date. It does this through of the major thinkers that have written on the subject over the ages. An understanding this history is important in situating the various movements and revolutions that have emerged in Africa over the centuries.

In this Course, students will be required to study the writings of eminent political thinkers on the subject, critique the ideas therein and relate these ideas to historical movements of the relevant eras. Students will be expected to develop the habit of going to the texts to ascertain the views of these scholars and the interpretations given by subsequent writers. In each age, students will be encouraged to identify the issues and historical events and trends that influence the views of the writers. The major intellectual and institutional challenges posed by the West and the subsequent reactions will be given special attention.

Objectives

The objectives of this course are to:

1. define the concept of African political thoughts;
2. discuss the characteristics of African political thoughts;
3. explain the early stages of development of African political thought;
4. examine the thoughts of major African political thinkers;
5. analyse the philosophies and postulations of African political thinkers;
6. enumerate the relevance of African political ideas to solving contemporary realities.

Learning Outcomes

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

1. give at least two (2) definitions of African political thoughts;
2. mention five (3) characteristics of African political thoughts;
3. identify two (2) early stages of development of African political thoughts;
4. identify the thoughts of four (4) major African political thinkers;
5. explain five (5) of the major currents in African political thought;
6. provide four (4) relevance of African political thoughts in solving contemporary realities.

Course Contents

A survey of selected Black and African political thinkers from 1920s to 1980s e.g. W.E.B. Dubois, Marcus Garvey, Frantz Fanon, Aime Cesaire, Leopold Sedar Senghor, Obafemi Awolowo, Kwame Nkrumah, Julius Nyerere, Kenneth Kaunda, Robert Mugabe, Nnamdi Azikiwe, Nelson Mandela, Samora Michel etc. Relevance of ideas to reality since the 18th century.

Minimum Academic Standard:

As contained in the CCMAS.

300 Level

GST 312: Peace and Conflict Resolution

(2 Units C; LH 30)

Learning Outcomes

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

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

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

Course Contents

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settler's phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kataf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to peace & conflict management - (religious, government, community leaders etc.). Elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Content

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social

and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of 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. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Block-chain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

1. ability to capture complexity by means of a single general statement;
2. systematic thinking from principles through application to conclusions;

3. capacity to analyse complex data to minimal units;
4. ability to make out underlying patterns in art phenomena; and
5. ability to utilize evidence to organize and explain complex phenomena in the humanities.

Course Contents

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

HIS 301: Nigeria from 1900 – 1970

(3 Units C: LH 45)

Learning Outcomes

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

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

Course Contents

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

HIS 302: History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific course)

(4 Units C: LH 60)

Learning Outcomes

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

Course Contents

This course is designed to introduce students to applications of new and inter-disciplinary digital humanities approaches, methodologies and tools, and to explore their application to text, image, sound, map, and other media sources. It will showcase digital history tools and the building of digital projects; Virtual Reality and the humanistic dimensions of interactive/immersive environments including video games and simulations. History and theory of the medium as well

as tools and practices in their creation will also be featured. Other focus of the course will be business opportunities from script-writing for development of historical documentaries or movies based on historical events.

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

Learning Outcomes

At the end of this course, students will:

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

Course Contents

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

HIS 304: Women in History (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 305: Asia in the 19th and 20th Centuries **(2 Units; E; LH = 30)**

Senate-approved Relevance

Teaching students modern and contemporary Asian history, is consistent with the vision and mission of the University of Maiduguri, which targets producing globally exposed and competitive students with broad knowledge of international affairs. The relevance of the course is connected to the rich experiences of Asian nations in industrialization which Nigeria and other African countries can learn from. The Meiji revolution in 19th century Japan, the Deng Tsiao Ping industrialisation policies in 20th century China, and emergence of Newly Industrialised Countries (NIC) and the emergence of India in 1990s as an ICT and commercial hub are worthy of note. The role of Asia in global politics.

Overview

Asia in the 19th and 20th centuries witnessed significant historical developments that ought to be understood. Western imperialism, the collapse of Japanese and Chinese imperial systems, resulting from it and Asian nationalist responses. Asia in the Cold war. The industrialization of Japan, China, India, emergence of the Tiger economies and Newly Industrialised Countries (NICs) in Asia are issues in the course. The course will be useful in helping students learn the dynamics of Asian development.

The course is designed to imbue students with knowledge of western encroachment and exploitation and Asian reaction. The industrialization of Japan, China, the Tiger economies, that is Taiwan, Singapore, South Korea and Hong Kong, India and the Newly Industrialised Countries (NICs) are important subjects of focus. So also are Asia in the Cold War, the resurgence of Asia in global politics and the role of Asians in regional and international organisations. And lessons from Asia.

Objectives

The Objectives of the study are to:

1. explain perspectives to Asian history and civilisations
2. discuss Western imperialism and nationalist movement in Asia
3. describe the modernization and industrialization of Asian countries

4. analyse the resurgence Asian countries and role in the Cold war.
5. Asia in regional and international organisations
6. Asia in the Post-Cold war period
7. Africa - Asia relations

Learning Outcomes

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

1. discuss perspectives on Asian civilization
2. Western imperialism in Asia and its impact on Asia
3. discuss nationalist activities in different Asian countries and their outcomes.
4. analyse the strategies of modernization and industrialization adopted by Asian countries
5. assess the role of Asia in the Cold war period
6. discuss multilateral politics in Asia in regional and international organisations
7. analyse the role of Asia in contemporary Post Cold war international relations
8. discuss Africa-Asia relations and lessons from Asian experiences

Course Content

Assessment of perspectives on Asian civilisations. Advent and Europeans encroachment on Asia. Decline of Imperial systems in Asia. Western colonialism and imperialism in Asian. Nationalist struggles in Asia. Mahatma Ghandi and Civil disobedience movement. The Maoist revolution in China. Asia in the Cold war period. Non-aligned Movement (NAM). Strategies of Industrialisation in Asian countries. The Meiji revolution in Japan. The Deng Tsiao-Ping reforms in China. Emergence of the Tiger economies. Newly Industrialised Nations (NICs). India's ICT revolution. Asia in regional and international organisations. Asia in the Post-Cold war period. Africa-Asia relations.

Minimum Academic Standard:

As contained in the CCMAS.

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 307: History of Major Political Ideas

(2 Units; E; LH = 30)

Senate-approved Relevance

The West in moment of decline, and has been struggling to either come to terms with the challenge or supersede it. This struggle has been mainly in the form of ideas, especially in the area of governance and society. The ideas have also give rise to movements, both peaceful and violent. This Course is design to equip students with the fact, as well as the tools and techniques they need to study and analyse the political ideas that have emerged in the world so as to understand and explain the developments and movements that these ideas inspire.

Overview

This Course surveys the principles and ideas that have guided political thinking movements and organisations from inception till date. It does this through of the major thinkers that have written on the subject over the ages. An understanding this history is important in situating the various movements and revolutions that have emerged over the centuries.

In this Course, students will be required to study the writings of eminent political thinkers on the subject, critique the ideas therein and relate these ideas to historical movements of the relevant eras. Students will be expected to develop the habit of going to the texts to ascertain the views of these scholars and the interpretations given by subsequent writers. In each age, students will be encouraged to identify the issues and historical events and trends that influence the views of the writers. The major intellectual and institutional challenges posed by the West and the subsequent reactions will be given special attention.

Objectives

The objectives of this course are to:

7. define/explain political ideas/thoughts;
8. discuss the characteristics of political ideas/thoughts;
9. explain the early stages of development of political thought from Greece;
10. examine the thoughts of major political thinkers in the 18th and 19th centuries;
11. explain the major currents in political thought since the 20th century;
12. identify the relevance of political ideas to solving contemporary realities.

Learning Outcomes

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

13. give at least two (2) definitions of political ideas/thoughts;
14. mention five (5) characteristics of political ideas/thoughts;
15. identify two (2) early stages of development of political thought from Greece;
16. identify the thoughts of four (4) major political thinkers in the 18th and 19th centuries;
17. explain five (5) of the major currents in political thought since the 20th century;
18. provide four (4) relevance of political ideas to solving contemporary realities.

Course Contents

A survey of selected political thinkers from the second half of the 18th Century to World War II e.g. Rousseau, Darwin, Montesquieu, Comte, Marx, Lenin, Sorel, Mao and Gandhi. Relevance of ideas to reality since the 18th century.

Minimum Academic Standard:

As contained in the CCMAS.

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 308: History of Islamic Political Thought

(2 Units; E; LH = 30)

Senate-approved Relevance

Islam has been a major force in world history since its inception in the 7th century A.D. Its fortunes have waxed and waned and then waxed again over the centuries. It has contributed to the world perennial philosophy and to the sciences. As a major civilizational system, it came under with the West in moment of decline, and has been struggling to either come to terms with the challenge or supersede it. This struggle has been mainly in the form of ideas, especially in the area of governance. The ideas have also give rise to movements, both peaceful and violent. This Course is design to equip students with the fact, as well as the tools and techniques they need to study and analyse the political ideas that have emerged in the Muslim world so as to understand and explain the developments and movements that these ideas inspire. It also provides a means of comparing this with what they learn from Western political thought.

Overview

This Course surveys the principles and ideas that have guided political thinking movements and organisations from inception in the 7th century till date. It covers the three major divisions of Islamic Political Thought – classical, intermediate and modern. It does this through of the major thinkers that have written on the subject over the ages. An understanding this this history is important in situating the various movements and revolutions that have emerged over the centuries.

In this Course, students will be required to study the writings of eminent Islamic scholars on the subject, critique the ideas therein and relate these ideas to historical movements of the relevant eras. Students will be expected to develop the habit of going to the texts to ascertain the views of these scholars and the interpretations given by subsequent writers. In each age, students will be encouraged to identify the issues and historical events and trends that influence the views of the writers. The major intellectual and institutional challenges posed by the West and the subsequent reactions will be given special attention

Objectives

The objectives of this Course are to:

1. familiarise students with various approaches adopted by scholars of Islamic Political Thought
2. take students through the three-part periodization of Islamic Political Thought – Classical, Intermediate and Modern
3. survey the main threads of Islamic Political Thought, relating them to the trends and movements that they inspired in the history of Muslim societies

4. familiarise students with the major thinkers and their contributions to Islamic Political Thought
5. study the political ideologies of the Sunni, Shi'a, Wahhabi, and Ikhwan movements, linking them with the major Islamic political thinkers

Learning Outcomes

The students should, at the end of this Course, be able to:

1. discuss the various approaches to the study of Islamic Political Thought
2. distinguish the three-part broad periodization of Islamic Political Thought - Classical, Intermediate and Modern, and their main characteristics
3. trace the development of the main threads of modern Islamic Political Thought and relate them to activities of emergent Islamic movements
4. identify major Muslim thinkers and relate them to their specific eras and tendencies
5. discuss the European intellectual challenge and the various responses of the Muslim world
6. Discuss the ideologies of the Ikhwan movement in Egypt
7. Discuss the Wahhabi movement in Saudi Arabia
8. Discuss the Shi'a movement in Iran
9. outline the contemporary situation in Islamic Political Thought

Course Contents

Tenets of Islamic Political Thought from the Prophet Mohammad (SAW) to the present, covering the classical, transitional and modern periods. Islamic philosophers, such as al-Farabi, al-Mawardi, al-Ghazali, ibn Taymiyya, ibn Khaldun, Abdul Raziq, Abdul Wahhab and Ayatollah Khomeini

Minimum Academic Standard:

As contained in the CCMAS

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 309: Military History of Nigeria, 1863-1960 **(2 Units; E; LH = 30)**
Senate – approved Relevance

Training of graduates who are knowledgeable in the Military History of Nigeria, 1863 – 1960 A.D. in the Chad Basin areas of Nigeria in agreement with University of Maiduguri vision and mission towards advancing the development of security and defense policy and becoming a world renowned centre of excellence where graduate of History are prepared with knowledge and skill and dispositions they need in order to serve the Northeast, Nigeria and the world at large through intensive teaching and research.

Relevance of the course is connected to position of the Northeast which borders three countries of Niger, Chad and Cameroon in addition to maintenance of peace within the Northeast and beyond.

University of Maiduguri, therefore, seeks to train and produce graduates of Military History who will be equipped with adequate skills in theories and strategy in Military History.

Overview

Military History of Nigeria, 1863 – 1960 is the study of the evolution of Modern Military History bequeath by the British colonial power. It deals with the formation of the Military both within and outside Nigeria. This course has been designed to impact students of history with the basic knowledge of Military History during and after colonial rule in Nigeria, Nigerianisation of the army and related developments after independence.

Objectives

The objectives of the course are to:

1. identify the contributions of John Glover in 1863.
2. discuss the emergence of colonial constabularies in Nigeria.
3. identify the nature of recruitment of the colonial Military Force.
4. examine World War I.
5. examine World War II.
6. analyse the impact of World War I and II.
7. study the performance of the Nigerian Regiment in both World War I and II.
8. explain post World War I Military development.
9. assess post World War II Military development.
10. explain the Nigerianisation and post-independence developments in the Nigerian army

Learning Outcomes

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

1. discuss the formation of “Glover Hausa”.
2. explain the activities of the “Glover Hausa”.
3. analyse the mission and vision of the constabularies in both Northern and Southern Nigeria.
4. examine the nature of colonial recruitment policy.
5. highlight the formation of West African Frontier Force.
6. identify the performance of the Nigerian regiments in both First and Second World War.
7. discuss places captured by the Nigerian Regiment.
8. assess the reorganization of the Nigerian regiments.
9. discuss the evolution of the Nigerian Armed Forces.
10. explain the Nigerianisation and post-independence developments in the Nigerian army

Course Contents

The emergence of Colonial Constabularies in the Nigerian area before 1914. The nature of military recruitment in Nigeria during colonial period. The Nigeria Military in the First and Second World

Wars. Impact of the First and Second World Wars on the Nigerian Regiment of the West African Frontier force WAFF). Post-Second World War Military development.

Minimum Academic Standard:

As contained in the CCMAS

400 Level

HIS 401: Nigeria from 1970 to the Present

(3 Units C: LH 45)

Learning Outcomes

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

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

Course Contents

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

HIS 402: Economic History of Nigeria in the 20th Century

(3 Units C: LH 45)

Learning Outcomes

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

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

Course Contents

The course examines the factors of change and continuity in the patterns of economic activities in Nigeria: The political and economic antecedents, the colonial setting, the new pattern of demand, the infrastructural facilities and the exploitation of agricultural and mineral resources. Manpower needs, training and the issue of labour. The changing patterns of production units including capital accumulation, banking, industries and the role of the entrepreneurs – individuals, companies, multinationals and the government.

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

Learning Outcomes

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

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

Course Contents

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

HIS 404: Philosophy of History

(2 Units C: LH 30)

Learning Outcomes

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

Course Contents

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

HIS 405: Special Paper

(3 Units C: LH 45)

Learning Outcomes

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

Course Contents

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

HIS 406: Nation Building in Nigeria since 1945

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

HIS 407: Long Essay

(6 Units C: PH 270)

Learning Outcomes:

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

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

Course Contents

Original projects based on research. Topics are selected by students guided by their supervisors and approved by the department. Minimum Academic Standards Equipment Three categories of equipment are needed; for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc.).

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 408: Kanem-Borno up to 1808 A.D.

(3 Units; C; LH = 45)

Senate – approved Relevance

Training of graduates who are knowledgeable in Kanem-Borno in the Chad Basin area of Nigeria in agreement with University of Maiduguri Vision and Mission towards advancing the

development of traditional Institution for the maintenance of peace and order among the diverse ethnic groups in the Chad Basin area in Particular and Nigeria in general and becoming a world renowned centre of excellence where graduates of History are prepared with knowledge and skill and depositions they need in order to serve the Northeast, Nigeria and the world at large through intense teaching and research.

Overview

The History of Kanem-Borno up to 1808 AD is the study of geographical influences and the development of Kanem-Borno under the Sayfawa. The course has been designed to impact students of his history with the basic knowledge of the history of Kanem-Borno. It impacts students with fundamental knowledge of the political economic and social development of the polity.

Objectives

The objectives of the course are to:

1. discuss the geographical influences on the formation of the state of Kanem-Borno.
2. trace the origins of the Sayfawa dynast and the state of Kanem.
3. provide an indepth study of the policy in Kanem and Borno,
4. examine internal development; political, religious, intellectual and economic in Kanem.
5. analyse internal development; political, religious, intellectual and economic in Borno.
6. consider international relations between Kanem, Ottoman, Egypt Morrocco.
7. appreciate foreign relations between Borno, the Maghads and Turkey.
8. discuss Bornos foreign relations with Hausaland.
9. treat Bornos foreign relation with the Jukun of Wukari.
10. discuss Bornos foreign relations with Sokoto Caliphate in the opening years of the 19th Century.
11. Provide an overall assessment of Kanem-Borno foreign relation with her neighbours.

Learning Outcomes

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

1. explain the influence of geographical factos on the formation of the state of Kanem-Borno.
2. differenciate between the geographical locations of Kanem and Borno.
3. trace the origins of the Sayfawa dynasty and the state of Kanem.
4. examine internal developments; political economic, intellectual in Kanem.
5. account for the contributions of notable rulers such as Umme Filni, Mai Dunoma Dabalemi in Kanem.
6. account for the decline and collapse of Kanem in the 14th Century.
7. give an account on the circumstances responsible for the emergence of Borno, located to the west of Lake Chad.
8. appreciate the contributions of Mai Ali Ghaji and Mai Idris Alooma, among others, towards the development of Borno.
9. discuss the decline and collapse of Borno.

10. discuss the emergence and contributions of Sheikh Muhammad al-Amin al-Kanemi in saving Borno from total collapse into the hands of the Jihadists.

Course Contents

Geographical influences. The origins of the Sayfawa dynasty and the state. In depth study of the polity in Kanem and in Borno. Internal developments, political, religious, intellectual and economic; international relations.

Minimum Academic Standard:

Ac contained in the CCMAS.

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 409: Upper Benue Valley (3 Units; C; LH=45)

Senate-approved Relevance

The training of history students in local history is in accord with the vision and mission of the University of Maiduguri and of promoting scholarship and learning in the Arts, Sciences and Humanities through teaching and research. The course is very relevant because it discussed the origin and migration of peoples in the Upper Benue Valley which can be traced back to the Lake Chad region. The understanding of the origin and migration of these people will help the students understand the dichotomy created recently on the indigene/settler question. Students must be taught to understand the origin, migration and settlement of people in the region in order to disabuse their minds on the indigene/settler question

Overview

The course focuses on the early history of the Upper Benue Valley to the colonial conquest of the region by the British in the early part of the 20th century. The traditions of origins and migration of the people, especially the Jukuns, Chamba, Bata and Fulbe are highlighted. The Socio-political organisations of the people, such as centralised and non-centralised systems will also be discussed. In addition, the Jihad in the area, European contacts and eventual conquest of the area by the British will also be examined.

The course will be very useful in making understand the intergroup relations in the area and the various migrations and settlements in the region. The 19th century Jihad in the area is also going to be analysed in which attempts were made to establish a centralised political system out of the multifarious groups in the region. It is expected that at the end of the course, students would have a grasp of the traditions of origins of the people, their social and political systems, as well as attempts made in the 19th century to create a centralised political authority.

Objectives

The objectives of the course are to:

1. describe the geographical feature of the Upper Benue Valley
2. discuss the peopling of the Upper Benue Valley
3. explain the traditions of origin and migration of the peoples: the Jukun, Chamba, Bata and Fulbe
4. examine the socio-political organisations of the people of the Upper Benue Valley
5. analyse the 19th century Jihad in the Upper Benue Valley region
6. enumerate the European contacts and contests in the Upper Benue Valley
7. assess the British conquest of the Upper Benue Valley

Learning Outcomes

1. mention any three (3) geographical feature of the Upper Benue Valley
2. identify four (4) group of people in the Upper Benue Valley
3. explain any two (2) traditions of origin and migration of the peoples: the Jukun, Chamba, Bata and fulbe
4. mention three (3) socio-political organisations of the people of the Upper Benue Valley
5. identify any three (3) feature in the 19th century Jihad in the Upper Benue Valley region
6. mention two (2) ways of contacts and contests with the Europeans in the Upper Benue Valley
7. give two (2) ways through which the British conquered the Upper Benue Valley

Minimum Academic Standard:

As contained in the CCMAS.

University of Maiduguri (UNIMAID)
Faculty of Arts
Department of History and Strategic Studies
B.A. History

UNIMAID-HIS 410: Military History of Nigeria Since 1960

(2 Units; E; LH 30)

Senate-approved Relevance

Training of graduates who are knowledgeable in History in the Chad basin areas of Nigeria in agreement with University of Maiduguri vision and mission towards advancing the development of Military History and becoming a world renowned centre of excellence where graduate of History are prepared with knowledge, skill and dispositions they need in order to serve the Northeast, Nigeria and the world at large through intensive teaching and research.

Relevance of the course is connected to the recent development of the need to engage the youths in the maintenance of peace and security of the Northeast and Nigeria at large. As a result of these, University of Maiduguri, therefore, seeks to train and produce graduates of History who will be equipped with adequate competitive skills and knowledge about the Military development and operations.

Overview

Military History of Nigeria since 1960 is the study of the Nigeria Army from the time Nigeria got her independence from the Colonial Government to date. It deals with how Nigerian citizens took over control of the Military institutions and Nigerianised it. This course also deals with the Nigeria civil war. It also created Military industrial complexes and took part in peacekeeping operations from around the world. Lastly, it concerns with the future of the Nigerian Armed Forces.

This course has been designed to impact students of History with basic knowledge of Development in Military History of Nigeria since 1960.

Objectives

The objectives of the course are to:

1. examine the Nigerianization of the Nigeria Army.
2. assess the introduction of quota system into Nigeria Army.
3. discuss politicization of the Nigeria Armed Force.
4. identify the roles played by Nigerian soldiers in peace-keeping operations.
5. discuss the Nigerian Armed Forces in the Nigerian Civil War.
6. examine Military training in Nigeria and abroad.
7. assess the performance of defense industry corporation in Kaduna (DIC).

Learning Outcomes

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

1. explain how the Nigeria Army came into being.
2. enumerate the process through which the Nigerian Army was Nigerianised.
3. identify the moves by the politicians to balance the perceived military inequality in Nigeria.
4. assess how the introduction of the quota system led to politicization of the Nigeria Armed Forces.
5. state the danger of politicizing the Military Institution.
6. discuss the attempt by Nigerian Government to use her Military in International peace keeping operation.
7. pin point the performance of the Nigerian Army in the Nigerian Civil War.
8. state how and where the Nigerian Army are trained.
9. explain the performance of the Defense Industry Corporation.
10. suggest on the future of the Nigerian Armed Forces.

Course Contents

The Nigerianization of Nigerian military and introduction of quota system in the Nigeria Military. The military factor in Nigeria politics, the Nigerian Civil War, 1967 – 1970. Military Industrial Complexes, e.g. the Defense Industries Corporation, Kaduna. The Armed Forces in peace keeping missions. Perspective on the future of the Nigerian Armed Forces.

Minimum Academic Standard:

As contained in CCMAS

Equipment

Staffing

Academic Staff

The guidelines on academic staff/student ratio of 1:20 for Science programmes shall apply. To start any programme in science, there should be a minimum of six academic staff. There is need to have a reasonable number of staff with PhD degrees accounting for at least 70% of the total number and having adequate teaching experience for every programme in the discipline.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of departments and faculty offices. It is important to recruit very competent, computer literate senior staff.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshops, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Classrooms, Laboratories, Workshops and Office Space

The NUC recommends the following physical space requirements:

Description	Size m²
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
Seminar Space/per student	1.80
Conference Room	37.0

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet ready workstations available in the library for at least 25% of the total students enrolled in each academic programme. The funding of the library should be in line with NUC guidelines.