



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

**UNDERGRADUATE HANDBOOK  
FOR  
B.A. (HONS) HISTORY AND DIPLOMATIC  
STUDIES**

**2026/2027 ACADEMIC SESSION**

## **UNDERGRADUATE HANDBOOK**

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University of Maiduguri, Borno State, Nigeria

Handbook for B.A. (Hons) History and Diplomatic Studies

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Department of History and Strategic Studies  
Faculty of Arts  
University of Maiduguri

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without notice

## **FOREWORD**

It is my pleasure to write a foreword to this handbook. The handbook is set out to introduce students, parents, guardians, staff and the general public to the academic activities and life on campus. To achieve this, basic information are provided on the philosophy and objectives of the Department, principal officers, list of academic and non-academic staff, admission, registration, examinations, courses offered, etc.

It is hoped that, this book will serve the purpose it is intended.

Finally, I wish to seize this opportunity to welcome newly admitted and returning students and wish them success in their future endeavours.

Dr. Abdullahi Garba

**Head, Department of History and Strategic Studies**

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## **BRIEF HISTORY OF THE UNIVERSITY**

The University of Maiduguri was one of the seven institutions of higher learning established by the Federal Military Government in 1975 as part of the Third National Development Plan. The remaining six are: Bayero University Kano, Universities of Calabar, Ilorin, Jos, Port-Harcourt and Usmanu Dan Fodiyo University, Sokoto. The first-generation universities are University of Ibadan (1948), University of Nigeria, Nsukka (1960), University of Ife (1962), University of Lagos (1962) and Ahmadu Bello University, Zaria (1962).

In October 1975, the Federal Government announced the appointment of the first Vice-Chancellor of the University of Maiduguri, in the person of Professor E. U. Essien-Udom, a professor of political science at the University of Ibadan and a former Secretary to the Military Government and Head of Service of the defunct South Eastern State.

On 19<sup>th</sup> January 1976, the Federal Military Government contacted the Military Government of the North-Eastern State conveying the desire of the National Universities Commission (NUC) to take over the North-East College of Arts and Science (NECAS) and convert it into the nucleus of the new Federal University of Maiduguri.

At the beginning of the 1976/1977 Session, the University admitted sixty-four (64) pioneer undergraduate students in three faculties: Faculty of Arts and Education; Faculty of Social Sciences and Law and Faculty of Science. The School of Basic Studies, inherited from the former NECAS, continued with its programme with a total enrolment of seven hundred and fourteen (714) students.

In the 1977/1978 Session, a total of two hundred and fifty-four (254) new students were matriculated into the three faculties. During that session, the Senate of the University decided to discontinue with the two-year Basic Studies programme in the form it originally existed. By this decision, the University of Maiduguri also severed its relationship with the IJMB Examination of the Ahmadu Bello University, Zaria.

As a transition, the students admitted in January 1978 spent one year in the Basic Studies programme before proceeding to the new four-year degree. A one-year Remedial programme was adopted for the University to replace the two-year Basic Studies and four-year degree programmes were approved to start in the 1978/1979 Session. That same session saw the introduction of the off-campus policy for third-year undergraduate students by the Senate and Council of the University.

In the 1978/1979 Session, all the academic decisions taken by Senate during the previous session were implemented. The University opened the session with six faculties and a College of Medical Sciences namely:

1. Faculty of Arts
2. Faculty of Social and Management Sciences
3. Faculty of Education
4. Faculty of Science
5. Faculty of Law
6. Faculty of Agriculture

Today, the University has Eighteen Faculties and a number of Academic Centres. It has an average population of over thirty-five thousand students.

## **MISSION 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 of north-eastern Nigeria and the crossroads of African and middle eastern cultures.

## **VISION OF THE UNIVERSITY**

The University, apart from achieving competence in the basic arts and sciences, aims at excellence in agriculture, pastoralism, engineering, human

and veterinary medicine, 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.

## **BRIEF HISTORY OF THE DEPARTMENT**

The Department of History and Strategic Studies, is a hub of knowledge in the University of Maiduguri. The Department 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.

In recent years, the Department has also increased its Academic Graduate Programmes in Masters' and Ph.D. in different fields of specialisation. For instance, in 2000 and 2010, the Department introduced Postgraduate Diploma and Master of Arts in Strategic Studies respectively. In order to grapple with the current realities in the sub-region, the continent and the world at large, the Department reviewed its courses and introduced new ones to meet up with the emerging global trends and aspirations of the immediate societies. Owing to this development, in 2023, the Senate of the University of Maiduguri approved the modification of the Department's nomenclature from the Department of History to the Department of History and Strategic Studies, which has been ratified by the Nigeria Universities Commission (NUC) in 2024.

The Department had Dr. John Works, Jnr. as its first Head of Department from 1975 – 1977. Mal. Muhammad Aminu took over as the Head of Department from 1977-1979 and later, Dr. Robert Porter was appointed the Head of Department from 1979-1980. Thereafter, Professor Sa'ad Abubakar took over the mantle of leadership of the Department from 1980-1983. Professor Akinjide Osuntokun succeeded Professor Sa'ad and served as the Head of Department from 1983-1985. Professor D.S.M. Koroma was the next Head of Department between 1985 and 1995. Dr. Musa K. Omar was elected Head of Department and served between 1995 and 1998. Thereafter, Dr. Yakubu Mukhtar took over the mantle of leadership as elected Head of Department from 1998 to 2000. The Department was headed by Dr. and later Professor Ibrahim Maina Waziri on two different occasions in two decades (2000-2003 and 2010-2014). At the expiration of his first tenure, the leadership of the Department was passed on to Dr. Abubakar A. Fari, who served as the Head of Department from 2003-2007. Dr. Fari was succeeded by Dr. Umar H. Diram, who served between 2007 and 2008. The Department was headed by Dr. and later Professor Muhammad S. Imam, who also served on two different occasions (2008-2010 and 2018, until his death in 2019). Professor Saliba B. James became the Head of the Department from 2014 to 2018. Following the death of Professor Imam, Dr. Garba Ibrahim was appointed head of Department on acting capacity, from 2019-2021. Professor Muhammad Kyari

headed the Department from 2021 to 2025 and was succeeded Dr. Abdullahi Garba on 31<sup>st</sup> June, 2025.

The teaching responsibilities of the Department were B.A. (History) as well as other foundation courses and the remedial Arts programme. The Department render services to some of the faculties, centres and divisions, such as Department of Political Science, Sociology and Anthropology, GST, Centre for the Study and Promotion of Cultural Sustainability, Centre for Distance Learning and Centre for Peace, Diplomatic and Development Studies.

The Department produced its first batch of graduates in 1979. It has awarded B. A. (Hons) degrees in History to candidates up to 2023/2024 sessions. To date, the Department has produced many graduates who have gone a long way in providing the country with much needed manpower in various fields of endeavours in the civil service, financial sector, security services, and the education sector.

With the constant efforts of the University Administration to improve staff condition of service, since the inception of the Department, staff strength has shown a significant progress in terms of qualification and area of specialisation. With a considerable number of staff in all areas of specialisation, the Department has continued to discharge its functions with full dedication occasioned by the extended cooperation among staff. In addition to B.A. (Hons) degree in History, the Senate of the University of Maiduguri approved B.A. (Hons) degree in History and Diplomatic Studies at its 318<sup>th</sup> meeting held on 17<sup>th</sup> April, 2025. The newly introduced/approved programme is to commence in the 2025/2026 academic session.

## **PHILOSOPHY OF THE PROGRAMME**

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.

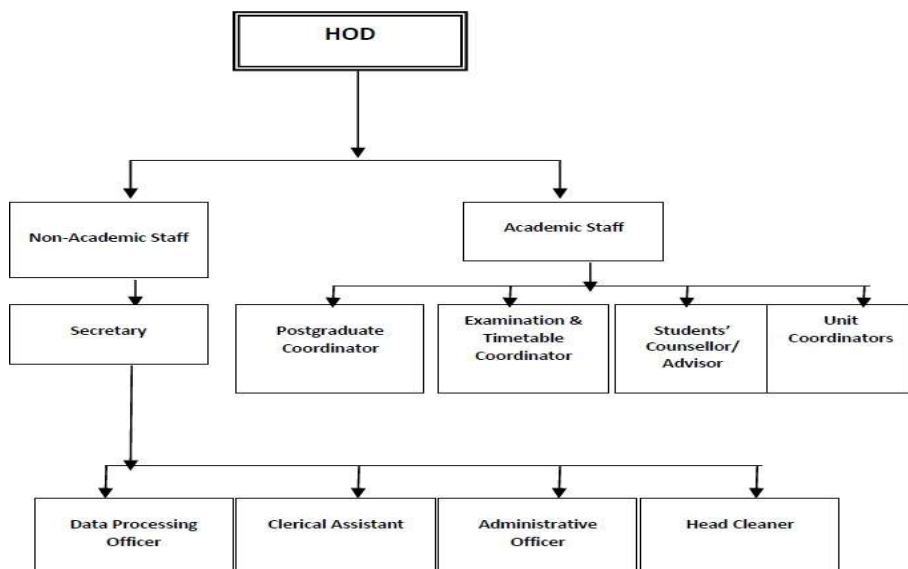
Contemporary historical inquiries require new approaches to the study of current developments, and the re-interpretation of old concepts as affected by changing realities. For instance, issues like peace and war which have been part of human history assume new dimensions. So have other issues such as 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 OF THE PROGRAMME**

The objectives of the programmes in the Department of History and Strategic Studies (History and History and Diplomatic Studies) are to:

- a- orient 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.
- b- equip students in broad aspects of history and historiographical studies.
- c- acquaint students with the various multidisciplinary approaches to historical movements.
- d- expose students to the current dynamics in research and teaching in historical studies.
- e- prepare students with the necessary skills for entrepreneurship and self-reliance through the deployment of historical knowledge.

## ORGANISATIONAL CHART OF THE DEPARTMENT



## STAFF OF THE DEPARTMENT

### Academic Staff

S/N	TITLE/NAME	RANK
1.		
2.	Prof. Yakubu Mukhtar	Professor
3.	Prof. Ibrahim Maina Waziri	Professor
2.	Prof. Saliba Bahar James	Professor
4.	Prof. Umar Hamman Diram	Professor
5.	Prof. Muhammad Kyari	Professor
6.	Prof. Ibrahim Alhaji Modu	Professor
7.	Prof. Bukar Gaji	Professor
8.	Prof. Garba Ibrahim	Professor

9.	Dr. Alhaji Umar Bako	Reader
10.	Dr. Hamza Tukur Ribadu	Reader
11.	Dr. Abubakar Mohammed	Senior Lecturer
12.	Dr. Shettima Bukar Kullima	Senior Lecturer
13.	Dr. Amina Said Ramat	Senior Lecturer
14.	Dr. Abdullahi Garba	Senior Lecturer
15.	Dr. Halima Baba Shehu	Senior Lecturer
16.	Dr. Adamu Sani Buba	Senior Lecturer
17.	Dr. Usman Al-amin	Senior Lecturer
18.	Mal. Alhaji Yakubu Babagana	Lecturer I
19.	Mal. Sadiq Adeiza Shehu	Lecturer I
20.	Mr. Samaila Simon Shehu	Lecturer I
21.	Mrs. Warasini Tsingari Haruna	Lecturer I
22.	Mal. Abdulsalam Abba Tor	Lecturer II
23.	Mal. Aji Lawan	Lecturer II
24.	Mal. Mohammed Bashir Jawa	Lecturer II

### **Non–Academic Staff**

<b>S/No.</b>	<b>Name</b>	<b>Rank</b>
1.	Mr. Samaila Sadiq	Senior Assistant Registrar I
2.	Mrs. Sadia Lawan Buratai	Assistant Registrar
3.	Yerima Modu Tela	Administrative Officer
4.	Mohammed Abubakar Izge	Administrative Officer
5.	Mr. Muhammad Tahir Mustapha	Administrative Officer
6.	Mrs. Fatima Baba Bukar	Administrative Officer
7.	Fatima Abdullahi	Administrative Officer

8.	Mrs. Maryam Sani	Administrative Officer
9.	Abubakar Usman	Administrative Officer
10.	Miss. Hadiza Ibrahim	Senior Executive Officer
11.	Mal. Muhammad Ahmad	Workshop Supervisor
12.	Mr. Tella Abana	Computer Programmer II
13.	Mr. Suleiman Ismaila Gana	Assistant Hall Supervisor
14.	Mr. Abubakar Abdulrahman	Assistant Executive Officer
15.	Mr. James Hyenam Peter	Assistant Executive Officer
16.	Mrs. Khadija Ahmad Jajere	Assistant Executive Officer
17.	Mrs. Mercy Joseph	Assistant Hall Supervisor
18.	Mrs. Aishatu Mohammed	Clerical Assistant

## **UNDERGRADUATE PROGRAMME**

**Nomenclature:** Bachelor of Arts History and Diplomatic Studies

The Senate of the University of Maiduguri approved B.A. (Hons) degree in History and Diplomatic Studies at its 318<sup>th</sup> meeting held on 17<sup>th</sup> April, 2025.

### **DURATION OF THE PROGRAMME AND UNIT REQUIREMENTS**

1. Four-year programme– UTME candidates
2. Three-year programme– DE candidates

The full B.A. History and Diplomatic Studies degree programme is designed to last for four years. Candidates need a minimum of 143 units to qualify for the award of the degree. Those for the three-year programme must have a minimum of 107 units. It means students in one hundred (100) and two hundred (200) level students are to take a minimum of 40 units per session, including courses in General Studies. Three hundred (300) level students are to take a minimum of 32 units per session including General Studies where applicable, while four

hundred (400) level students are expected to take a minimum of 31 units per session.

## **ADMISSION REQUIREMENTS**

The following are the minimum requirements for admission into the undergraduate programmes of the Department:

### ***(i) Unified Tertiary Matriculation Examination (UTME)***

The admission requirements for the four-year degree programme in History and Diplomatic Studies are Five (5) credit passes in Senior Secondary Certificate (SSC) (or its equivalent) obtained at not more than two sittings. The five credits must include English Language and Mathematics, and History/Government/Civic Education and any other two Art subjects.

### ***(ii) Direct Entry (DE)***

For Direct Entry (three-year programme), five SSC (or its equivalent), same as in the UTME requirement is needed. The applicant must obtain Advanced Level, Ordinary Diploma with upper credit, or NCE, IJMB or GCE 'A' level or its equivalent obtained with merit level pass.

### ***(iii) Inter-University Transfer***

Students can transfer into 200-Level, provided they have the relevant qualifications and the requisite CGPA of 2.5.

### ***(iv) Remedial***

University of Maiduguri Remedial Arts candidates with the required JAMB score and 5 'O' Level credits obtained at not more than two sittings.

## REGISTRATION PROCEDURE

The following procedure, which is in line with the general registration guidelines in the University, has been adopted for students' registration in the Department of History and Strategic Studies.

### New Students

a. Print your JAMB Admission and slip on the JAMB website ([www.jamb.org.ng](http://www.jamb.org.ng)) using your email address and password to login into your portal.

b. Report to your respective College and Faculty to collect your University Admission Letter and present yourself for screening with the following documents:

- JAMB Admission Letter
- JAMB Slip
- Online Screening Evidence
- A' Level Certificate (DE Student only)
- O' Level Certificate
- Primary School Certificate
- Certificate of Birth
- Certificate of indigene

c. After successful screening, log onto [www.portal.unimaid.edu.ng](http://www.portal.unimaid.edu.ng) with your ID No. as username and ID No. as password, follow the steps and change password, confirm the login through your email and fill in your Bio data.

d. Generate *Remita* with the pin given to you from [www.portal.unimaid.edu.ng](http://www.portal.unimaid.edu.ng) only and proceed to bank for payment. Or you can pay online.

e. Return to the portal and confirm your payment.

### Returning Students

a. Log onto [www.portal.unimaid.edu.ng](http://www.portal.unimaid.edu.ng) with your email or ID No. as username and password.

- b. Generate Remita with the pin given to you and proceed to bank for payment. Or you can pay online. You Return to the portal and confirm your payment
- c. Preview your courses.
- d. You can add or delete elective courses and any other courses.
- e. Then print three copies of the registration forms and submit to your level coordinator.

A student is regarded as registered when the necessary registration forms have been signed by the HOD and the Registrar's representative, and a copy submitted to the Department. **New students** must submit the photocopies of all relevant documents to the Department. Students should sign the forms and also sign the register provided as evidence of submission of registration forms. The Department has a coordinator for each level.

During registration exercise, students must go to the relevant coordinators for registration purposes. Similarly, students must take the registration forms and five passport- size photographs to their relevant level coordinators.

### ***Faculty Registration***

Students are to go to the Faculty Registration Officer for the following:

- All new students must submit the photocopies of all relevant documents to the Faculty. They must also bring the originals of all relevant documents to the Faculty for verification.
- Submission of the Faculty copy of the registration forms.
- Sign a register as evidence of submission of registration forms.

## **EXAMINATION**

Continuous Assessment (CA), such as class test, quizzes, assignments and reports, constitutes 30% of marks to be earned in a course, while end-of-course examination constitutes 70% of the total marks.

Final Year Project/Essay (HIS 499) is compulsory for every final year student. It is evaluated on the basis of several criteria. These are given below:

## HIS 499: Final Year Essay Assessment

<b>Item</b>	<b>Marks</b>
Abstract	05
Introduction	10
Documentation	10
Clarity, coherence and effectiveness of presentation	15
Explication, analysis and interpretation of texts or data	15
Originality and acceptability or validity of finding(s)	10
Relevance and adequacy of evidence	10
Conclusion	10
Bibliography	10
Neatness of Format	05
<b>TOTAL:</b>	<b>100%</b>

## GRADING SYSTEM

The new grading system applicable to candidates admitted to the Department is as follows:

<b>Marks</b>	<b>Letter Grade</b>	<b>Grade Point (GP)</b>
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
40 – 44	E	1
00- 39	F	0

## **Grade Point Average (GPA)**

The GPA is an indicator of a student's performance at the end of a semester. The GPA is obtained by multiplying the GP attained in each course by the number of units assigned to that course, then summing these up and dividing by the total number of units taken for the semester.

## **Cumulative Grade Point (CGPA)**

The CGPA is an indication of a student's performance at any point in his programme of study. The CGPA is obtained by multiplying the GP obtained in each course by the number of units assigned to that course, and then summing these up and dividing by the total number of units registered by the student up to that particular point.

## **Final Cumulative Grade Point Average (FCGPA)**

The Final CGPA is obtained after the student must have completed his/her study. The computation of Final CGPA is done the same way as that of CGPA. It determines the degree classification of a student. All computations of the GPA, CGPA and Final CGPA should be rounded to two decimal places.

## **Requirements for Graduation**

- i. 'O' Level credit requirement for entry to the programme may be deferred (to be passed before graduation or before issuance of degree certification) for the following subjects (please list them, if any):  
**History, Government or Civic Education**
- ii. **To graduate, a student must have:**

Completed and passed the following number of units at each level including all compulsory courses specified by the University/Department

<b>Level</b>	<b>UTME</b>	<b>DE</b>
100	30	

200	30	32
300	30	30
400	30	30
<b>Total</b>	<b>120</b>	<b>92</b>

- a. Completed and met the standards for all required and optional Courses
  - b. Obtain a minimum CGPA of **1.5**
  - c. Meet the requirement that may be prescribed by the Department, Faculty and Senate.
- i) Minimum number of Earned Credit Hours for graduation: **120/92 CU**
  - ii) Minimum No. of years for graduation: **Four Years (4 Years) for UTME candidates and three (3) years for DE candidates**
  - iii.) Must earn a CGPA of 1.5

**Degree Computation and Classification**

Under the current C.G.P.A. (Cumulative Grade Point Average) System, computation of B.A. (Hons) Degree and classification is as follows:

<b>Degree Classification</b>	<b>Grade Point</b>
First Class	4.50 - 5.00
Second Class Upper Division	3.50 - 4.49
Second Class Lower Division	2.40 - 3.49
Third Class	1.50 - 2.39

**PROGRAMME STRUCTURE**

This section presents the courses in the form of learning experiences required for each level/year. These are rearranged semester-wise as the Department deems fit. The current arrangements are given below:

## B.A. HISTORY AND DIPLOMATIC STUDIES COURSES

### PART I

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 127	Introduction to Strategic Studies	3	C	45	-
UNIMAID-HIS 129	Europe to the Age of Revolutions	2	E	30	-
UNIMAID-HIS 130	Introduction to Gender Studies	2	E	30	-
UNIMAID-HIS 131	Introduction to International Relations and Diplomacy	3	C	45	-
<b>Total</b>		<b>30</b>			

## 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 225	Introduction to the Theory and Practice of Diplomacy of the Global South	3	C	45	-
UNIMAID-HIS 226	Evolution of British Empire into the Commonwealth of Nations	2	E	30	-
UNIMAID-HIS 227	Globalisation	2	E	30	-
UNIMAID-HIS 228	Europe from the French Revolution to the 2 <sup>nd</sup> World War	3	E	45	-
<b>Total</b>		<b>30</b>			

### 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 325	Main Trends in Global Affairs Since 1991	2	C	30	-
UNIMAID-HIS 327	Asia in the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries	2	E	30	-
UNIMAID-HIS 328	Terrorism and International Politics	2	E	30	-
UNIMAID-HIS 329	Theory and Practice of	2	C	30	-

	Modern Diplomacy				
<b>Total</b>		<b>30</b>			

#### 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 428	Regional Cooperation and Integration in Africa	2	E	30	-
UNIMAID- HIS 429	Nigerian Foreign Policy	3	C	45	-

UNIMAID- HIS 430	International Relations from 1945-1991	3	E	45	-
<b>Total</b>		<b>30</b>			

## **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.

**University of Maiduguri (UNIMAID)**

**Faculty of Arts**

**Department of History and Strategic Studies**

**B.A. History and Diplomatic Studies**

### **UNIMAID-HIS 127: Introduction to Strategic Studies**

**(3 Units;**

**C; LH = 45)**

### **Senate-approved Relevance**

Exposing students of History to the causes, course and consequences of wars is a significant mandate of history. Such knowledge is in sync with the vision and mission of the University of Maiduguri towards unearthing

past and present causes and effects of global and national wars and conflicts. The relevance of the course lies in helping students understand the influences of international politics, diplomacy, economics, geostrategy and military power, as they play out in the wider conflict in the Sahelian region and Lake Chad Basin, and indeed other conflicts in the country including banditry, and kidnappings. The University is therefore committed to training students that understand the dynamics of wars and significance of strategies of wars.

### **Overview**

Introduction to the subject matter of strategic studies both as a discipline and praxes. Ancient, modern and contemporary theories of war are studied. It deals with causes, course and consequences of wars and the strategies adopted by nations in wars. The philosophies and strategies of notable Military Generals in history. The course will be useful in helping deal with the broad subject of security, including threats to national and global security, such as poverty, illiteracy, corruption, political instability and exclusion. Causes of conflicts and conflict resolution methods will be taught. The insurgency in the Lake Chad region, banditry in the northwest and Farmer/Herders conflict in the Middle Belt and government responses to them provide added case studies.

The course is designed to equip students with the understanding and knowledge of the concept of strategic studies. The complex causes and strategies of war will be taught through case studies. Students understand the importance of theories of war in conceptualization, planning and execution of wars. A broad definition of security as not only the absence of conflict but addressing socio-economic and political deprivations manifested in poverty, illiteracy, corruption and political instability will be provided.

### **Objectives**

The Objectives of the Course are:

1. explain the concept of strategic studies
2. discuss theories of war
3. analyse causes, course and consequences of wars

4. discuss strategies of war and concept of security
5. discuss conflict and conflict resolution methods
6. identify and analyse case studies of wars and conflicts
7. assess global and local conflict resolution methods and their roles in promoting national and global security

### **Learning Outcomes**

1. discuss the concept of strategic studies and its subject matter
2. explain the origin, causes of international, regional, local wars
3. understand and explain strategies of war
4. identify and explain some historical theories of war
5. discuss some common threats to security of nation states and the global community
6. analyse different types and causes of conflicts
7. identify global and local conflict resolution methods and their roles in promoting national and global security

### **Course Contents**

Introduction to Strategic studies. Definition, history, conceptual clarification. Subject matter of strategic studies. Study of strategic studies as an academic discipline. Theories of strategic studies, ancient, modern and contemporary. Causes, course and consequences of war. Strategies of war, case studies: Sun Tzu. Ghengis Khan. Von Clausewitz, Sundiata. Idris Aloomo. Shaka Zulu. Napoleon Bonaparte. Otto Von Bismarck. Focus on peace and conflict. Over view of Sahelian crisis and insurgency in the Lake Chad region.

### **Minimum Academic Standards:**

As contained in the CCMAS.

**University of Maiduguri**  
**Faculty of Arts**  
**Department of History and Strategic Studies**  
**B.A. History and Diplomatic Studies**

**UNIIMAID-HIS 129: Europe to the Age of Revolution (2 Units;  
E; LH=30)**

**Senate-Approved Relevance**

As contained in the Vision and Mission of the University, the aim of this Course is to teach students the history of Europe, an imperial power that have contributed and influenced various shades of developments in the socio-economic and political landscapes of the world. To have a proper grasp of the history of the continent of Africa and indeed the world, the history of Europe, the stages of her development as well as the emergence of movements such as the Renaissance, the Reformation the Enlightenment, the Scientific revolution and her imperial adventure and influence outside of Europe must be properly studied and understood because they gave shape to the contemporary world as know it today.

**Overview**

The relevance of this Course is to bring out the history of Europe during its various stages of development over time. Attention is therefore focused on highlighting the trends and stages of progress made and what the underlying factors for progress were. Foremost here are the socio-economic formations upon which hinges the progress of the various European nations at their nascent stage such as the feudal system or the feudal mode of production. Then came movements such as the Renaissance which was the movement of the revival of classical arts, literature and architecture whose impact was felt all over Europe and even extended to other parts of the world.

Of historical importance too was the Reformation movement in the Holy Roman Catholic Church championed by Reverend Martin Luther and Jean Calvin in Germany and France respectively. The impact of the reformation was felt all over Christendom and attempts to reverse the trend in form of

the Counter Reformation moves by the Church and the State did not yield the desired goals.

### **Objectives**

The objectives of the Course are to:

1. impart into the students the history and basis of Europe's imperial power over the ages.
2. inculcate in the students the socio-economic conditions that prevailed in Europe such as the feudal system, how it impacted on the various European societies and how it was withered out.
3. enable students to understand the precipitants of movements such as the Renaissance and the Reformation and their impact on global affairs.
4. analyse the era of discoveries including new trade routes, innovation in navigation and shipbuilding.
5. imbibe in students the developments that revolved around merchantilism, its theory and reality among European nations.
6. treat the era of enlightenment that embodied new philosophical and political ideas that gave rise to revolutionary thoughts and actions as shown in the American and French revolutions.

### **Learning Outcomes**

1. identify the location of Europe on the world map and say whether or not the location was contributory to her desire for imperial adventure.
2. discuss feudalism as a socio-economic system and how it impacted on the European commoners.
3. identify and discuss two areas that were revived in the era of Renaissance.
4. discuss three areas of discontent in the Catholic Church that precipitated the actions of Reverend Martin Luther and Jean Calvin.
5. trace the emergence of new scientific views in Europe and how they influenced scientific discoveries.
6. give three reasons each as the major propellants of the American and French revolutions.

### **Course Content**

A survey of European history highlighting fundamental developments such as the early economic and social Institutions, feudalism, the Renaissance, Reformation in the Christian Church, the Age of Discoveries, Mercantilism, the New Scientific views of the World, the Age of Enlightenment, the American and French Revolution.

### **Minimum Academic Standards:**

As contained in the CCMAS.

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

**UNIMAID-HIS 130: Introduction to Gender Studies (2 Units; E; LH=30)**

### **Senate-approved Relevance**

training graduate who are highly trained and knowledgeable in Gender development studies in North east Nigeria in accordance with the university of Maiduguri vision and mission of advancing the development of world class Genders studies and becoming a world-renowned centre of excellent where graduates are prepared with the knowledge and rudiments of Gender and development studies in Nigeria as a whole.

### **Overview**

This is a two-unit credit course and compulsory for students in Development Studies. This course has been structured into distinct but related units of activities. The course guide gives you overview of the course and provides you with the relevant information and requirements for the course. Also, in this Course Guide, you will be intimated on what you need to know about the aims and objectives of the course, components of the course material, arrangement of the study units, assignments, and examinations.

## **Objectives**

The objectives of the course are to:

1. Explain the nature and scope of Gender, and development studies
2. Elucidate differences and similarities between gender and development studies
3. Understanding the genesis of gender topics in development discourse
4. Theorizing and conceptualizing gender, gender differences, gender inequity and gender mainstreaming
5. Gendering development theories and ideologies
6. Gendering socioeconomic issues facing women in the society
7. Right based issues in gender and development discourse
8. Discuss Gender, violence and security issues facing women and girls in society
9. Explain Gender issues in social change

## **Learning Outcomes**

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

1. Get acquainted with key analytic debates in the field of gender and development
2. Discuss at least five (5) objectives of Gender and development studies
3. Identify at least three (3) sources of conflict resolution in Gender and development studies
4. Develop the ability to comprehend and manipulate complex analytical arguments in global discourses on gender and development
5. Have an understanding on how to relate these debates and analytical arguments to development theory, policy and practice
6. Develop the ability to evaluate the impact of development interventions (such as gender policies, international organizations and government intervention projects, and development blueprints, as well as institutional reforms and theories of change) on gender equity and empowerment issues Get familiarised and be able to apply practical skills and techniques in gender and development analysis which can lead to a career as Gender Analyst or programmer in organizations or projects

## **Course Contents**

The aim of this course is to give you in-depth understanding of the issues of gender in development discourse. It is now a well-known fact that sustainable development cannot be achieved without putting into perspective issues related to gender disparities in societies. Hence, this course will enable you to critically explore the impact of gender disparities in development especially as gender equality touches all areas of development such as education, economy, politics, health, agriculture, communities, labour, organizations/workplace, poverty etc. The course material will familiarise you with analytic debates in the field of gender and development, and help you understand the concepts and theories, as well as practical skills in gender and development which can lead to a career as gender specialist/programmer in organisations and projects.

## **Minimum Academic Standard:**

As contained in the CCMAS

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

## **UNIMAID-HIS 131: Introduction to International History and Diplomacy (3 Units; C; LH=30)**

### **Senate-approved Relevance**

The course derives its relevance from the mission and vision of the University of Maiduguri, which emphasize teaching and research in the sciences and humanities, especially focusing on issues that have direct or indirect relation to international history and diplomacy. The study of international history and diplomacy is important as it shades light on the interactions that occurred between nations of the world since the 20<sup>th</sup> century. These antecedents have shaped and are still shaping many trajectories in the modern world, such as war and peace, global pandemic, climate change, monetary policy, legal issues and the way to mitigate the

challenges in the international system. This is particularly so considering the long-standing relations between the international communities as there is no nation that can survive in isolation.

### **Overview**

This course train students to be acquainted with basic concepts of international relations and diplomacy, which is paramount to Nigeria as one of the leading countries in Africa. Focus of this course is centred around the thematic treatment of major issues in 20<sup>th</sup> Century World History through case studies, especially of those issues relating to Africa; emergence of superpowers, East/West relations, the Cold War, decolonisation and neo-colonialism, the emergence of the Third World, Non-Alignment, militarism, military alliances, international organisations, the New Economic Order, etc.

### **Objectives**

The objectives of the course are to:

1. outline basic the concepts of international relations;
2. identify significant events that defined and shaped the modern era such as the World War 1 and the World War 2, Cold War, etc.;
3. discuss the proliferation of nuclear weapons in the world space;
4. explain nuclear power and space exploration and connecting it to the series of attempts made by African nation;
5. describe nationalism and decolonization process in Africa;
6. examine cold war and post-cold war conflicts and their impacts;
7. enumerate the technological advances of the western world and the sheer and elaborate attempts by the third world countries in their quest at achieving modest technological breakthrough;
8. expatiate on international organization and the New Economic Order;
9. assess Non-Alignment, militarism and the extent and nature of the military alliances.

### **Learning Outcomes**

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

1. mention any five (5) basic concepts of international relations;

2. identify any five (5) significant events that defined and shaped the modern era;
3. give any five (5) example of nuclear weapons in the world;
4. mention any five (5) nuclear power and space exploration and connecting it to the series; of attempts made by African nation;
5. describe nationalism and decolonization process in Africa;
6. examine cold war and post-cold war conflicts and their impacts;
7. enumerate any three (3) technological advances of the western world and the sheer and elaborate attempts by any three (3) third world countries in their quest at achieving modest technological breakthrough;
8. expatiate on any three (3) international organization and the New Economic Order;
9. assess any three (3) countries in Non-Alignment, militarism and the extent and nature of the military alliances.

### **Course Contents**

This course introduces students to basic concepts of international relations. Thematic treatment of major issues in 20<sup>th</sup> Century World History through case studies, especially of those issues relating to Africa; emergence of superpowers, East/West relations, the Cold War, decolonisation and neo-colonialism, the emergence of the Third World, Non-Alignment, militarism, military alliances, international organisations, the New Economic Order, etc.

### **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 assesses 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 heroes that forged the bonds of unity in their communities and across inter-group lines.

### **Course Contents**

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

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

#### **Learning Outcomes**

At the end of this course, students 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 and Diplomatic Studies**

**UNIMAID-HIS 225 Introduction to the Theory and Practice of  
Diplomacy of the Global South (3 Units; C; LH=45)**

**Senate -approved Relevance**

Training of graduates from the Global South who are knowledgeable in the theory and practice of diplomacy by Global South or Third world nations, is in agreement with University of Maiduguri vision and mission towards advancing the diplomatic gains of Nigeria and African countries in the complex international system and becoming a globally recognized Centre of excellence, where graduates of History and diplomatic studies are equipped with skills for promoting the nations national interest.

The relevance of the course is connected with the recent and ongoing insurgency and counter-insurgency in the northeast, where Nigeria borders with four countries in the Lake-Chad region, which are equally affected by the crisis. This has elicited multinational military and diplomatic efforts, in form of the Multinational Joint Task Force (MNJTF), involving Nigeria, Niger, Cameroon and Chad. The University of Maiduguri therefore seeks to train and produce students of diplomacy capable of contributing to the diplomatic resolution of the conflict in the region and indeed other parts of the continent and the world.

**Overview**

The introduction to the theory and practice of diplomacy of Global South nations is a study of constructs relevant to diplomatic practice by Third world nations through multilateral agencies. The course was designed to expose students to the development of diplomatic practice among new Global south nations, whose entry into the diplomatic field, through

multilateral agencies, transformed international politics by shifting focus to the national interest of Third world countries. The effectiveness of the various case studies imparts students with fundamental knowledge of theory and sound diplomatic practices.

### **Objectives**

The objectives of the course are to:

1. introduce theories of diplomacy
2. discuss the relevance of theories of diplomacy
3. explain the origin and evolution of diplomacy among Global South nations
4. discuss the role of World War two and the UNO in the birth Global South diplomatic practice
5. analyse the formation and effectiveness of multilateral agencies, e g, Group of 77, NAM, ACP, BRICS etc., in Global South diplomatic practice
6. examine the effectiveness of diplomacy in the counter-insurgency in the northeast
7. study the impact of colonial educational and linguistic legacies on Global South diplomacy
8. identify challenges facing Global South in international diplomatic practice

### **Learning Outcome**

1. identify the range of diplomatic theories available
2. explain the conceptualization and operationalization of diplomatic theories
3. discuss the evolution of diplomatic practice among Global south nations
4. map out different multilateral agencies formed by Third World countries for diplomatic practice
5. adumbrate the results of diplomatic practice
6. highlight the effect of diplomacy on the insurgency in the Lake Chad region

7. discuss the challenges of diplomatic practice by Global South nations, especially colonial legacies
8. enumerate the challenges facing Global South nations international diplomacy

### **Course Contents**

The course introduces students to the theories of diplomacy and evolution of diplomatic practice over time. It lays emphasis on development of diplomatic practice among Global South or Third World nations, in the post-world war two period, through multilateral institutions. The attempt to promote and protect their national interest and achieve their foreign policy objectives through multilateral agencies are analysed. The agencies include the North-South dialogue; Group of 77; Non-aligned Movement (NAM); Africa Caribbean and Pacific Group of States (ACP); South-South Corporation; Organisation of Petroleum Exporting Countries (OPEC); BRICS organization; Continental Sub-regional Organisations etc. The extent to which Global South nations have achieved their goals and impacted world politics through these agencies will be discussed.

## **University of Maiduguri (UNIMAID)**

### **Faculty of Arts**

### **Department of History and Strategic Studies**

### **B.A. History and Diplomatic Studies**

**UNIMAID-HIS 226: Evolution of British Empire into the Commonwealth of Nations** (2 Units; E; LH = 30)

### **Senate-approved Relevance**

Training of Graduates who are highly knowledgeable in the Commonwealth of Nations History, in Nigeria, in agreement with the vision and mission towards educating and preparing students with the Knowledge on the formation of the British Commonwealth of Nations, with a voluntary association of 55 independent countries almost of all of which were formally under the British rule. To develop moral character personal discipline, civil conscience vocational efficiency and tech the

duties of citizenship, in order for them to serve the Northeast, Nigeria and the World at large, and be globally relevant. The relevance of the course is connected to the new threat of insurgency and other political crises that need to be addressed through mutual understanding, and bring more countries to form a union to avert any such threat, which was one of the main reasons behind the formation of the Commonwealth.

### **Overview**

Commonwealth of Nations is one of the oldest associations of states that roots back to the British Empire. At the 1926 conference, Britain and the Dominions agreed that they were all equal members of a community within the British Empire. They all owed allegiance to the British king or queen, but the United Kingdom did not rule over them. This community was called the British Commonwealth of Nations or just the Commonwealth

This course has been designed to impart to History students a basic understanding of the evolution of the former British Empire into the Commonwealth, and Dominion settlements it further imparts students with the fundamental knowledge of promoting territorial peace and order, equal rights for all citizens and achieving a fairer global society.

### **Objectives**

The Objectives of the Course are to:

1. explain the origin of the Commonwealth.
2. discuss the theories of Imperialism
3. describe the concept of the Commonwealth
4. discuss the Political and economic evolution of Imperial domination
5. explain the Colonial ideology and legacy of Empire builders.
6. describe the Development of the sterling area
7. analyse Foreign relations, liberation, and non-alignment within the Commonwealth
8. assess the role and relevance of the Commonwealth.

### **Learning outcome**

At the end of the Course, Students Should be able to:

1. explain about theories of Imperialism. e.g. Cain P. J. Hopkins A. G and D. K Fieldhouse
2. discuss the Origin Commonwealth and Countries involved.
3. list and discuss Countries under British Dominion.
4. explain the Political and economic evolution of the Imperial Dominion
5. know about the Colonial Ideology and legacy of the Empire. (formal and informal)
6. learn about foreign relations, liberation, and non-alignment within Commonwealth
7. give a picture of the role and relevance of the Commonwealth.

### **Course Contents**

This course will focus on Theories of Imperialism. Especially controversies associated with Imperialism, especially those arising from Robinson, Gallagher, and Schumpeter's and P. J Cain's Concept of the commonwealth. Political and economic evolution of Imperial dominion. Colonial ideology and legacy of Empire builders, such as Lord Lugard. Development of sterling area. Foreign relations, liberalism and Maxims' definitional terms, non-alignment within the Commonwealth. Assessment of the role and relevance of the Commonwealth.

### **Learning Outcomes**

At the end of the Course, Students Should be able to:

1. analyse the theories of Imperialism, e.g., Cain P. J and Hopkins A. G;
2. explain the origin of the Commonwealth and countries involved;
3. list the countries under British Dominion;
4. explain the political and economic evolution of the Imperial Dominion;
5. discuss the colonial ideology and legacy of the Empire (formal and informal);
6. identify the foreign relations, liberation and non-alignment within the Commonwealth, and;
7. enumerate the role and relevance of the Commonwealth member states.

## **Course Contents**

Theories of imperialism. The concept of a Commonwealth. Political and Economic evolution of the “White” dominions. Colonial ideology and the legacy of empire. Development of the sterling area. Foreign relations, liberation, non-alignment within the Commonwealth. Assessment of the role and relevance of the Commonwealth. Expansion of the Commonwealth.

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

**UNIMAID-HIS 227: Globalisation**

**(2 Units; E; LH = 30)**

### **Senate –approved Relevance**

This current period of globalization is compared with the first age of globalization, Whereas the first age of globalization (the mid-1800s to 1920s) encompassed mostly rich nations, this second age reaches into developing and emerging economies. Like today, migration levels were very high, domestic workers faced competition from cheaper labour abroad, and trade and capital flowed freely. Drivers of that first age of globalization were the steamship, telegraph, railroad, telephone, and aeroplane. Drivers of this second age include communication satellites, fibre optics, microchips, and the Internet. The World Bank is an agency created to provide financing for national economic development efforts. Its initial purpose was to finance European reconstruction following the Second World War. It later shifted its focus to the general financial needs of developing countries. Today it finances many economic development projects in Africa, South America, and Southeast Asia.

### **Overview**

Globalization is the trend toward greater economic, cultural, and political, dynamics, it dwells on globalization and the ICT revolution, globalization and finance, trade, production, and labour, globalization and popular

culture, globalization and international migration, the state and sovereignty; globalization and security, epidemic, and pandemic. And technological interdependence among national institutions and economies. It is a trend characterized by denationalization in which national boundaries are becoming less relevant and is different from internationalization which refers to cooperation between national actors. This course has been designed to impart to history students a basic understanding of globalization, as an approach to the understanding of economic circumstances which were caused mainly by the peripheral position of the affected countries. It imparts students with the fundamental knowledge of developing nations can boost the world economy for trade especially Borno considering, its location on the Sahara. Students are better educated, better informed, and more assertive, and will challenge elites and the old dependency way of doing things. Sovereignty must be viewed in line with international cooperation. It helps prepare students for the challenges and upstanding cultural, and political dynamism.

### **Objectives**

1. describe the process of globalization and how it affects markets and production.
2. identify the two forces causing globalization to increase.
3. summarize the evidence for each main argument in the globalization debate.
4. identify the types of companies that participate in international business.
5. describe the global business environment and identify its four main elements.
6. explain how e-business (e-commerce) is affecting international trade.

### **Learning Outcomes:**

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

1. explain the concept of globalisation, origin and its dynamics.
2. distinguish the relationship between globalisation, modernisation, development and Information Technology; discuss globalisation in relevance to finance, trade, production and labour force;
3. explain technology, institutions, intellectual innovation, and the forces

- behind globalisation;
4. analyse the impact of globalisation on how it transmits ideas and values around the world;
  5. identify the effect of international migration, on the sovereignty of states, and;
  6. discuss globalisation in relation to opportunities, security threats and pandemic.

### **Course Contents**

This course will examine the concept of globalization, its origin, and dynamics, it dwells on globalization and the ICT revolution, globalization and finance, trade, production, and labour, globalization and popular culture, globalization and international migration, the state and sovereignty; globalization and security, epidemic, and pandemic.

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

**UNIMAID-HIS 228: Europe from the French Revolution to the 2<sup>nd</sup> World War** (2 Units; E; LH = 30)

### **Senate-approved Relevance**

It is in furtherance of University of Maiduguri's Mission and Vision of pursuing, among other things, a liberal education in the Arts and Humanities that this course has been designed. The French Revolution of 1789 marks a turning-point and European and World history in that it inaugurated an era of European self-awareness, with a desire to project themselves into the world. The ideological and political force released by the Revolution soon translated into economic and technological advances that enabled Europe to dominate the world in the ensuing two centuries. Between the Revolution and the Second World War there was the struggle to dominate Europe itself starting from the Napoleonic Wars. This was followed by the era of the Concert of Europe. The collapse of the Concert

System led to the emergence of the System of Alliances which ushered in the First World War. The First World War failed to settle the central questions and the powers soon proceeded to execute the Second World War. It was during this ferment that most of the processes and procedures of international relations to govern the world today were developed. Therefore, understanding this period in European and World history is crucial to the understanding of the international system in which we now live.

### **Overview**

The course surveys the *Ancient Regime* in Europe in the eve of the French Revolution and the international system that operated at the time. It looks at the ideas that were spreading concerning almost every aspect of human life, and the dissatisfaction which these ideas fostered in the minds of people. These ideas were of the necessity for freedom and the abolition of privilege, of the rule of law and constitutionalism, of democracy and government through consent of the governed. There were also new ideas about human rights and education. All these came into conflict with the dominant political and social systems of the time, such as despotism, absolutism, feudalism, and dynastic power. The clash of these forces is explored to the resultant explosion in the French Revolution. The rise of Napoleon Bonaparte and the resultant wars, leading to his defeat at Waterloo are explained. The attempt to return to pre-Revolutionary normalcy through the Concert of Europe failed, leading to the spread more unrest. The collapse of the Concert System led to the emergence of Alliances as European nations regrouped into new states. The struggle for domination led to the outbreak of war.

### **Objectives**

The objectives of the course are to:

1. survey the *Ancient Regime* in Europe prior to the French Revolution of 1789;
2. understand the concepts of Feudalism, Dynastic Rule, Monarchy, Aristocracy, Commonalty, Despotism, Absolutism, Legitimacy and Privilege, all related to the *Ancient Regime*;

3. survey the ideas of Freedom, Constitutionalism, Constitutional Monarchy, Liberty, Equality, Fraternity, Revolution, Government by Consent, The Rights of Man, all pushing for change;
4. study the causes and course of the French Revolution, leading to the rise of Napoleon Bonaparte;
5. understand the causes and course of the Napoleonic Wars leading to Waterloo;
6. discuss the Concert of Europe, its successes, and failures;
7. understand the forces behind the Unifications of Italy and Germany and their impact on European relations;
8. understand the Alliances System and how it led to the First World War;
9. study the inter-war years and what led to the Second World War.

### **Learning Outcomes**

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

1. apprised of the condition of Europe and Europeans prior to the French Revolution;
2. define the concepts of Feudalism, Dynastic Rule, Monarchy, Aristocracy, Commonalty, Despotism, Absolutism, Legitimacy and Privilege in pre-Revolutionary Europe;
3. define the concepts of Freedom, Constitutionalism, Constitutional Monarchy, Liberty, Equality, Fraternity, Revolution, Government by Consent, Rights of Man in post-Revolutionary Europe;
4. enumerate and discuss the causes and course of the French Revolution leading to the rise of Napoleon Bonaparte;
5. discuss the causes and course of the Napoleonic Wars;
6. discuss the successes and failures of the Concert of Europe;
7. understand the causes and processes of the unifications of Italy and Germany and their impact on European affairs;
8. explain the System of Alliances and how it led to war
9. discuss the inter-war years in the affairs of Europe, and how they led to the Second World War.

### **Course Contents**

Discussion of the impact of the French Revolution on Europe and the subsequent developments leading to the First World War, the inter-war years and the second World War and their impact.

**Minimum Academic Standards:**

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 ecommerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (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 analysis of the diversity of theories employed by researchers in the arts and humanities; social integrative theory, gender theory, interculturality 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,
  4. 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 20<sup>th</sup> 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 and Diplomatic Studies**

**UNIMAID-HIS 325: Main Trends in Global Affairs since 1991 (2  
Units E: LH =30)**

**Senate-approved Relevance**

The training of history students in the area of Main Trends in Global Affairs Since 1991 is in accord with the vision and mission of the University of Maiduguri, of promoting scholarship and learning in the Arts, Sciences and Humanities through teaching and research. The relevance of the course is evident in the rapid changes taking place globally, especially since the end of the Cold war in 1991 and the transition from bipolarism to multipolarity in international politics, the onset of democratic revolutions, impact of information and communication technology on global affairs, the pervasive role and influences of Non-state actors including INGOs, NGOs and CSOs, the proliferation of small arms and increased conflicts, human trafficking and modern slavery etc., and their overall impact on state to state relations. The imperative of understanding forces and factors behind these shifts in global affairs and their transformative influences in bilateral and multilateral relations between and among states, through teaching and research cannot be overstated. The implications of these dynamic changes for Global south nations, including Nigeria, especially in the pursuit of their national interest and foreign goals deserve investigation. Students must be taught how events in the post-cold war world are affecting our lives and how governments are grappling with such issues.

**Overview**

The course focuses on main trends in global affairs since 1991, that is, the end of the Cold war. It covers the 20<sup>th</sup> and 21<sup>st</sup> centuries, especially trends in post-cold war politics. Key issues including, democratic revolutions such as the Arab spring, Gender movements; and the impact of the

revolution in Information and Communication Technology (ICT) on world politics are discussed. The rising role and influences of Non-state actors including INGOs, NGOs CSOs and Terrorist groups in state to state relations and the new role of social media global diplomacy are examined. How the proliferation of Small Arms and Light Weapons (SALW) is exacerbating low intensity conflicts; the impact of youths and sport on world politics; the management of increasing human trafficking and modern slavery by states and Non-state actors will be discussed. The effects of pandemics such as COVID-19 on global politics; the negative effects of resource exploitation and control on under developed economies; the crisis of international migration, postmodernism and the debt crisis bedevilling developing states will be taught.

The course will be useful in exposing students to these global issues and their impact on world politics. It will help students understand how states engage these issues as they pursue their foreign policy objectives, in an increasingly complex world. It is expected that at the end of the course students would have understood the intricacies of global politics and how states pursue their conflicting and intersecting interest.

### **Objectives**

The objectives of the course are to:

1. define and clarify the idea of main trends
2. discuss the background to the post-cold-war period
3. describe the nature and causes of events in global affairs
4. analyse how states and non-state actors engage such issues
5. explain the impact on world peace and security
6. discuss the prospects for a more peaceful world

### **Learning Outcomes**

1. give examples of main trends in global politics
2. discuss the background to and reasons for the new trends
3. select and explain the nature of main trends in global affairs
4. analyse ways states engage the key issues in world affairs
5. discuss the impact of main trends on world peace and security

6. mention some key developments that show the prospects for peace

### **Course Contents**

A theoretical treatment of major trends in the 20<sup>th</sup> and 21<sup>st</sup> centuries including trends in post-cold war politics; democratic revolutions, Gender movements, impact of Information technology (ICT), role of INGOs, NGOs, CSOs, social media, proliferation of small arms and conflicts, youths and sports, human trafficking and modern slavery, terrorism, pandemics, resource exploitation and control, migration and postmodernism, the debts crisis etc.

### **University of Maiduguri (UNIMAID)**

#### **Faculty of Arts**

#### **Department of History and Strategic Studies**

#### **B.A. History and Diplomatic Studies**

**UNIMAID-HIS 327: Asia in the 19<sup>th</sup> and 20<sup>th</sup> 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 19<sup>th</sup> century Japan, the Deng Tsiao Ping industrialisation policies in 20<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> 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**

**B.A. History and Diplomatic Studies**

**UNIMAID-HIS 328: Terrorism and International Politics (2 Units; E; LH = 30)**

### **Senate-approved Relevance**

The training of history students on the subject of Terrorism and International Security is in accord with the vision and mission of the University of Maiduguri, of promoting scholarship and learning in the Arts, Sciences and Humanities through teaching and research. The relevance of the course is evident the prevalence of terrorism and insurgency in the Sahelian region and Boko Haram insurgency in the Lake Chad basin, where the university is located. The imperative of understanding the origin, philosophical basis and modus operandi of terrorist groups and insurgents, through research and teaching cannot be over stated. The implication of terrorism and insurgency for national and

global security deserve investigation. Students must be taught the phenomenon of Ahlis Sunnah (Boko Haram) and ISWAP in the context global terrorism and security.

### **Overview**

The course focuses on terrorism and its impact on international security. It defines and clarifies the concept of terrorism itself. The origin and history of terrorism is examined. Theories of terrorism and the organizational set up of terrorist groups are highlighted. Stages in the evolution of terrorist groups from local, regional and international groups and their networking abilities are studied. The strategies or modus operandi of terrorist organisations are analysed. So also the idea of state terrorism and state sponsored terrorism. The threat that terrorism poses for state and international security is analysed.

The course will be useful in exposing students to the nature and characteristics of terrorism and terrorist organisations. It will help students understand the history, objectives, organizational forms, and strategies of terrorist groups. The negative impact of terrorism on state and global peace are explained to students. It is expected that at the end of the course students would have learnt key issues about terrorism including its essence, objectives, modus operandi and implication for global peace and security.

### **Objectives:**

The objectives of the course are to:

1. define and clarify the concept of terrorism
2. discuss the history and evolution of terrorism
3. describe the organisational structure and modus operandi of terrorist groups.
4. discuss state and state sponsored terrorism
5. analyse the implications of terrorism for national and global peace and security
6. explain the role of state and non-state actors in mitigating terrorism

### **Learning Outcomes**

1. give three (3) definitions of the concept of terrorism

2. discuss the origin and three (3) causes of terrorism
3. explain three (3) different theories of terrorism
4. discuss three (3) types of terrorist organisations
5. analyse any three (3) threats terrorism poses to global peace and security
6. mention three (3) roles of any state and non-state actors in mitigating terrorism

### **Course Contents**

Definition the concept of terrorism. Broadly clarify the concept of terrorism. Origin of terrorism. Theories of terrorism. Terrorist organisations. Stages in the evolution and transformation of terrorist groups. Local terrorist groups. Regional terrorist groups. International terrorist groups. Modus operandi of terrorist groups. Networking among terrorist groups. State terrorism. State sponsored terrorism. Terrorism threat to nationhood. Terrorism threat to international security. Comparative study of terrorist group. Effects of terrorism on national security. Impact of terrorism on global security.

### **Minimum Academic Standard:**

As contained in the CCMAS.

**University of Maiduguri (UNIMAID)**

**Faculty of Arts**

**Department of History and Strategic Studies**

**B.A. History and Diplomatic Studies**

**UNIMAID-HIS 329: Theory and Practice of Modern Diplomacy  
(2Units E: LH =30)**

### **Senate- Approved relevance**

The training of history students on the range of theories and complexities of modern diplomatic practice is in accord with the vision and mission of the University of Maiduguri of promoting scholarship and learning in the Arts, Sciences and Humanities through teaching and research. The relevance of the course is evident in the reality and necessity of

engagement by all sovereign states in diplomatic practice in the international system. Since no state is an island and no state can survive on its own, interdependence compels the study of theoretical constructs that guide the practice of diplomacy. Nations largely pursue and achieve their national interest and foreign policy goals through diplomacy. The imperative of understanding this through teaching and research cannot be over emphasized. As a sovereign independent state Nigeria is engaged in bilateral and multilateral diplomatic practice for pursuit of her foreign policy objectives, which must be taught.

### **Overview**

The course focuses on theory and practice of diplomacy and how sovereign nation states engage them. It identifies and defines various theories of diplomacy. The historical development of diplomatic practice is examined. The different types of diplomacy practiced by states are identified and studied. The role of diplomacy as a foreign policy tool is analysed. The training and role of Foreign Service officers and diplomatic representation are discussed. The functions of diplomacy and the nature of diplomatic career will equally be taught.

The course will be very useful in teaching and exposing students to the theories and practice of diplomacy. It will help students understand the value of diplomatic theories as abstract construct that give meaning to practical diplomacy. It will also equip students with the knowledge of the origins of diplomatic practice and the various forms of diplomacy. Students will learn the critical role diplomacy plays in foreign policy formulation and implementation. It is also expected that at the end of the course students would have learnt about the making of Foreign Service officers, diplomatic representation, functions of diplomacy and the nature of diplomatic career.

### **Objectives**

The objectives of the course are to:

1. identify, select and espouse the theories of diplomacy
2. discuss the evolution of diplomatic practice
3. describe the different types of diplomatic practice

4. analyse the role of diplomacy in foreign policy practice
5. explain the training of foreign service officers and diplomatic representation
6. analyse the functions of diplomacy and the nature of diplomatic career

### **Learning outcomes**

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

1. identify and explain various theories of diplomacy
2. discuss the historical background to diplomatic practice
3. mention different types of diplomacy
4. define foreign policy and explain its crucial role as a tool for diplomatic practice
5. describe training procedures for Foreign service officers
6. analyse the manner of diplomatic representation
7. describe the functions of diplomacy
8. explain the nature of diplomatic career

### **Course contents**

The course deals with the problems of definitions; theories of diplomacy; historical development of diplomatic practice; types of diplomacy; diplomacy as a foreign policy tool; the foreign service officers; diplomatic representation; functions of diplomacy and diplomatic career.

## **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 Nigerian 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 cause also dimensions the difference between the various operative and contextual theories and use and abuse of history especially for propaganda purposes.

### **HIS 405: Special Paper**

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

#### **Learning Outcomes**

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

#### **Course Contents**

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

### **HIS 406: Nation Building in Nigeria since 1945**

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

#### **Learning Outcomes**

At the end of this course, students 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 and Diplomatic Studies**

### **UNIMAID-HIS 428: Regional Cooperation and Integration in Africa**

**(2 Units; E; LH = 30)**

#### **Senate-approved Relevance**

Regional Cooperation and Integration in Africa as a course of study which is dedicated to advancing scholarship and learning in the Arts, Sciences, and Humanities through teaching and research aligns with the vision and mission of the University of Maiduguri, of promoting scholarship and learning. This course holds particular significance as Nigeria plays a leading role in promoting regional cooperation and integration across

African countries. Understanding and defining the concept of regional integration, alongside functional and neo-functional theories of integration, is crucial. Equally important is studying the historical origins, roles, achievements, and challenges of key organizations such as the OAU, ECOWAS, SADC, LCBC, AEU, AU, and NEPAD. Teaching and research in these areas are vital for fostering a comprehensive understanding of Africa's regional dynamics. The implications of regional cooperation and integration among African countries merit thorough investigation. Students must be equipped with an in-depth understanding of Nigeria's critical contributions to these efforts, ensuring they grasp the country's role in shaping the continent's collective future.

### **Overview**

The course focuses on regional cooperation and integration in Africa. It defines and clarifies the concept of regional integration, functional and neo-functional theories of integration. The historical origin and the formation of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD is explained. The organisational structure and organs of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD is examined and described. However, the roles, principles and objectives of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD are discussed. The achievements and weaknesses of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD are identified and discussed. The challenges facing OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD examined.

This course will be useful in acquainting students with the concept of regional integration, functional and neo-functional theories of integration. It will help students understand the roles, principles and objectives of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD. At the end of the course, the students are expected to learn key issues about regional cooperation and integration in Africa.

### **Objectives**

The objectives of the course are to:

1. define and clarify the concept of regional integration, functional and neo-functional theories of integration

2. explain the historical origin and the formation of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
3. describe the organisational structure and organs of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
4. Discuss their roles, principles and objectives of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
5. Discuss the achievements and weaknesses of OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
7. identify challenges facing OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD

### **Learning Outcomes**

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

1. give three (3) definitions of regional integration, functional and neo-functional theories of integration
2. explain the historical origin and the formation of at least three (3) of the following organisations OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
3. describe the organisational structure and organs of at least three (3) of the following organisations OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
4. discuss the roles, principles and objectives of at least three (3) of the following organisations OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
5. analyse any three (3) achievements and weaknesses of at least three (3) of the following organisations OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD
6. identify challenges facing at least three (3) of the following organisations OAU, ECOWAS, SADC, LCBC, EAEU, AU and NEPAD

### **Course Contents**

This course explores the role of regional integration, functional and neo-functional theories of integration, the formation of the Organisation of African Unity (OAU), ECOWAS, SADC, LCBC, EAEU and other

regional organizations, the Prospects of African Economic Union, the Imperatives of the African Union (AU) and NEPAD.

**Minimum Academic Standard:**

As contained in the CCMAS

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

**UNIMAID-HIS 429: Nigerian Foreign Policy (3 Units; E; LH=45)**

**Senate – approved Relevance**

Training of graduates who are knowledgeable in Nigerian Foreign Policy Since Independence in agreement with University of Maiduguri Vision and Mission towards providing trained manpower to develop the nation and becoming a world renowned center excellence where graduates of History are prepared with knowledge and skill and depositions they need in order to serve the North east, Nigeria and the world at large through intensive teaching and research.

**Overview**

Nigerian foreign policy since Independence examines the conceptualization and development of Nigerian foreign policy since 1960. The course has been designed to impact students of history with the basic knowledge on Nigerian foreign policy. It impacts students with fundamental knowledge on the general thrust and its salient and enduring features: foreign policy under successive regimes: problems and prospects.

**Objectives**

The objectives of the course are to:

1. define foreign policy.
2. trace the origins of Nigerian Foreign Policy.
3. examine the development of Nigerian Foreign Policy.
4. analyse the general thrust of Nigerian Foreign Policy.
5. explain the salient features of Nigerian Foreign Policy.

6. explain the strength and weaknesses of Nigerian Foreign Policy in the First Republic 1960 – 1966.
7. discuss Nigerian Foreign Policy under the Military regime 1966 - 1978.
8. appreciate Nigerian Foreign Policy during the Second Republic 1979 – 1983.
9. discuss Nigerian Foreign Policy under Murtala/Obasanjo regime.
10. discuss Nigerian Foreign Policy since the return of Democracy to Nigeria in 1999.

### **Learning Outcomes**

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

1. define the concept of foreign policy.
2. trace the origins of Nigerian Foreign Policy.
3. analyse the thrust of Nigerian Foreign Policy.
4. explain the salient features of Nigerian Foreign Policy.
5. explain the nature and extent of Nigerian Foreign Policy in the First Republic 1960 - 1966.
6. discuss the nature of Nigerian Foreign Policy under the Military 1966 - 1978.
7. examine the nature of Nigerian Foreign Policy during the Second Republic 1979 - 1983.
8. discuss the Dynamic Nature of Nigerian Foreign Policy under Murtala/Obasanjo regime.
9. discuss Nigerian Foreign Policy under Shehu Yar'Adua.
10. explain Nigerian Foreign Policy since 1999.

### **Course Contents**

Basic principles underlying Nigeria's foreign policy; Nigeria's role in Africa, her relations with the Great Powers, and her role in the UN; and the Commonwealth, ECOWAS etc. Major factors, internal and external, shaping the foreign policy of Nigeria; the role of political parties, the press, parliament, public opinion in formulation of policy, the role of the foreign service, and Federal Executive Council in the foreign policy process; presidential system and Nigerian foreign policy under the Second

Republic; the role of the Executive office of the President etc. Nigerian Foreign Policy under Military Rule. Selected key issues in Nigerian Foreign Policy.

**Minimum Academic Standards:**

As contained in the CCMAS.

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

**UNIMAID-HIS 412: International Relations from 1945 to 1991 (2 Units; E; LH=30)**

**Senate-approved Relevance**

The training of history students in the area of International Relations from 1945 to 1991 is in accord with the vision and mission of the University of Maiduguri, of promoting scholarship and learning in the Arts, Sciences and Humanities through teaching and research. The relevance of the course is evident in the rapid changes taking place globally, especially since the end of the World War in 1945 and the emergence of United Nations Organisation and new Super Powers in international politics, the onset of democratic revolutions, impact of information and communication technology on global affairs. The imperative of understanding forces and factors behind these shifts in global affairs and their transformative influences in bilateral and multilateral relations between and among states, through teaching and research cannot be overstated. The implications of these dynamic changes for Global south nations, including Nigeria, especially in the pursuit of their national interest and foreign goals deserve investigation. Students must be taught how events in the post-cold war world are affecting our lives and how governments are grappling with such issues.

## **Overview**

The course focuses on main trends in global affairs since 1945, that is, the beginning of the Cold war. It covers the 20<sup>th</sup> century, especially trends in post-cold war politics. The effects of global politics; the negative effects of resource exploitation and control on under developed economies; the crisis of international migration, postmodernism and the debt crisis bedevilling developing states will be taught.

The course will be useful in exposing students to these global issues and their impact on world politics. It will help students understand how states engage these issues as they pursue their foreign policy objectives, in an increasingly complex world. It is expected that at the end of the course students would have understood the intricacies of global politics and how states pursue their conflicting and intersecting interest.

## **Objectives**

The objectives of the course are to:

1. understand key post-war issues in International Relations;
2. identify patterns and determinants of collective security;
3. discuss arms race and balance of power;
4. explain East/West blocks and their ideological underpinnings;
5. describe the nature and extent of the Cold War and the climate of tension in the international scene;
6. examine regional organizations with their concomitant economic, political, socio-cultural, diplomatic and military nuances;
7. analyse conflict over natural resources and emergence of non-state actors;
8. discuss the nuclear war and weapons of mass destruction in the context of global securitisation;
9. explain dependency and inter-dependency, non-aligned movement and the North-South dialogue, regional military alliances, military pacts and the extent of peaceful co-existence.

## **Learning Outcomes**

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

1. mention five (5) key post-war issues in International Relations;

2. identify three (3) patterns and determinants of collective security;
3. give (3) examples of arms race and balance of power;
4. explain three (3) countries each in the East/West blocks and their ideological underpinnings;
5. give four (4) explanations on the nature and extent of the Cold War and the climate of tension in the international scene;
6. mention and examine three (3) regional organizations with their concomitant economic, political, socio-cultural, diplomatic and military nuances;
7. identify and analyse three (3) conflict over natural resources and emergence of non-state actors;
8. mention and discuss three (3) nuclear war and weapons of mass destruction in the context of global securitisation;
9. give two (2) explanations each on dependency and inter-dependency, non-aligned movement and the North-South dialogue, regional military alliances, military pacts and the extent of peaceful co-existence.

### **Course Contents**

Examination of themes, concepts, patterns and determinants, collective security, the arms race and balance of power, East/West blocs, the Cold War, the regional military alliances and pacts, peaceful coexistence. End of the Cold War. Economic issues, rivalry and regional organisations. Nuclear weapons. International peace-keeping organisations, dependence, and independence. Non-alignment. The North-South dialogue. Conflict over resources and emergence of non-state actors.

### **Minimum Academic Standard:**

As contained in the CCMAS

## **STUDENTS' ACADEMIC STATUS**

### **Conditions for Proceeding, Probation and Withdrawal**

Conditions for proceeding to next level, probation and withdrawal of students from the university are stated below:

**Proceeding**

A student whose CGPA is at least 1.00 may be allowed to proceed to the next level, provided he does not carry over more than six courses including General Studies but excluding Industrial Training courses.

Students are allowed to repeat the failed course(s) at the next available opportunity provided that the total number of units carried during that semester does not exceed 40 including General Studies courses.

**Probation**

A student whose CGPA is below 1.00 or has failed more than six courses at the end of a particular academic session is allowed to repeat the session on probation, registering only the failed courses. The period for the probation is only one academic session.

**Withdrawal**

A student whose CGPA is below 1.00 or has failed more than six courses at the end of a particular period of probation must withdraw from the Department. However, the student may apply for a transfer to another programme outside the Department. Also, students who failed to register for a session are regarded as having voluntarily withdrawn from the University.

**Class Attendance**

A student of the Department is expected to be regular and punctual in class attendance. Any absence from class on the part of the student should be made known to a course lecturer in advance or when not possible, such absence must be explained immediately on return. Note that more than 30% absence from classes of a course may disqualify a student from taking the examination for that course.

**Absence from the University**

A student shall not travel out during an academic session without permission. A student must always fill an Exit Form before travelling out of the University. Exit forms are available in the Students' Affairs Office and must be filled in triplicate. Such forms must be recommended by the Hall Officer and approved by the Head of

Department. It shall be the responsibility of the student to return all duly completed and approved forms to the Hall Officer and the Head of Department.

## **ACADEMIC REGULATIONS**

These are key rules and regulations which must be noted by students with regards to examinations in the University:

- Examinations on any course are normally held within the last two or three weeks of each semester. All students who are required to pass any prescribed and examinable course must sit for the examination in each of such course.
- Students must present themselves at university examinations for courses which they have registered. Students who fail to do so shall be deemed to have failed that examination. A claim of having not understood or seen the timetable, accident, illness, forgetfulness etc. shall not be accepted as a satisfactory explanation for absence. Report all clashes as soon as the Provisional Examination Timetable is released.
- In order to be allowed to sit for any examination, a student must have been registered for the course and must have attended at least 70% of the course lecture.
- All students for a particular examination must be within the vicinity of the examination hall at least 30 minutes before the commencement of the examination.
- A candidate who arrives late for an examination will not be given any extra time.
- A student shall bring his/her identity card to each examination and display it conspicuously on his or her desk. No candidate shall be allowed to enter an examination room without first producing his/her identity card.
- A students' shoes, tissue papers, purses, dresses and pockets shall be searched.

- Carrying of mobile phones or GSM handsets of all kinds into examination venues is strongly prohibited.
- Each student must complete an attendance form (in triplicate) bearing his/her identity number, script number and signature which shall be collected by the invigilator of each examination.
- Once a candidate has written his/her identity number on the answer script/booklet, the number so written should not be tampered with, for example, in the form of cancellation or re-writing.
- Until the time when candidates are allowed to leave the examination room, no copy of any question papers shall be removed from the examination room without the consent of the Chief Invigilator.
- In case a candidate has to leave the examination room temporarily he/she shall be accompanied by an invigilator.
- No candidate shall be allowed to enter an examination room 30 minutes after the beginning of an examination or leave an examination room earlier than 30 minutes after the commencement of an examination. Any candidate who seeks entry into the examination room after the first 30 minutes may be allowed to do so by the Chief Invigilator but such cases shall be reported in writing to the Examination Committee through the Faculty Examination coordinator.
- No candidate shall take into an examination room or have in his/her possession during an examination any book or paper, printed or written documents, whether relevant to the examination or not, unless specifically authorised to do so. An Invigilator has the authority to confiscate any such documents or items.
- A candidate shall not directly or indirectly or in any way whatsoever:
  - give assistance to any other candidate or accept any assistance from any other candidate during the examination.
  - A candidate shall not remove from an examination room any paper used or unused, except the question paper and such books or

papers, if any, as he/she was authorised by the Invigilator to take into the examination room. The invigilator will indicate occasions when question papers may not be taken out of the examination room.

- A candidate shall not be allowed during an examination to communicate by words or otherwise with any other candidate, nor shall he/she leave his/her place except with the consent of an invigilator. Should a candidate act in such a way as to disturb or inconvenience other candidates, he/she shall be warned and if he/she persists he/she may at the discretion of the chief invigilator be excluded from the examination room.
- A candidate shall comply with all instructions to candidates set out on an examination answer book or other examination materials supplied, and shall comply with directions given by an invigilator.
- A candidate shall not write on any paper other than the examination answer book. All rough work must be done in the answer books and crossed out neatly.
- Supplementary answer books, even if they contain only rough work, must be tied inside the main answer book and handed in.
- When leaving the examination room, a candidate shall not leave his/her written work on the desk but he/she shall hand it over to an invigilator. Candidates are responsible for the proper return of their written work.
- Smoking, chewing and eating shall not be permitted in examination rooms during examination sessions. Candidates may be allowed to drink from their own bottles of water which they were allowed to bring into the examination room.
- The names of all those found guilty of examination malpractice and the punishment meted out will be published on notice boards.

### **Examination Related Misconduct**

The University takes a serious view of examination related misconduct (malpractice) and will penalize severely students who are found guilty of

offenses associated with academic dishonesty and misrepresentation of personal performance. Malpractice is deemed to be those actions and practices which threaten the integrity of the examination, and/or damage the authority of those responsible for conducting them. The Senate of the University has adopted procedures and regulations for dealing with such offenses, and these will be strictly enforced. The following are examples of malpractice by students.

- Introduction of unauthorised material into the examination room, for example: lecture notes, textbooks or study guides, personal organizers, dictionaries, personal stereos, mobile phones or other similar electronic devices;
- Obtaining, receiving, exchanging or passing on information which could be examination-related (or the attempt to) by means of talking, written paper/notes or telephone.
- Attempting to solicit information about the examination from candidates from an earlier time slot.
- Copying from another candidate (giraffing).
- Disruptive behaviour in the examination room (including the use of offensive language).
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations.
- Failing to abide by the instructions or advice of an invigilator, in relation to the examination rules and regulations.
- Impersonation: pretending to be someone else, arranging for a third party to take the candidate's place in an examination.
- The inclusion of inappropriate, offensive or obscene material in answer booklets.
- Bribing or attempting to bribe an examination official.
- Behaving in such a way as to undermine the integrity of the examination.
- Communication with anyone other than an invigilator during an examination or the obtaining of any un-authorized assistance during an examination.

- Tearing or mutilating an examination booklet, inserting pages into a booklet or taking a booklet from the examination room.
- Plagiarism - the presentation of the work of another person as one's own or without proper acknowledgement.
- The contribution by one student to another student of work with the knowledge that the latter may submit the work in part or in whole as his or her own.
- Obtaining by theft or any other means of the questions or answers of an examination or of any other University-related resource that one is not authorised to possess.
- Tearing or mutilating an examination booklet, inserting pages into a booklet or taking a booklet from the examination room.

The falsification of a fact or research data in a work including a reference to a source, which has been fabricated. Falsification shall not include those factors intrinsic to the process of academic research such as honest error, conflicting data or differences in interpretation or judgment of data or of experimental design.

## **EXAMINATION RELATED MISCONDUCT AND PENALTIES**

Sequel to the recent increase in examination related cases, involving the use of inappropriate strategies by students, and the desire by the University to eliminate all forms of examination related misconduct, the University Senate, at its 253<sup>rd</sup> meeting held on 26th August 2010, reviewed the offences and penalties for examination related misconduct. Details of the reviewed offences and penalties as endorsed by Senate are presented below. Students are advised to study them carefully with a view to avoiding the offences.

OFFENCE	PENALTY
1. Possession of examination booklet or loose sheets outside the examination hall.	<b><i>CATEGORISED AS LEVEL 1 OFFENCE</i></b> Affected student(s) shall be suspended for consecutive Semesters, starting from the semester in which the offence is committed. Similarly, all courses registered for by such student(s) in that semester shall be cancelled.
2a. Mere possession of relevant examination material in the examination hall.	<b><i>CATEGORISED AS LEVEL 2 OFFENCE</i></b> <b>Suspension for four (4)</b> consecutive semesters only, starting from the semester in which the offence was committed. All courses registered in that semester are cancelled.
b. Attempting to assist or receiving either verbally or in writing from another candidate during examination.	
c. Possession and admittance of usage of relevant material in the examination hall.	
3a. Possession of relevant material in	
the examination hall and attempting to destroy evidence after apprehension, or to resist apprehension (including running away).	<b><i>CATEGORISED AS LEVEL 3 OFFENCE: EXPULSION</i></b>
b. Possession of prepared part of examination answer booklet (or loose sheets)	

<p>c. Acting as courier or assisting in preparing examination booklet outside the examination hall.</p>	
<p>d. Impersonation: including established case of intentional alteration of an ID. Number and its replacement with the ID. Number of the actual candidate sitting for the examination in candidate for the examination in question.</p>	
<p>e. Swapping of examination booklets during examinations.</p>	
<p>4. Mere possession of unauthorised electronic devices that can compromise integrity of examinations, including but not limited to mobile phones, MP3 players, programmable calculators, palm tops etc.</p>	<p><b><i>CATEGORISED AS LEVEL 2 OFFENCE</i></b>  <b>Suspension for four (4)</b> consecutive semesters only, starting from the semester in which the offence was committed. All courses registered in that semester are cancelled.</p>
<p>5. Established case of use of unauthorised devices of the kind mentioned in (10) above.</p>	<p><b><i>CATEGORISED AS LEVEL 3 OFFENCE: EXPULSION</i></b></p>
<p>6. Physical and/or verbal intimidation/assault of University staff during examinations or in the context examination matters.</p>	<p><b><i>CATEGORISED AS LEVEL 3 OFFENCE: EXPULSION</i></b></p>
<p>7. Failure to appear before the Committee on Examinations Related Misconduct when invited.</p>	<p><b>INDEFINITE SUSPENSION</b></p>

8. Repeating any offence under LEVEL 1 OR 2	<b>CATEGORISED AS LEVEL 3 OFFENCE : EXPULSION</b>
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## LECTURE / EXAMINATION VENUES

S/No.	Venue	Location
1.	FAA 117	Department of History & Strategic Studies
2.	FAA 118	Department of History & Strategic Studies
3.	FAA 119	Department of History & Strategic Studies
4.	MPH 3	Complex
5.	LT 6/1	Acada
6.	LT 6/2	Acada
7.	CBN Hall	Acada
8.	CDL Hall	Acada
9.	MLH	Complex
10.	ETF 2009	Complex

## DEPARTMENTAL JOURNAL

The Department of History and Strategic Studies publishes an academic journal named *Maiduguri Journal of History and Strategic Studies* (MJHSS). The Journal accepts articles in historical studies.

## LIBRARIES

### Ramat Library

Ramat Library is the main library of the University. It is located between the faculties of Engineering and Science. It has four branches, namely:

- (i) Harold Scarborough Medical Library located in the George Edington Building of the College of Medical Sciences at the Teaching Hospital site
- (ii) Aminu Kano Law Library located in the Hamidu Alkali Court in the core academic area of the University

- (iii) Agro-Vet. Library located in the Faculty of Agriculture Complex (iv) Arabic and Islamic Studies Library - It houses vital resources in Arabic and Islamic Studies in English and Arabic languages. It is located in Block 2, old Academic Area.
- (iv) Arabic and Islamic Studies Library situated at Acada, behind the ICT building.

Students of the Department will find most of their books, journals and other reference materials in the Ramat Library. The use of the library is normally permitted to bona fide students of the University who have registered with the library. The only formality required is the completion of a Reader's Registration Form duly endorsed by the Head of Department and the submission of a passport-size photograph. On registration, each undergraduate student is issued with three tickets and allowed to borrow up to three books at a time for a period of two weeks. The students are advised to strictly adhere to all rules and regulations of the library.

**Opening Hours:** Monday to Saturday - 8.00 am to 10.00 pm (closed during public holidays)

#### **Faculty of Arts Library**

This library is located within the office premises of the new Faculty of Arts building adjacent to the Faculty of Education. It holds books, journals and references in different disciplines including History It also has access to the E-library of the Ramat Library. It is open for students and staff during working hours:

**Opening Hours:** Monday to Friday - 8.30 am to 4:00 pm. (closed during public holidays)

#### **Department of History and Strategic Studies Library**

The Departmental library is located at the ground floor of the Department around the MPH buildings. It is open for students and staff during working hours. It has books, reference materials and journals in History as well as in related areas.

**Opening hours:** 8:30 am – 4:00 pm Monday to Friday (closed during public holidays)

Students of the Department also have access to the **Library of the Centre for Research and Documentation in Trans-Saharan Studies** located around BoT Female Hostel.

**Opening hours:** 8:30 am – 4:00 pm Monday to Friday (closed during public holidays)

## **UNIVERSITY BOOKSHOP**

The University Bookshop is located along the Musa Usman Boulevard, between the Physical Planning Unit and Aisha Hall. It sells stationery, textbooks for various courses and other items.

## **DISCIPLINE OF STUDENTS**

The following articles are excerpts from the University of Maiduguri Decree of 1979.

(1) Subject to the provisions of this section, where it appears to the Vice-Chancellor that any student of the University has been guilty of misconduct, the Vice-Chancellor may, without prejudice to any other disciplinary powers conferred on him by statute or regulations, direct

i. That the student shall not, during such period as may be specified in the direction, participate in such activities of the University, or make use of such facilities of the University, as may be so specified; or ii. That the activities of the student shall, during such period as may be specified in the direction, be restricted in such manner as may be so specified; or iii. That the student be rusticated for such period as may be specified in the direction; or iv. That the student be expelled from the University.

(2) Where a direction is given under subsection (1) (c) and (d) above in respect of any student, the student may, within the prescribed period and in the prescribed manner, appeal from the direction to the council; and where such an appeal is brought, the council shall, after causing such inquiry to be made in the matter as the council considers just, either confirm or set aside the direction or modify it in such manner as the council thinks fit.

(3) The fact that an appeal from a direction is brought in pursuance of the lost foregoing subsection shall not affect the question of the direction while the appeal is pending.

(4) The Vice-Chancellor may delegate his powers under this section to a disciplinary board consisting of such members of the University as he may nominate.

(5) Nothing in this section shall be construed as preventing the restriction or termination of a student's activities at the University otherwise than on the ground of misconduct.

(6) It is hereby declared that a direction under subsection (1) (a) above may be combined with a direction under subsection (1) (b).

## **THE UNIVERSITY DRESS CODE**

The University of Maiduguri has regulations regarding decent dressing for its staff and students and has in place a Dress Code which all members of the University community must adhere to. For the purposes of this rule, a *decent dress* is generally considered as opaque (not transparent), loose (not tight) and covers from the neck down below the knee and shall have sleeves. Students that are not decently dressed shall not be allowed into classrooms, lecture theatres, laboratories, libraries and offices of the University. Repeated offenders shall be disciplined for misconduct.

An approved dressing means:

1. One made from opaque material – one cannot see through it.
2. It is loose (not tight).
3. Shall extend from the neck to the knee or below the knee.
4. It can be short sleeved or long sleeved but with shoulder strap which must be at least 5 cm.
5. Clothing should cover and conceal body parts including stomach, back, shoulders, chest, legs, to the knee or longer.
6. Shorts and trousers should be worn at natural waistline.

### **The following types of dresses violate the Dress Code:**

1. Transparent dresses that show the body or inner wears

below it

2. Dresses that expose the stomach, the bottom or any other part that is indecent to expose
3. Dresses or skirts with cuts extending above the knee exposing thighs
4. Sleeveless dresses (especially “spaghetti” hands) that expose brassieres and parts of the bosom
5. Very tight dresses that expose everybody contour
6. Unbuttoned shirts that reveal chests or other parts
7. Clothes that illustrate, enhance or depict drugs, alcohol or have offensive and violent messages
8. Shorts and skimpy dresses e.g. body-hugs and dresses exposing sensitive parts
9. Tight shorts and skirts that are above the knees (except for sporting purposes)
10. Tattered jeans with holes
11. Transparent or see-through dresses
12. Tight fitting dresses, e.g. jeans, skirts etc. that reveal the contour of the body
13. Under-clothing, such as singlet
14. Long and tight skirts which are opened in front or at the Side which reveal sensitive parts as the wearer moves
16. Wearing of T- shirts with obscene
17. Shirts without buttons or not properly buttoned, leaving the wearer bare-chested
18. Wearing of earrings by male students
19. Plaiting or weaving of hair by male students
20. Wearing of coloured eye glasses, not on medical grounds in the classrooms

### **Consequences of Violation of the Dress Code**

1. Violators shall not be allowed into classrooms, lecture theatres, laboratories and offices of the University.

2. Violators shall also be turned away from examination halls.
3. Repeated offenders shall be disciplined for misconduct.

