**BAYERO UNIVERSITY KANO**

**SOCIAL SCIENCES**

**POLITICAL SCIENCE**

**BSC INTERNATIONAL RELATIONS**

**PROPOSED 30% ADDITION TO THE CCMAS COURSE STRUCTURE/SUMMARY**

**100 Level**

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| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK/IRS/106 | Islamic Political Institutions | 3 | C | 45 |  |
| BUK/IRS/107 | Theories of State and Society | 3 | C | 45 |  |
| BUK/IRS/108 | Basic Concept in International Relations | 2 | C | 30 |  |
|  | **Total: 70% CCMAS Provided** | **14** |  |  |  |
|  | **Total: 30% Institutional Addition** | **08** |  |  |  |
|  | **Total: Other Department Requirements** | **08** |  |  |  |
|  | **Grand Total:** | **30** |  |  |  |

**\*Note:** Students are required to register **8 Core Credits Courses** with two other Departments within the faculty in their 100 Level in order to balance their minimum credits requirement of 30 core credits.

**200 Level**

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| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK/IRS/208 | Pre-Colonial African Inter-State Relations | 2 | E | 30 |  |
| BUK/IRS/209 | Introduction to Globalization | 2 | C | 30 |  |
| BUK/IRS/210 | External Relations of the Sokoto Caliphate in the 19th Century | 2 | E | 30 |  |
| BUK/IRS/211 | Introduction to International Relations | 2 | C | 30 |  |
|  | **Total: 70% CCMAS Provided** | **19** |  |  |  |
|  | **Total: 30% Institutional Addition** | **04** |  |  |  |
|  | **Total: Other Department Requirements** | **07** |  |  |  |
|  | **Grand Total:** | **30** |  |  |  |

**\*Note:** Students are required to register **BUK- PAD 2205:** **Theories and Practice of Public Administration in Nigeria** (from Department of Public Administration) **and** **5 Core Credits Courses** in another Department within the faculty in their 200 Level in order to balance their minimum credits requirement of 30 core credits.

**300 Level**

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| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK/IRS/313 | African Conflict & Conflict Resolution | 2 | E | 30 |  |
| BUK/IRS/314 | Arms Production, Control and Disarmament | 2 | E | 30 |  |
| BUK/IRS/315 | War and Peace in Islam | 2 | E | 30 |  |
|  | **Total: 70% CCMAS Provided** | **28** |  |  |  |
|  | **Total: 30% Institutional Addition** | **00** |  |  |  |
|  | **Total: Other Department Requirements** | **02** |  |  |  |
|  | **Grand Total:** | **30** |  |  |  |

\* **NOTE:** Students are required to register **2 Core Credits Course** either in **Arabic I or French I** (as a foreign language course, which is a core requirement in 300 Level.

**400 Level**

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| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK/IRS/408 | Nigerian Defence Policy | 2 | C | 30 |  |
| BUK/IRS/410 | International Integration & Globalization | 2 | E | 30 |  |
| BUK/IRS/411 | Defence and Strategic Studies | 2 | C | 30 |  |
| BUK/IRS/412 | Middle East in World Politics | 2 | C | 30 |  |
| BUK/IRS/413 | Peacekeeping & International Politics | 2 | C | 30 |  |
| BUK/IRS/414 | Mega Trends in Contemporary Int. Relations | 2 | E | 30 |  |
|  | **Total: 70% CCMAS Provided** | **20** |  |  |  |
|  | **Total: 30% Institutional Addition** | **08** |  |  |  |
|  | **Total: Other Department Requirements** | **02** |  |  |  |
|  | **Grand Total:** | **30** |  |  |  |

\* **NOTE:** Students are required to register **2 Core Credits Course** either in **Arabic II or French II** (as a foreign language course, which is a core requirement for 300 Level.

**100 LEVEL INTERNATIONAL RELATIONS**

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 106: Islamic Political Institutions (3 Units; Core; LH = 45) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate with versatile knowledge on a different form of state and institutions, who will be committed to addressing African challenges through cross fertilisation of highly quality political education. |
| 7 | Overview | Many students do not have knowledge on Islamic Political Institutions/State, which also has significant role to play in resolving contemporary challenges, be it political, economic or social, facing societies, especially the developing societies. This is particularly so with the developing countries having tested various Western forms of government such as Liberal Democracy, Socialist Democracy etc., Many of the developing countries in Africa, Latin America and Asia are still battling with some of these challenges. The course will therefore expose students to the relevance of Islamic Political State/Institutions. Provide them with the knowledge of functions and principles of Islamic State/ Institutions. |
| 8 | Objectives | The objectives of the course are to:   1. Illustrate the significance of ideal form of state/government within the context of Islamic principles; 2. Highlight the principles of Islamic State; 3. List some Islamic Political Institutions; 4. Distinguish between Political Institutions in Islamic and Western Liberal states; 5. Outline the characteristics of Islamic State; 6. Identify the significance of Islamic Institutions; 7. Outline the functions of Islamic Institutions; |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Describe the evolution of the Islamic state and its principles; 2. Demonstrate the evolution of Islamic Political Institutions; 3. Mention some principles and characteristics of Islamic Political Institutions; 4. Compare Political Institutions in the Islamic State with Western Liberal States; 5. Discuss how Islamic Political Institutions provide solutions to contemporary problems. |
| 10 | Course content | This is designed to introduce students to the principles of political institutions of the Islamic/Muslim polity; the social and constitutional structure of the Islamic state; evolution of the caliphate administrative and judicial institutions in an Islamic/Muslim State. Such institutions as the Khilafah, Wizara, Shura, Qadha, Mazalim, Baitul-Mal and the sources of revenue e.g. Zakkah, Jizya, Kharaj, Usur, Ushur, Fay, Ghanimah etc. Provides the functions of Islamic Institutions. Compare between Islamic Institutions and some Institutions in the Western Liberal forms of government. The failure of Western Liberal forms of government, e.g. democracy to bring sanity in the society and to promote the lives of the people. |
| 11 | Minimum Academic Standard (MAS) | Visit to various Islamic Institutions in the state such as Zakka Commission, Hisba Board as addition to what is contained in the NUC-MAS |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 107: Theories of State and Society (3 Units; Core; 45) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce better informed students with the knowledge of responsibilities of state to citizens and obligations of citizens to the state. Through this responsible citizen will be produced who will be obliged in the development of the nation. |
| 7 | Overview | The knowledge of state, the rights and obligations of the citizens would enhance the process of building a strong and united country where there is freedom. |
| 8 | Objectives | The objectives of the course are to:   1. Define the concept of state; 2. Differentiate between nation, nation-state and state and their relationship; 3. Demonstrate the ability to explain how state emerge using various theories; 4. Illustrate the philosophy and significance for the creation of state; 5. List the characteristic of state; 6. Differentiate between forms of states; 7. Explain the concepts associated with state such as Theocracy, Democracy, Socialism, Capitalism, etc; 8. Explain the responsibilities of state on the citizens; 9. Discuss the responsibilities/obligations of citizens to state. |
| 9 | Learning outcomes | At the end of the course, students should be able to:   1. Explain the nature and characteristics of state; 2. Identify the limitations of sovereignty as a characteristic of the state; 3. Demonstrate familiarity with the theories of the origin of the state; 4. Differentiate between the concepts of community, society, nation, state, and nation-state and their inter connectedness; 5. Explain the principles of Islamic state; 6. Trace the evolution of the Madinan state as the ideal Islamic State. 7. Understand the position of Shari’ah on Non-Muslims. |
| 10 | Course content | The various theories of state. The nature, origin and evolution of the state. The relationship between the state, nation, nation-state, community and society. The role of the state. The responsibilities and obligations of state toward the citizens. The political basis of freedom, loyalty and patriotism. The Islamic state and its principles. The evolution of the Madinan state. The relationship between the Islamic state and certain concepts like Theocracy, Democracy, Capitalism and Socialism. Shari’ah and certain misunderstood issues like the position of non-Muslims, women in politics etc. |
| 11 | Minimum Academic Standard (MAS) | Visit to various institutions of state such as State House of Assembly as addition to what is contained in the NUC-MAS |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 108: Basic Concept of International Relations (2 Unit, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce well educated future Diplomats that can manage Nigeria's external relations for the purpose of promoting National interests. |
| 7 | Overview | This is a foundation course for undergraduate students of international relations aimed at introducing the course of International Relations to the students. |
| 8 | Objectives | The objectives of the course include the following:   1. Define the concept international relations 2. Identify the reasons nations interact; 3. Examine the relevance of foreign policy; 4. Distinguish between international politics and international relations; 5. Identify the types of actors in international relations; 6. List some of the advantages of studying international relations; |
| 9 | Learning Outcomes | At the end of this course, student should be able to:   1. Understand basic concepts in international relations. 2. Appreciate the subject matter of international relations 3. Explain concepts such international actors, international system, state, diplomacy, propaganda etc; 4. Discuss the origin of international relations; 5. Identify some of the treaties signed; 6. Discuss the relevance of foreign policy. |
| 10 | Course content | The course is designed to introduce the students to the basic concepts, and terminologies in international relations such as: actors, state, nation-state, power, national interest, international system, diplomacy etc. It also concerned with the origin, meaning and concepts of International Relations, classical and contemporary issues in international relations is the focus of this course with emphasis on treaties and diplomacy, Foreign policy and levels of international interactions among modern nations. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |

**200 LEVEL INTERNATIONAL RELATIONS**

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 208: Pre-colonial African Interstate Relations (2 Units; Core; LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who are vast in the history of socio-economic setting of their environment that is acquired through research and gear such knowledge towards enhancing the political, social and economic spheres of human life. |
| 7 | Overview | The course discusses on the inter-states relations in Africa since before independent. It dealt with the issue of trade and economic relations and how this encourage peaceful co-existence among African nations. |
| 8 | Objectives | The objectives of the course are to:   1. Discuss the earlier relations among African nations and how this encourage peaceful co-existence among them; 2. Examine the different ways that encourage relations between African nations; 3. Analysis the kind of relations that exist before the coming of colonialism; 4. Discuss the role colonialists played in destroying the relations among African countries; 5. Examine the impact of colonialism on African economic relations. |
| 9 | Learning Outcomes | At the end of this course, students should be able to:   1. Discuss the legacies of the incipient forms of inter-state relations among African societies; 2. Explain the nature of trade relations among African states; 3. Discuss the changes and continuity in the diplomatic relations that exist among African states; 4. Identify strategies/ways to reinvigorate inter-state relations in Africa; 5. Evaluate the methods used by colonialists in destroying the interstate relations in Africa. |
| 10 | Course content | Inter-state relations is part of the feature of precolonial African societies. Merchants from empires, dynasties, kingdoms and Chiefdoms moved far and near and from both horizontal and vertical distances for many generations before the colonial invasion of the continent. Very little is known about such trade voyages today but the bottom line is that they shaped not only the commercial interests of the states involved but also their political, diplomatic and inter-groups relations. This course provides a clear understanding of the nature of African inter-state relations and its contributions to the development of modern diplomatic relations among states in the continent. The course will further examine the nature of inter-state relations before colonial invasion and the eventual subjugation of African states. It will discuss the trajectories of relations among empires and states and peoples of Africa. Central to the focus of the course is the origin and development of such inert-state relations and what marred the process or reduces it in contemporary African inter-state relations. |
| 11 | Minimum Academic Standard (MAS) | Visit to archives and museum in addition to what is contained in the CCMAS. |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 209: Introduction to Globalization (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who have vast knowledge on economic relations among nations. The students will be committed to provide solutions to African economic challenges caused by the exploitation of her resources by the West. |
| 7 | Overview | The course is an attempt to expose student to literature on globalisation the genesis of integration of Third World countries into global capitalist system. The course deals with the impacts of globalisation on developing societies. |
| 8 | Objectives | The objectives of the course are to:   1. Define the globalization as a concept and theory; 2. Assess the impacts of globalisation on the developing economy; 3. Discuss different types of globalisation; 4. Discuss the economic interests of global capitalists; 5. Discuss the reasons for the transformation of Africa into global capitalist system; 6. Identify the institutions and agents of capitalist system and their roles in capitalist development such as the IMF, World Bank. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Explain globalisation from political, cultural and economic stand-point; 2. Comprehend globalisation from historical and as a process of incorporation of Third World countries into World Capitalist system; 3. Identify the relationship between globalisation and modernisation; 4. Understand the issues related to liberalisation and its impact on the national policies; 5. Relate globalisation with the issues of politics, class of local identities and of civilisation. |
| 10 | Course content | Explosion of literature on what is globalisation obscures understanding of the concept and genesis of history and process of integration of Third World countries into global capitalist system. The objective of this course is to expose student’s rudimentary aspects of globalisation. Specifically, what is it, how do we see it and what is its impact on developing societies. The course may treat they the following issues, globalisation: conceptual and theoretical; globalisation: political, cultural and economic aspect; globalisation, then and now (i.e. the process/history of incorporation of Third World countries into World Capitalist system; globalisation and modernisation; liberalisation of national policies; globalisation politics: class of local identities and of civilisation; impact on the economies of developing countries. |
| 11 | Minimum Academic Standard (MAS) | The formation of various associations dealing with global issues such as trade relations etc., should be encouraged among students. |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 210: External Relations and Sokoto Caliphate (2 Unit, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who will be well educated in the historical events and happenings. The knowledge acquired can be then use in analysing contemporary issues in international relations which will benefit the country. |
| 7 | Overview | This course seeks to provide students with an understanding of external relations of the Sokoto Caliphate in the 19th Century. It is aimed to analyse the past events and happenings and be equipped adequately for the future happenings that are related to international relations. |
| 8 | Objectives | The objectives of the course are to:   1. Demonstrate knowledge and understanding of how Sokoto caliphate was established; 2. Explain the expansion of the Sokoto caliphate to Hausa land and down to the southern part; 3. Discuss the lessons learn from the life history of Usman Dan Fodio; 4. State the reasons that led to Usman Dan Fodio’s Jihad; 5. Identify the consequences Usman Dan Fodio’s Jihad; 6. Discuss the relations of Sokoto Caliphate with external world. |
| 9 | Learning Outcomes | Upon successful completion of the course, the student should be able to:   1. Understand the structure of Sokoto caliphate; 2. Explain the operation of the Sokoto caliphate; 3. Discuss the life history of Usman Dan Fodio; 4. State the events that led to Usman Dan Fodio’s Jihad and its consequences; 5. To analyse the relations of Sokoto Caliphate with external world. |
| 10 | Course Content | The course traces the origin on Hausa States, the practice of Islam by the people and beginning of Sokoto Caliphate. The life of Usman Dan Fodio from early period to the time he became a teacher and a preacher will be analysed. It will discuss the Jihad of Usman Dan Fodio and its effects including the establishment, expansion and consolidation of Sokoto Caliphate. The topics cover the period when Europeans came into contact with the Sokoto Caliphate in the 19th. By the middle of the 19th century, the presence of the Europeans had started to gain momentum and thus threats Sokoto Caliphate established by the Jihad of Uthman Dan Fodio in 1804. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |

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| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 211: Introduction to International Relations (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who is well educated in events and happenings around the world for the purpose of managing and promoting National interests in future. |
| 7 | Overview | This course seeks to provide students with an understanding of external relations of the Sokoto Caliphate in the 19th Century. |
| 8 | Objectives | The objectives of the course are to:   1. Identify and discuss some of the theories in international relations; 2. Identify instruments for achieving national interests; 3. Discuss some strategies used in control of disputes; 4. Identify the role of state and no-state actors at international level; 5. Distinguish between actors and non-actors of international relations; |
| 9 | Learning Outcomes | At the end of the course, students are able to:   1. Identify the main concepts and issues in International Relations; 2. Explain the process of interaction in the international system; 3. Explain the actions of states and non-state actors; 4. Elaborate the process of interaction in the international system; 5. Identify theories of international relations. |
| 10 | Course content | This is a basic course on the discipline of International Relations where students are exposed to the principals and concepts of International Relations. International Relations is a process whereby states and non-state actors interact mainly to achieve certain aims and in which conflict and cooperation are two major characteristics. It also deals with the scope of international relations; the major patterns and trends in world politics; relations among nations; the instruments for promoting national and super-national interest; determination of national interests; control of international disputes, theories of international relations. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS, in addition, to visit to the Ministry of external Affairs |

**300 LEVEL** **INTERNATIONAL RELATIONS**

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 313: African Conflict & Conflict Resolution (2 Unit, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who knowledge of conflicts and conflicts resolutions can be used in resolving the various forms of conflict in Africa. It is important to note that when there is no peace hardly development. |
| 7 | Overview | The course is all about conflict and the process of mitigating conflict in the societies. This course is very relevance and it can serve as the remedy for various kind of conflicts in Africa. It examines of the causes, dynamics and effects of African Conflicts, mechanisms for the resolution of such conflicts and the international dimension/forces of the conflicts. |
| 8 | Objectives | The objectives of the course are to:   1. Examine the sources for conflict in Africa; 2. Explore various traditional methods of conflict resolution in African societies; 3. Identify the relevance of traditional institutions such as religious leaders, title holders, family, age groups, council of elders, community leaders in conflict resolution; 4. Discuss the significance of peace and harmonious coexistence in the development of Africa; 5. Discuss the challenges face by African people, especially women and children in conflict situation. |
| 9 | Learning Outcomes | At the end of the course, the students should be able to:   1. Examine the nature, causes and sources of conflict in Africa; 2. Explore various traditional methods of conflict resolution adopted in conflict resolution in various African societies; 3. Identify various traditional institutions such as religious leaders, title holders, family, age groups, council of elders, community leaders, secret cults and masquerades among others that play role in conflict resolution in African societies; 4. Evaluate the role of African cultures in promoting peace and harmonious coexistence among diverse groups in Africa. 5. Identify ways for the promotion of peace in Africa. |
| 10 | Course content | This covers explanations on the causes, nature and sources of conflict in African societies, the nature of African methods of conflict resolution, the role of traditional institutions such as religious leaders, title holders, family, age groups, council of elders, community leaders, secret cults and masquerades among others that play role in conflict resolution in African societies; the African culture of peace and harmonious coexistence through inter-ethnic marriage, diplomatic relations, trade relations, annual festivals, gift exchanges as a means fostering peace and harmonious coexistence among various divers groups and culture s in African societies. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |

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| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 314: Arms Production, Control & Disarmament (2 Units, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who knowledge will assist in the reduction of arms race in the world, which will serve as the catalyst for the promotion of peace at international level. |
| 7 | Overview | The course discusses the politics of arms production and control. It also deals with the United Nations Policy on Arms Control and Disarmament in historical and contemporary societies. The course is also concerned with causes and impact of arms proliferation in developing societies. |
| 8 | Objectives | The course objectives are to:   1. Identify different types of arms such as small arms and light weapons (SALW), weapons of mass destructions (WMD), biological and chemical weapons, nuclear armaments; 2. Highlight the consequences of arms proliferation on global security; 3. Discuss various treaties signed by leading arms production countries in the world; 4. Appreciate the efforts of UN and other agencies in controlling arms production; and 5. Discuss the reasons for arms race in the world. |
| 9 | Learning Outcomes | At the end of the course, the students should be able to:   1. Identify different types of arms such as small arms and light weapons (SALW), weapons of mass destructions (WMD), biological and chemical weapons, nuclear armaments; 2. Discuss the trend of international arms production and trade; 3. Identify the role of major arms producers and importers in international arms trade; 4. Analyse the impacts of arms proliferation on human and global security; 5. Trace the history of arms, control and disarmaments; and 6. Appraise various international conventions and treaties on arms control and disarmaments. |
| 10 | Course content | This course introduces types of arms Small Arms and Light Weapons, Weapons of Mass Destruction- Nuclear Armaments, Conventional Military Arms, Chemical and Biological Arms, the trend and nature of international arms production and transfers, the role of major arms producing company especially the five permanent members of the United Nations Security Council, the impacts of arms proliferations on global and human security, the history of arms control and disarmament, various international conventions and treaties on arms control and disarmaments, the issues of nuclear arms control. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 315: War and Peace in Islam (2 Units, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce a graduate with the knowledge of war in Islam who knowledge will be used in explaining the position of Islam with regards to war and peace, and how this can be used in bringing understanding among different religion in the world. |
| 7 | Overview | This course introducesto the explanation on the position of Islam on war and peace in Islam. This is to clear the misconceptions about Islam, particularly with regards to the recent events in the world. The course provides the meaning, nature and discusses some of the rules and regulations guiding the conduct of war in Islam. |
| 8 | Objectives | The objectives of the course are to:   1. Discuss the position of Islam on war; 2. Provide some of the conditions and rules governing the conduct of ware in Islam; 3. Discuss the nature of war in Islamic; 4. Highlight the significance of peace and diplomacy in Islam; and 5. Explain the position of Islam on Terrorism/Insurgency with reference to Islamic rule of engagement during war.; 6. Discuss theories of war in Islam. |
| 9 | Learning Outcomes | At the end of the course, the students should be able to:   1. Explain the meaning and nature of war and peace in Islam; 2. Evaluate conditions and rule governing the conduct of ware in Islam; 3. Make comparative analysis between the Islamic war (Jihad) and the secular laws on war (just war theories); 4. Highlight the process of peace and diplomacy in Islam with reference to Treaty of Hudaibiyyah; and 5. Appraise the position of Islam on Terrorism/Insurgency with reference to Islamic rule of engagement during war. |
| 10 | Course content | The course deals with the trend and nature of war and peace in Islam, the meaning, conditions and rules of engagement governing Jihad in Islam, comparative analysis between secular laws on war (Just War theories) and Islamic War Jihad, the nature of diplomacy in Islam, the process of peaceful and diplomatic negotiation with reference to treaty of *Hudaibiyyah*, Islam and terrorism/insurgency. Theories of war in Islam, Mechanisms of international peace, global diplomacy and political tolerance from Islamic perspectives, Islam and peace, global order and international relations. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |

**400 LEVEL INTERNATIONAL RELATIONS**

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 408: Nigerian Defence Policy (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who is well educated in security and intelligent gathering for the purpose of mitigating the preponderance violence and crisis in the country. |
| 7 | Overview | The course discusses on the models of policy making in defense policy. It emphasises on strategic alliance, diplomacy, surveillance and the use of technology; communication and military intelligence in Nigeria’s defense policy. This become necessary going by the evidence of what is happening in the country. |
| 8 | Objectives | The objectives of the course are to:   1. Assess the relevance of good defence policy and management; 2. Identify various defence organs of the state; 3. Examine challenges bedeviling Nigerian national security; 4. Appraise the Nigeria’s defence planning and budgeting processes; 5. Evaluate the Nigeria’s engagements in collective security across the world. |
| 9 | Learning Outcomes | At the end of the course, the students should be able to:   1. Examine the Nigeria’s defence policy; 2. Evaluate various defence organs of the state and assess their history, composition, achievements and problems in defence management in Nigeria; 3. Assess the impacts of various contemporary challenges bedeviling Nigerian national security and the state response to them; 4. Highlight the nature and challenges of border control and management in Nigeria; and 5. To appraise the Nigeria’s defence planning and budgeting processes and challenges facing it. |
| 10 | Course content | The nature of Nigeria’s defence policy and defence management, the instruments/organs of defence management and their roles, achievements and problems, contemporary security challenges (Insurgency, Terrorism, Banditry, Kidnapping, Militancy, Separatism etc) facing the Nigerian State, the issues on border control and management, defence planning and budgeting and military expenditure, the nature of alliance formation and collective defence, Nigeria’s role in peacekeeping operations engagement in regional and international environment, Nigerian cyber security policy. |
| 11 | Minimum Academic Standard (MAS) | Visit to Ministry of Defence and offices of other security agencies, in addition, to what is contained in the CCMAS |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 410: International Integration & Globalisation (2 Units, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate who is well developed in analytical skills for the purpose to assessing the domestic economic and trade relations, especially in the context of globalising world. |
| 7 | Overview | The course is introduced to expose students to global economic issues such as trade relations among nations. The benefit of the less developed nations with regards to global economic development, and the role of international and regional organisations in boosting economic development. |
| 8 | Objectives | The course objectives are to:   1. Understand the basic concepts of economic integration and globalisation. 2. Comprehend the operation of regional organisations across the globe. 3. Assess the domestic economic and trade relations among nations; 4. Discuss the relative advantage of less developed nations in the global economic development; 5. Identify the rationale for economic integration; 6. Identify the types of economic integration. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Discuss the relationship between economic integration and globalisation; 2. Discuss the rationale for increasing trade among nations; 3. Highlight factors that shape integration among nations; 4. Discuss the position of international law in economic integration; 5. Discuss approaches to trade liberalisation; 6. Highlight some important international institutions that facilitate economic integration. |
| 10 | Course content | Concepts of International economic integration, definition, objectives, types of economic integration: trade bloc; “preferential trade area” (PTA); free trade area"(FTA);"customs union"; "monetary union”; “common market”; “economic union”; “fiscal union". Definition, stages of globalisation, relationships between economic integration and globalisation. Classic economic rationale for the increase of trade between members states of economic unions : absolute advantage, comparative (differential) advantage -Static analysis of gains from economic integration: -Viner's traditional customs unions theory - Analysis of economic factors in integration: -Economies of Scale -Political factors of general importance in economic integration: international negotiations, interest group support, regional leadership, political regimes or institutions, legal and institutional systems, political commitment, international political economy, strategic interaction. International Public Law categories used in Economic integration: The sources; subjects of international law: States as subjects of international law; International Organisations (IOs) as subjects of international law, treaties. -International Organisations (IOs): elements and structure of IOs Main structural typology of IOs (or organs from an IO): -Cooperating organisations -Organisations of integration (supra-national). Approaches to trade liberalisation: negative vs positive integration; shallow vs deep integration. Tariff vs non-tariff measures; border vs domestic measures; market access vs market regulation barriers; government vs private barriers. Globalisation through WTO, NAFTA, and discuss of ECOWAS. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 411: Defence & Strategic Studies (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce future well educated defense policy makers who would assess and evaluate National Defense and security and who would make rational choice of the best defense policy at any given situation. |
| 7 | Overview | This course deals with the essential elements of National Survival, Security, Nigerian economic policy, such as foreign exchange, exchange rates, volume of currency in circulation, GDP, export of manufactured goods, strict immigration control, prevention of small arms and light weapons proliferation etc. |
| 8 | Objectives | The course objectives include:   1. To comprehend what National Defense and security is all about; 2. To examine the rationale of good defence policy; 3. To identify some of the challenges of designing good National Defence and Security policy; 4. To examine the nature of recruitment of military personnel; 5. To evaluate Defence and Security budget. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Trace the theoretical base of defence policy; 2. Examine the perspectives of national defence and security, i.e. Conventional and Alternative doctrines; 3. Examine the relationship between economic development and national security 4. Discuss the issue of human rights and national security; 5. Examine the nature, dynamic and challenges of National Security and Defence. |
| 10 | Course content | Its theoretical base is rooted in the Thucydides account of the Peloponnesian war and Carl Von Clausewitz war theories in other words, Political Realism is the theoretical base of the course. It looks at National Defense and security from two perspectives, the Conventional and the Alternative Doctrines. The conventional doctrine deals with strictly military ingredients of national defence, such as huge arsenal of sophisticated weapons and highly trained armed forces, through recruitment, deployment and employment of soldiers as well as the best strategy for winning a particular war. The Alternative Doctrines deals with the non-military ingredients of National Security such as Economic development, reduction of unemployment, reduction of inequalities and abject poverty, Political stability, protection of human rights, Access to health facilities, sound education, advertisement in technology, agribusinesses, food security, etc. |
| 11 | Minimum Academic Standard (MAS) | As provided by the CCMAS |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 412: Middle East in World Politics (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | This course is aimed at producing a graduate with the breadth knowledge on international politics in order to achieve our national interest. |
| 7 | Overview | Middle East is a violated region due to resources available in the region and the influence of the west has further worsen the situation. Despite the conflict, the economy of the region has continued to growth, shaping the relations between the countries from the Middle East and North Africa with other countries in the world. This course examines the economy, political and foreign relations of the countries from the Middle East and North Africa |
| 8 | Objectives | The objectives of the course are to:   1. Discuss the role of the Middle East in World Politics; 2. Critically examine the intersection of politics and economy in the complexities of the region; 3. Critically analyse the impact of culture and religion on the politics of the Middle-East; 4. Demonstrate understanding of political changes and democratisation in selected case studies; 5. Examine the impact of religion and economy on the formulation of foreign policy. |
| 9 | Learning Outcomes | By the end of the course, students should be able to:   1. Examine the growth of economy of the Middle East and North Africa; 2. Discuss the role of Islam in the Middle East and North Africa; 3. Examine the extent of patriotism, nationalisation and regionalism; 4. Discuss the foreign policy of the Middle East and North Africa countries; 5. Examine political development in the Middle East and North Africa countries; 6. Compare the rate of economic growth in the Middle East and North Africa, and other parts of the world. |
| 10 | Course content | The growth of the international economy of the Middle East and North Africa (MENA) and its political implications; Colonial and post-colonial politics; the role of Islam in the region; Arab economic nationalisation and regionalism in the international economy; problems of political control of the contemporary international economy; economic factors i.e. formulation of foreign policy; impact of culture and religion on the politics of the Middle-East; political changes and democratisation and case studies. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 413: Peacekeeping & International Politics (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate with a sound background in the breadth, depth and content of peacekeeping, who will assist in successful engagement of the country in peacekeeping operation. |
| 7 | Overview | Peacekeeping is an instrument of foreign policy, which aim at deterring any acts capable of endangering country’s security, peace and development. It is concerned with increase of influence of nation and demonstrate its capability in the comity of nations. The course focuses on the nature, dynamic, challenges and success of peacekeeping in the world. |
| 8 | Objectives | The objectives of the course are to:   1. Define peacekeeping; 2. Distinguish between peacekeeping, peace-enforcement and peace-building; 3. Identify various types of peacekeeping operations around the world; 4. Discuss its raison d etre, methodology and frame work for study peacekeeping operation; 5. Understand the politics, challenges and principles surrounding peacekeeping operation; 6. Familiar with the conditions, dynamic, contexts of peacekeeping operation; 7. Identify some of the success and failure of peacekeeping efforts in the world. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Discuss the origin and development of peacekeeping operation in the world; 2. Discuss peacekeeping operation and military professionalism; 3. Identify the roles of state and non-state actors in the field of peacekeeping; 4. Discuss the nature and principles of peacekeeping; 5. Identify challenges in peacekeeping. |
| 10 | Course content | The origin and development of peace-keeping; UN and peace-keeping initiatives; regional peace-keeping initiatives; peace-keeping and professionalism of the military; peace-keeping and socio-cultural values of the conflict-ridden states. Changing nature of International System couple with increasing complexity of conflict around the globe and the renew interest in the field of peacekeeping among states, non-state actors and inter-governmental organisations including regional & sub-regional one. The course also, diseases the reason d etre, methodology and frame work of peacekeeping; its enouture, nature, principles, tools as well as its types within the context of different practical peacekeeping operations around the world and their challenges in tackling simple & complex global security challenges. It also emphasis the conditions, dynamics, context, successes and failure of PKO efforts and the Operations in the International System. |
| 11 | Minimum Academic Standard (MAS) | Visit to Ministry of Defence, Foreign Affairs, in addition, to the CCMAS. |

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| 2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. International Relations |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-IRS 414: Mega Trend in Contemporary International Relations (2 Units, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduate with a sound background in the breadth, depth and content of megatrends and world politics. |
| 7 | Overview | The central of megatrends are globalization, integration and democratization as these tend to shape the future of world politics and international relations. This course demonstrates the effects of these trends in global process. |
| 8 | Objectives | The objectives of the course are to:   1. Define the concepts globalisation; 2. Examine the important of megatrend in global politics; 3. Identify the rationale for integration among nations; 4. Identify the effect of globalization on the economy of less developed countries; 5. Discuss the conditions necessary for democratization; |
| 9 | Learning Outcomes | At the end of the end of the course, student should be able to:   1. Understand the nature and challenges megatrends in international relations; 2. Analyse the various strategies taken to address megatrends; 3. Discuss the imperatives of multilateralism in promoting economic development; 4. Analyse global issues on democratisation and governance; 5. Discuss the relevance of integration among nations. |
| 10 | Course content | Prominent feature contemporary international relationships (in both theory and practice of) is the dominance of “megatrends” (i.e. events with global/universal effects). This course examines issues, problems and developments in international relations such as: Security, Economic Crisis, Global Public Goods, ICT and Population/Demographic, democratization, integration and globalization etc. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |