**BAYERO UNIVERSITY KANO**

**SOCIAL SCIENCES**

**POLITICAL SCIENCE**

**BSC POLITICAL SCIENCE**

**PROPOSED 30% ADDITION TO COURSES STRUCTURE/SUMMARY**

**100 Level**

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| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK/POL/106 | Islamic Political Institutions | 3 | C | 45 |  |
| BUK/POL/107 | Theories of State and Society | 3 | C | 45 |  |
| BUK/POL/108 | Nationalists Struggle in Nigeria | 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/POL/207 | Nigerian Political Development | 2 | C | 30 |  |
| BUK/POL/208 | Pre-colonial African Interstate Relations | 2 | E | 30 |  |
| BUK/POL/209 | Introduction to Globalization | 2 | E | 30 |  |
| BUK/POL/210 | Introduction to Philosophy I | 2 | E | 30 |  |
| BUK/POL/211 | Science and Society | 2 | C | 30 |  |
| BUK/POL/212 | Sports and Politics | 2 | E | 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/POL/314 | Urban Development Policies in Northern Nigeria | 2 | E | 30 |  |
| BUK/POL/316 | Islamic Political Thought | 2 | E | 30 |  |
| BUK/POL/317 | Political Economy | 2 | E | 30 |  |
|  | **Total: 70% CCMAS Provided** | **30** |  |  |  |
|  | **Total: 30% Institutional Addition** | **00** |  |  |  |
|  | **Grand Total:** | **30** |  |  |  |

\* **NOTE:** The 30% Institutional Addition are all Electives for students’ consideration in 300 Level.

**400 Level**

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| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK/POL/411 | Islamic Movements | 2 | C | 30 |  |
| BUK/POL/412 | Population Growth and Poverty in Northern Nigeria | 2 | C | 30 |  |
| BUK/POL/413 | Comparative Politics | 2 | C | 30 |  |
| BUK/POL/414 | Women in Nigerian Politics | 2 | E | 30 |  |
| BUK/POL/415 | Africa and Global Governance | 2 | C | 30 |  |
|  | **Total: 70% CCMAS Provided** | **22** |  |  |  |
|  | **Total: 30% Institutional Addition** | **08** |  |  |  |
|  | **Grand Total** | **30** |  |  |  |

**100 LEVEL POLITICAL SCIENCE**

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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-POL 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 108: Nationalist Struggle in Nigeria (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 will be acquainted with the knowledge of struggle for independent and to build a strong nationalist that would forge a national identity that would stimulate political, economic and social development in the country, as well as, bring end to multiple identities that can negatively affect the aspirations of the nation. |
| 7 | Overview | The course is one of the few courses that discussed the struggle made by the nationalists towards Nigerian political independence. It exposes students to the effects of nationalist struggle in Nigeria; the issues with regard to the political parties’ formation, popular groups and nationalist struggle in Nigeria; ethno-cultural nationalism and the nature of the Nigerian independent struggle. |
| 8 | Objectives | The objectives of the course are to:   1. Identify the circumstances for the creation of the colonial Nigeria; 2. Define the concept of nationalism; 3. Distinguish between nationalism and patriotism; 4. Appreciate the effort made by the nationalists towards ensuring political independent of Nigeria; 5. Discuss different forms of decolonisation; e.g., violent and peaceful decolonisation; 6. Appreciate early political groups and their founders; 7. Identify different forms of nationalism; 8. Describe the early resistance movement by the indigenous against colonialism. |
| 9 | Learning Outcomes | At the end of this course, students should be able to:   1. Discuss the collective response of nationalists and actors against colonialism; 2. Familiarise with the different perceptions of anti-colonial struggle and their rationale; 3. Familiarise with the foundational political institutions, and the role of actors and groups in the making of modern Nigeria; 4. Familiar with the anti-colonial arena in Nigeria; 5. Discuss the challenges of Nigeria as nationhood; 6. Identify the difficulties encountered by nationalists and actors in the course of their struggle against colonialism; 7. Distinguish different methods used by nationalists in the struggle again colonial domination. |
| 10 | Course content | The struggle of social groups and actors with common and divergent interests to end colonialism and institute an independent political entity called Nigeria. Students are to be acquainted with the conflict and attempt to build a consensus by the people and societies of Nigeria as they sought to forge a new and broader political identity in response to colonialism, and their vision of life in post-colonial era. The early political institutions, groups and actors that lay the foundation of an Independent Nigeria. Discuss the concept of nationalism with particular reference to the context of colonial encounter; development of nationalism in Nigeria from the native resistance to colonial conquest to later engagement with colonialism arising from the contradictions of the colonial economy; Forms of nationalism in Nigeria-gradualist and radical/militant nationalism; internal & external factors that encourages nationalist struggle in Nigeria; Effects of nationalist struggle in Nigeria; Nationalist struggle, political crises and constitutional conferences in colonial Nigeria; Nationalist thought of major political actors/founding fathers in colonial Nigeria; Political parties and nationalist struggle in Nigeria; popular groups and nationalist struggle in Nigeria (i.e. the labour, women, peasants and students social groups); ethno-cultural nationalism and the birth of Independent Nigeria. |
| 11 | Minimum Academic Standard (MAS) | The pictures of some nationalists should be showed to the students in addition to what is contained in the CCMAS. |

**200 LEVEL POLITICAL SCIENCE**

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| **S/N** | **CONTENT** | **REMARKS** |
| 1 | Institution | Bayero University, Kano (BUK) |
| e2 | Faculty | Social Sciences |
| 3 | Department | Political Science |
| 4 | Programme | B.Sc. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 207: Nigerian Political Development (2 Units; Core; LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | The course will produce graduate with adequate knowledge on Nigerian Political Development which can be channeled towards for the future progress of the country. |
| 7 | Overview | The course served as guide on various issues on the politics and political development in Nigeria. It discusses the agitation by the elites for participation in colonial administration, and agitation for political independence. |
| 8 | Objectives | The objectives of the course are to:   1. Discuss the process of colonial domination; 2. Explain the reasons for colonial domination; 3. Discuss the struggle for independent; 4. Appreciate of the nationalist towards political independent of Nigeria; 5. Discuss the process of decolonisation in Nigeria; 6. Discuss the essential features of the constitutions made in Nigeria since 1922 to date; 7. Explain reason for the amalgamation of the North and Southern protectorate in 1914; 8. Discuss the power relations between military and political class in Nigeria; 9. Evaluate the different transitional programmes from the military to civilian regimes. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Discern the local agitations for participation in colonial administration; 2. Discuss the nature of agitations for participation in colonial legislative bodies; 3. Identify constitutional conferences conducted towards widening participation of Nigerians; 4. Comprehend the formation of political parties in the struggle for independence; 5. Identify the reasons for the military intervention in Nigeria; 6. Differentiate between the characteristics of military and Democratic regimes. |
| 10 | Course content | Agitation for participation in colonial administration, agitation for political participation pre-independence constitutional conferences, development of political parties, political independence and political crises, military interventions and military rule, transitions to civil rule, restoration of civilian rule in 1999, etc. Politics of military transition in Nigeria, |
| 11 | Minimum Academic Standard (MAS) | Copies of Constitutions of the Federal Republic of Nigeria and 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 208: Pre-colonial African Interstate 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 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 inter- state relations in Africa. |
| 10 | Course content | Inter-state relations is one of the major features 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 209: Introduction to 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 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 globalization from political, cultural and economic stand-point; 2. Comprehend globalization from historical and as a process of incorporation of Third World countries into World Capitalist system; 3. Identify the relationship between globalization and modernisation; 4. Understand the issues related to liberalization and its impact on the national policies; 5. Relate globalization 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 210: Introduction to Philosophy (2 Units; Elective; LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce graduates with the knowledge of political philosophy not just as a knowledge that will liberate minds, but also which the intention to be part of their existing as a citizen that would serve as a weapon for the formation of an ideal form of state where every individual will be appreciated. |
| 7 | Overview | Political philosophy is one of the branches of human thought that deal with the critical analysis of society and politics. It provides understanding on the concept such as justice, liberty, freedom and equality. It allows a critical thinking on the ideal form of state and best to achieve it. |
| 8 | Objectives | The objectives of the course are to:   1. Express basic concepts for their understanding; 2. Assess the relevance of studying political philosophy; 3. Discuss the methodology of political philosophy; 4. Identify different forms of political ideologies; 5. Explain the political philosophies of the Western philosophers. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Dissect what is philosophy; 2. Identify the relevance of political philosophy; 3. Difference between political philosophy and political theory; 4. Identify method of philosophy; 5. Differentiate between metaphysical and scientific; 6. Discuss idealism, materialism, monism etc.; 7. Compare the interaction of views on various concepts such as state, justice; property; liability; freedom; equality; Democracy etc. |
| 10 | Course content | Philosophy signifies a complex, logical, methodical and critical analysis of Thought about human nature and interests – political and economic. The intellectual sense in philosophy is openness, wide space, with concern for wider understanding of human problem beyond narrow vision. The course dissects what is philosophy, what is political philosophy, what is the difference between political philosophy and political theory. Discusses method of philosophy. Among other things of the method to treat include metaphysical and scientific; idealism, materialism, monism etc. Provides a comparative interaction of views on various concepts such as state, justice; property; liability; freedom; equality; Democracy etc. |
| 11 | Minimum Academic Standard (MAS) | Relied on the contained of 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 211: Science and Society (3 Units; Core; LH = 45) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | There is great relationship between scientific advancement and societal development. Indeed, there is nothing one can do now without refereeing to equipment made as a result of scientific advancement. Mindful of this, this course produce student that would be ready and well equip for the challenges ahead. |
| 7 | Overview | The course exposes students to understand how profoundly scientific development affects society. It examines the problems and issues and the application of scientific knowledge in solving societal problems. |
| 8 | Objectives | The objectives of the course are to:   1. Examine the impacts of scientific knowledge on various aspect of human endeavour; 2. Distinguish between technology and science; |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Identify the relationship between scientific and knowledge; 2. Explain the concepts related to scientific knowledge such as objectivity, subjectivity, generalisation; 3. Identify different methods of acquiring knowledge; 4. Discuss the relevance of scientific knowledge in the society; 5. Differentiate between method in unity of theory and method. |
| 10 | Course content | The relationship between science and knowledge remains uncertain. Knowledge is not just education but education is necessary in knowledge development. This makes science paramount in formation of knowledge. The question is how science relates to knowledge in social science in society. The purpose of this course is to introduce students to major concepts in forming of knowledge: such as scientific knowledge, objectivity, subjectivity, essentialism, epistemology, criticism, truth, relativity, paradigm, social constructivism, generalisation, discourse, etc. Secondly, to bring out different method in unity of theory and method. |
| 11 | Minimum Academic Standard (MAS) | Relevance scientific innovation should be showed to the students, in addition, to the requirement of 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 212: Sports and Politics (2 Units; Elective; LH =30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | Contemporary knowledge relied on scientific methods. This course will provide students with the knowledge for them to engage in research which will lead to the new innovation capable of enhancing economic growth and development of the country. |
| 7 | Overview | Sport activities have been one of the strategies used in uniting the people even in the society devastated by war. It serves as unifying factor in the world today. This course will expose student to the issues associated with sports and sport activities such as administration, process and organisations. |
| 8 | Objectives | The objectives of the course are to:   1. Discuss the role of sports in promoting diplomatic, political, social and economic relations among nations; 2. Describe the role of sports in enhancing economic growth and development; 3. Discuss the strategies/methods to boost sport activities; 4. Comparative analysis of sport policies in different nations in the world; 5. Discuss different theories relevance to sport and sport development; 6. Discuss the controversy associated with the participation of women in sport activities; 7. Highlight the role of international organisations such Federation of International Football Association (FIFA) in promoting sport activities in the world; |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Understand the functions of sport in society and its relations with politics and economy; 2. Understand the relevance of sport and sporting activities in promoting social and political relations among nations; 3. Comprehend the significance of sport as a source for achieving political purposes; 4. Comprehend the important of sport as a source of political propaganda; 5. Analyze relevance structure, processes and actor associated with policy-making in sport; 6. Examine the issues involved in women participation in various sporting activities in different states. |
| 10 | Course content | The course provides the meaning of sport and politics of sport. Discuss concepts related to sport. Relevance of sport and the influence of sport in diplomatic, social, economic and political relations. It is concerned with the global sport development and instrumentalization of sport for political purposes. Gives a comparative analysis of sport policy and development, for instance, between Africa, Asia, Latin America, America and Europe. Role of sport in shaping national identity; Theories in sport such as Sport Feminist Theory, Policy-Making Process and Sport Marxian Theory. The issues and dynamism of gender and gender discrimination in sport activities. Sport system and policy-making process in sport. Sport organisations and governance such as FIFA, UEFA, etc. |
| 11 | Minimum Academic Standard (MAS) | Students should be encouraged to participate in different sport activities such as Football, volleyball, basketball, in addition, to what is contained in the CCMAS. |

**300 LEVEL** **POLITICAL SCIENCE**

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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-POL 314: Urban Development Policies in Northern Nigeria (2 Units, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | This course will assist in producing well educated graduate in urban and regional development policy and administration. Their knowledge could serve as the strategy in changing the urban setting in the country. |
| 7 | Overview | This course offers students a comparative understanding of urban development policies in Nigeria. Its central objective is to offer knowledge of the impact, relevance and prospects of state’s policies, how resources are utilized for priority developmental needs or otherwise, and the extent to which such policies benefit citizens. |
| 8 | Objectives | The objectives of the course are to:   1. Discuss urban development policies in the country; 2. Identify the effort being made by government in developing urban areas; 3. Identify the challenges with regards to urban development policy in the country; 4. Inculcate best practice of urban development policy; 5. Identify and discuss strategies necessary for the development of urban areas; 6. Evaluate the extent of development of urban areas in the country. |
| 9 | Learning Outcomes | At the end of the course, students should be able to understand:   1. Evaluate urban development policies in Nigeria; 2. Comprehend the prospects of state’s Urban development policies in Nigeria; 3. Appreciate ways for utilising resources for developmental needs; 4. Identify the benefit of Urban development policies to citizens; 5. Compare different policies according to state priorities for Urban development; 6. Identify the impact of urban development policies and prospects of learning from best practices; 7. Highlight the importance of governance and public policy formulation and implementation on urban renewal through a comparative method. |
| 10 | Course content | Urban development policies change with government and priorities of communities. To a great extent, policies that are directed at urban development are profoundly shaped by the constructive vision of policy makers and the relevance of the policy to the targeted communities. In a federal state like Nigeria, urban development has become at the apex of state governments largely because of the idea of urban renewal, population dynamics as well as urban centers being the hub of political and administrative activities. Comparative understanding of urban development policies in Nigeria. Impact, relevance and prospects of state’s policies. Resources necessary for priority developmental needs and the extent to which such policies benefit citizens. The role of the state in urban renewal will be examined within the context of their powers in the constitution of the Federal Republic of Nigeria. Theories of development and the role of the state therein are expected to form the background context to the understanding of development issues across states in the country. Case studies of projects and state policies on industrial, housing, road and transportation, health and education, to mention a few, can be examined. Significance of state policies on urban development with a special focus on institutions and policy process. |
| 11 | Minimum Academic Standard (MAS) | To rely on the CCMAS in addition to visit to Urban & Regional Planning Unit in the Ministry of Work & Housing. |

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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-POL 316: Islamic Political Thought (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 versatile knowledge on a different area of study who will be committed to addressing African challenges. |
| 7 | Overview | The course introduce student to the knowledge on secularism and the relationship between religion and politics. It discusses political thought of some Islamic Political Thinkers. |
| 8 | Objectives | The course objectives are to:   1. Describe secular state and Islamic state; 2. Identify the characteristics of Islamic state; 3. Discuss the various views of Islamic political thinkers; 4. Evaluate the impact of Othman Fodio jihad on the Hausa communities in the promotion of Islam and governance; 5. Highlight some of the advantages of Islamic state; 6. Discuss reasons for and lessons learned from the Islamic revolution in Iran and Jihad of Usman Dan Fodio. |
| 9 | Learning Outcomes | By the end of the course, students are expected to:   1. Demonstrate ability to distinguish between secularism and the relationship between religion and state in Islam; 2. Examine the nature, purpose and relevance of Islamic Political Thought; 3. Examine the procedure for succession in an Islamic State; 4. Describe the evolution of religio-political parties in Islam; 5. Discuss the political thought of thinkers before encounter with colonialism and their application and meaning to Political Science; 6. Discuss the political thought of thinkers after encounter with colonialism and their application and meaning to Political Science; 7. Analyze the political thoughts of the Sokoto Triumvirates and their relevance to contemporary society. |
| 10 | Course content | Secularism and the relationship between religion and politics; Nature and relevance of Islamic Political Thought; Religio-Political Parties/Sects: Shi’ites, Kharijites, Mu’utazilites; Political Thinkers: Al-Mawardi, Al-Ghazali, Al-Farabi, Ibn-Khaldoun, Ibn Taymiyyah and their application and meaning to Political Science. Political thought after encounter with colonization; Syed Ahmed Khan; Muhammad Iqbal, Jamal –al- Din Al-Afghani, Muhammad Abduh, Muhammad Rashid Rida, Abul Ala Maududi, Hassan al-Banna; an examination of the thoughts of Sokoto Triumvirates: Dan Fodio, Bello and Abdullahi; Revolutionary thoughts: Ali Shariati and Imam Khomeini. |
| 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 317: Political Economy (2 Units, Elective, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce resourceful person who have socio-economic knowledge of not only their immediate environment but of different environment in order to achieve the goals and aspirations of the African continent. |
| 7 | Overview | The course is about relationship between politics and economy, and societal development. It discusses economic laws; the economic-base and superstructure of social formations; production crisis, capitalist imperialism, and cause for development in one society and underdevelopment in others. |
| 8 | Objectives | The course attempt to achieve the following objectives:   1. To identify the reasons that bring development and underdevelopment; 2. To discuss how economic base determine superstructure; 3. To discuss different mode of production and the contradiction within them; 4. To comprehend the characteristics of monopoly capitalism; 5. To identify the effects of monopoly capitalism; 6. To distinguish between export of capital from that of export commodities; 7. To analyze societal advancement in the context modes of production. 8. Compare development in the Western world and developing countries like Nigeria. |
| 9 | Learning Outcomes | At the end the course, students should be able to:   1. Distinguish the fundamentals of bourgeois political economy from that of socialist political economy; 2. Familiar with concepts and categories of political economy analysis, modes of production, and methodologies of political economy; 3. Understand economic activities at the level of economic-base and superstructure; 4. Understand production crisis and imperialism; 5. Analysis of development and underdevelopment. |
| 10 | Course content | The course basically addresses aspects of Bourgeois and Marxist Political Economy. It introduces students to the concepts and categories of analysis in political economy, modes of production, the methodology of political economy and general principles of capitalist and socialist political economy. This course duels on production, and relations of production in Political Economy. It examines the connections between productive forces and relations of production in political economy, and the analysis of societal advancement in the context modes of production. Furthermore, the course deals with economic laws; the economic-base and superstructure of social formations; production crisis, capitalist imperialism, and issues of development and underdevelopment. |
| 11 | Minimum Academic Standard (MAS) | Check the contained of CCMAS |

**400 LEVEL POLITICAL SCIENCE**

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| 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-POL 411: Islamic Movement (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | This course will help in producing graduate who would be equip with the knowledge of Islamic Movement. Their knowledge will help to differentiate between the so called terrorist groups and movement groups. By so doing, it will help in clearing the confusion normally attached to the issue of terrorism and hence bring end to deepen religious hatred and animosity. |
| 7 | Overview | The course attempt to expose students to the issue of re-awakening of the Islamic Movement in the world. It try to examine some Islamic Movements, their purpose, characteristics, ideology, typology, modes of operation and contexts, as well as, their origin and transformation. |
| 8 | Objectives | The course’s objectives are:   1. To discuss the ideology of Islamic movement; 2. To identify some of the Islamic Movements in the world, e.g. Hamas; 3. Examine the reasons for the evolution of Islamic movement; 4. Analyze the emergence of Islamic Movements and their transformation in the contemporary era; 5. Discuss the relations between various Islamic Movement; |
| 9 | Learning Outcomes | By the end of the course, students are expected to:   1. Demonstrate understanding of Islamic Movements, their purpose, characteristics, ideology, typology and contexts; 2. Examine Islamic Movements as Reform Movements; 3. Examine Islamic Movements in the Nigerian context; 4. Critically examine the strategies adopted by Islamic Movements; 5. Critically analyze the misconceptions around Islamic Movements. |
| 10 | Course content | The basic knowledge of Muslim re-awakening within Islamic Movement from their inception in the early period of Islam to the present. The understanding of Islamic Movements, their purpose, characteristics, ideology, typology, modes of operation and contexts as well as their origin and transformation with emphasis on Muslim movements in the Middle East; the Indo-Asian Sub-continent and North and West-African Sub-regions; Ikhwan Al-Muslim; the Iranian Revolution; Taliban, Tabligh Jama’at, Hisbullah and HAMAS; and the Arab Spring. Islamic Movements in Nigerian context like Izalatul-bidi’ah wa Iqamatus-Sunnah, Tijjaniyah, Qadiriyyah, etc will also be examined. The misconceptions around Islamic Movements and their role as reform movements will be analyzed. |
| 11 | Minimum Academic Standard (MAS) | Reflecting 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 412: Population Growth & Poverty in Northern Nigeria (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 knowledge of social demography will assist in designing a reliable and accurate policy plan that will bring sustainable development. |
| 7 | Overview | Population growth is a blessing, but in most developing countries this tend to be something else. This is because people look at it as one of the causes of poverty and social vices. But the challenge of population growth is not an issue. The issue is that of improper planning and lack of commitment of most of these countries to utilize adequately the resources that they are endowed with to take care of the increase in the population. This course therefore, intends to discuss population growth and poverty in Northern Nigeria. |
| 8 | Objectives | The objectives of the course are to:   1. Discuss the consequences of population explosion; 2. Identify the reasons for population growth in Nigeria; 3. Discuss effect of cultural and social issues such as religion on population growth; 4. Examine the relationship between poverty and population growth; 5. Examine the relevance of population theories in contemporary world. |
| 9 | Learning Outcomes | At the end of the course, students should be able:   1. To be familiar with reasons for rapid population growth in Nigeria and Northern Nigeria in particular; 2. To identify the implications of having untrained population; 3. To comprehend strategy for mitigating rapid population growth to reduce prevalence of Poverty in Northern Nigeria; 4. Interrogate the relationship between culture and population growth; 5. Discuss the Malthus’s theory in relation to population growth; 6. Evaluate the social statistic in Nigeria |
| 10 | Course content | Northern Nigeria is the most populous region and coincidently the poorest among all other regions in the country with over 70% of its population living below poverty line. This course sets out to interrogate the nexus between certain practices such as culture, religion, occupational activities, belief systems, family systems, social relations, educational attainments and host of others in relations with population growth and poverty in Northern part of Nigeria. The Students would also be exposed to the Malthus’s Theory of Populations Growth and its readiness in explaining populations’ growth and poverty in Northern Nigeria. |
| 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 413: Comparative 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 the knowledge of political development. The theorising and categorisation part of the content of the course will help in the analysis of the different political system and in the selection of the ideal form of it. |
| 7 | Overview | Comparative politics is significant as it helps to understand the nature of political frameworks around the globe. This course is designed to help in analysing similarities and differences between different political units around the world using different approaches. |
| 8 | Learning Objectives | The objectives of the course include:   1. To identify approaches of studying politics; 2. To compare different political setting in the world; 3. To discuss the characteristics of state in different parts of the world; 4. To analyze the different political institutions from different state; 5. Evaluate different approaches to the study of comparative politics. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Compare the ways in which societies have grappled with the daunting issues of modernisation, institution-building, changes in focus of authority, democracy etc.; 2. Trace the history of comparative politics 3. Identify approaches to comparative politics; 4. Examine the logic of comparative politics; 5. Identify the objectives of comparative politics; 6. Identify lessons that can be learned by modernising societies. |
| 10 | Course content | Ways in which specific changed from tradition to modern path to political mobilisation, development of political institutions (legislature, executive, political parties etc), directing authority away from clans, ethnic and religious enclaves to national, democracy and others form of government, political participation, etc. History of comparative politics, logic of comparative social inquiry, objectives of comparative inquiry. Approaches to the study of comparative politics, problems of comparative politics, classification system of comparative politics, case studies. |
| 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 414: Women in Nigerian Politics (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 value the fundamental human rights of women and encourage their participation in politics to ensure equality in terms of resources distribution. Hence progress and development. |
| 7 | Overview | Women have the right to participate in politics. They have the right to vote in election or elected to government office and by so doing make their voice heard in the process that will ultimately affect them, their families, and their communities. This course encourages women participation in politics as a necessary step towards achieving gender equality and democratic governance. |
| 8 | Objectives | At the end of the course, the following objectives would be achieved:   1. Discuss the extent of women participation in politics in Nigeria; 2. Identify some of the challenges that hinder the participation of women in politics in Nigeria; 3. Identify some of the roles played by women in the struggle for independence; 4. Discuss the role of women in economy; 5. Discuss the position of women in Islam; 6. Highlight the significance of women participation in politics. |
| 9 | Learning Outcomes | At the end of the course, students should be able to understand:   1. Theoretical perspectives on position of women in society; 2. Western critiques on western research on women; 3. The status of women in African society – as political, religious, spiritual leaders as well as economic producers; 4. The role of women in colonial society: traders, actors in National Independence struggle, cadres and leaders in liberation movements; 5. The role of women in modern sector economy; 6. The position of women in Labour force and in trade Unions 7. The role of women as domestic workers;   The relationship between women and the Law, and the question of equality, rights etc;   1. The position women living under Muslim Laws; 2. Feminism position on gender and class debate. |
| 10 | Course content | Throughout the 20th century, women studies in Africa were dominated by Western values and research seeing African women from the orientation of Western society. However, later development probed this concepts, study and research African women through the periscope of what Linda Smith called “Decolonising Methodologies”. The objective of this course is to expose students to position of women in African society. As African society is diverse, different level of development, culture and exposure to the outside World, the course may bring different comparative development. |
| 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. Political Science |
| 5 | Indigenous/Homegrown Course (Tittle, Status, Contact Hours) | BUK-POL 415: African & Global Governance (2 Units, Core, LH = 30) |
| 6 | Senate approved relevance to vision, mission, strategic goals, uniqueness, and contextual peculiarities of the university | To produce resourceful person who have socio-economic knowledge of not only their immediate environment but of different environment in order to achieve the goals and aspirations of the African continent. |
| 7 | Overview | Global governance is a movement towards political integration of the trans-national actors in response to the issues affecting them or their region. It involves regional, global and sub-regional institutions. This course therefore, covers the influence of Africa in the global governance. The role played by African states in the liberation movements and its contribution as a global pressure group in the Non-aligned Movement (NAM). The relationship between African states and the Western countries towards achieving the goals of African states. |
| 8 | Objectives | The objectives of the course are to:   1. Discuss the position of Africa in the global politics; 2. Examine the role of Africa in global governance; 3. Identify the reasons for African participation in global governance; 4. Examine the extent of cooperation among African nations; 5. Discuss the extent at which AU has shaped the affairs of African nations in the global politics; 6. Identify the challenges that prevent maximum benefit from participation of African nations in global politics. |
| 9 | Learning Outcomes | At the end of the course, students should be able to:   1. Understand the dynamics of global interactions in the 21st century. 2. Understand the importance of Africa, its challenges and prospects in a competitive world order that has been built beyond the hitherto Cold War ideological blocs and now along multilateralism. 3. Examine global governance and the role of Africa in directly or indirectly shaping its development. 4. Exposed to the role of the African Union (AU) as a continental body in shaping the affairs of member nations in world politics. 5. Relate individual African states in their relations with various actors in world politics. |
| 10 | Course content | Africa has been constantly searching for a greater influence in world affairs since the birth of its member nations following the decolonization process which unfolded in the 1950s and beyond. On the one hand, as the late comer in international affairs, Africa has had to grapple with the obvious challenges of nationhood, economic development, security, integration and development, on the other hand, for it to become a playmaker in global affairs the continent needs a strong voice and collective solidarity to address the challenges of the global governance. The latter was hitherto dominated by the United Nations and the superpowers. It is today profoundly influenced by multilateralism in which cooperation, not the Cold War dictated global alliance and non-states not necessarily the state actors, influence the international system. The course is therefore, designed to not only to interrogate the position of Africa in the current global governance system which has been characterized by global and regional multilateralism, globalization and revolution in information science and technology.  The course covers the rise of Africa as a group in the UN, the role played by African states in the liberation movements and its contribution as a global pressure group in the Non-aligned Movement (NAM). Thus, areas of focus in the course are the role of Africa in shaping global politics through the call for the New International Economic Order (NIEO), the AU and regional integration through the propagation of Pan Africanism and other institutional mechanisms such as the African Constitutive Act, the African Charter on Democracy, Elections and Good Governance (ADEG), Regional Economic Communities (RECs) and other related mechanisms that are intended to foster interface with international actors on peace and security, economic and social development. |
| 11 | Minimum Academic Standard (MAS) | As contained in the CCMAS |