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HISTORY — SYLLABUS



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INTERIM JOINT MATRICULATION BOARD EXAMINATION (IJMBE) HISTORY REVIEWED SYLLABUS 2012

General Introduction

This review was guided by the objectives of the IJMB examination which is about preparing candidates for degree programs in different fields in the Nigerian Universities and beyond. What the Panel of reviewers did was to expunge all unnecessary details, since the aim is only to provide a general understanding and build broad basis to guide candidates fit into all professional fields, including specializing in History. The course is going to be examined on two of the three Papers. Paper one is titled "Contemporary World History"; Paper two is titled "History of Africa since the Nineteen century"; while paper three is titled "History of Islam". Depending on the institutions, any of the two papers can be registered for and examined at the end of the one year program. Students are to be assessed by end of Semester examinations, which, together with lecture attendance, participation in Tutorial, and writing of one essays each per Semester form the Continuous Assessment (CA). On the other hand the final examination is to be based on three sections of four questions each. Candidates are expected to attempt four questions, choosing at least one from each section.

Paper One

World contemporary History contains topics on the emergence and development of some major forces and movements, which influenced the nature/structures of contemporary world since 1750. The major forces that determined the shape of the new world order started with the British Industrial Revolution, which ignited similar developments in other nations and accelerated global constellation. The study will examine the policies adopted by the major world powers to address political, economic, social, environmental and international issues, their impacts and challenges. The countries slated as IJMBE case studies in this review are Britain and Russia. The study examines how some of their policies affected the global order and determined the categorization of the world along ideologies, economic and security alliances, scientific and technological advances, globalization, world trade organization, etc.

Objectives

- 1) To provide students with broad and firm grasp of the major historical movements and nations that transformed the world order.
- 2) To enable students understand the distinct policies initiated in each case study intended to address peculiar problems and bring about development.
- 3) To understand the chronological sequence of the process, pace and direction of historical changes.
- 4) To enable students' compare and contrast ideological forms and substances of the chosen case studies.
- 5) To understand the significance of global constellation and its effects on the developing countries.

Paper Two

The focus in this paper is to guide students to understand historical process and developments in Africa during the 19th, 20th, and 21st centuries. It is structured to provide the student of history with a theoretical clarity and understanding of the concept (History), and other developments (Political, Economic, Social etc.) within the continent during the course of the centuries. By its present structure, however, it is not designed to teach students all aspects of the history of developments in the continent during the centuries. It is rather targeted at some key aspects of the developments in the continent, since the IJMB program is not an end in itself but a means through which students are prepared to secure admission and pursue further studies in different fields.

Objectives

- 1) To provide students with a background understanding of the nature, purpose and meaning of historical studies, and the significance of historical source materials.
- 2) To provide students with comprehensive understanding of the major historical trends that characterized the continent during the periods of study.
- 3) To guide students appreciate historical developments in the continent, and to attempt to conceptualize and explain them from a more scientific view point.

- 4) To arouse in the students a keen and critical awareness and appreciation of the issues and implications of African social, political and economic experience in the 19th, 20th and 21st centuries.

Paper Three

This is the Paper III of the IJMBE History program. It introduces the candidates to the History of Arabian Peninsula before the advent of Islam to its emergence, development and expansion.

Objectives

- 1) To assess and analyze the developments leading to the emergence, expansion and spread of Islam over time.
- 2) To describe the early life of the prophet and essence of his mission.
- 3) To discuss the reigns of the four rightly guided Caliphs and their contributions to Islam.
- 4) To describe the type of administration established and its impacts in History.
- 5) To conceptualize some of the new trends in the interpretation of Islam since the 1804 jihad in Hausaland.

Examination Structure

- 1) Paper one covers contemporary history of the world beginning with industrialization in Britain, World wars and the International Relations, to the Revolutions and Industrializations in Socialist Russia; Imperialism and Colonial domination, the emergence of the Third world countries, and Development and Underdevelopment. Candidates are to attempt four questions, from the four sections of sixteen questions. Each question carries equal marks of 20, making a total of 80 marks per paper.
- 2) Paper Two covers African history beginning with an attempt to conceptualize history, through to a study of the politics in West, North and Southern Africa in the 19th century; European Imperialism and Colonization, Decolonization and Under Development of Africa. It closed with a discussion of Neo-colonial Africa and the challenges of globalization. Candidates are to attempt four questions, from the four sections of sixteen questions. Each question carries equal marks of 20, making a total of 80 marks per paper.

- 3) Paper three covers the history of Islam beginning from the very earliest period of pre-Islamic Arabia. It digs deep into the emergence and development of Islam and Islamic civilizations beyond the Arabian Peninsula to as far as Asia, Europe and the African continent. This paper is divided into three sections of four questions each, of which candidates are to attempt four. Each question carries equal marks of 20, making a total of 80 marks per paper.
- 4) Since each candidate must register for two of the above three papers, the final score is computed out of 160 to produce the 80% examination scores, when divided by 2. This is added with the 20% CA to give a total final score over 100%.

S/no	Topics and content: Paper 1	Activities	Duration
1	<p>BRITAIN C.1750 The topic discusses the nature of Feudalism, Agriculture, Industries and the Socio-Economic and Political Transformations in Britain by.1750.</p>	Tutorial classes and Discussions should hold with students. Current books should be used to educate the students on contemporary affairs. Students should be asked to seek additional information on the internet and report back.	2 hrs
2	<p>BACKGROUND TO BRITISH INDUSTRIALIZATION: This topic studies the Pre-conditions for industrial take-off in Britain, factors contributing to the process, and stages in the process</p>	Tutorial classes and Discussions should hold with students. Current books should be used to engage the students in Contemporary affairs. Students should be asked to seek additional information on the internet and report back.	6 hrs
3	<p>EFFECT OF BRITISH INDUSTRIALIZATION ON THE ECONOMY AND SOCIETY. The topic exposes students to the changing nature of the Inter-class and Intra-class relations, Social conditions, Urbanization and Industrial organization.</p>	Tutorial classes and Discussions hold with students. Current books should be used to engage the students in Contemporary affairs. Students should be asked to seek additional information on the internet and report back.	2 hrs
4	<p>POLITICAL EFFECTS OF THE BRITISH INDUSTRIALIZATION This topic specifically introduces students to the changing nature of Labor relations, introduction of Welfare policies and Programs, and growth of State power</p>	Maps, Video shows and specified references to recent sources should be used.	2 hrs
5	<p>REVIEW OF THE GENERAL IMPACT OF BRITISH INDUSTRIALIZATION ON THE WORLD. This topic will examined the general impact of British Industrialization on other parts of the world.</p>	Tutorials and discussions. Attempting past IJMB Questions essential.	6 hrs
6	<p>SOCIALIST REVOLUTION AND INDUSTRIALIZATION This topic is designed to equip students with the meaning and nature of Socialist Revolution and give a general overview of its Origins.</p>	Tutorial classes and Discussions should hold with students. Current books should be used to engage the students in Contemporary affairs. Students should be asked to seek additional information on the internet and report back.	2 hrs

7	PRE-REVOLUTIONARY RUSSIA This topic attempts to study the nature of Pre-Revolutionary Russian Economy and Society	Tutorials and Discussions.	2 hrs
8	THE RUSSIAN REVOLUTION OF 1917 The topic discusses the phases of the revolution – 1924, 1924 – 1956, and the aftermath of Stalin.	Tutorials and Discussions.	6 hrs
9	CONSEQUENCES OF THE RUSSIAN REVOLUTION This topic gives an insight into Pre-Industrial (Tsarist) Russia, Industrial Russia and Effects of the Revolution on the Society and Economy.	Assignments are expected to be given after Discussions of this topic.	6 hrs
10	NEW IMPERIALISM The topic examines issues culminating in scramble and partition of Africa and other areas of the World by major European Industrial powers etc.	Tutorials and Discussions.	6 hrs
11	THE NATURE OF COLONIAL DOMINATION The topic discusses the nature of colonial domination in selected countries and the nature of Administration and Exploitation. Discussion of the nature of colonialism and the colonial economy is essential.	Tutorials /Discussions. Students should be tested on what has been studied so far.	8 hrs
12	REVISION AND EXAMINATIONS: A GENERAL DISCUSSION OF TOPICS SHOULD BE UNDERTAKEN	A general revision of work done during the semester should be done to allow student prepare for examinations.	

Paper II

13	HISTORIOGRAPHY This section is designed to guide students to have a thorough grasp of the meaning and significance of History. It is to be taught on the following headings. i. Definition of History: (a) History as the study of the Past. (b) History as an Objective Process. (c) History as a Discipline. ii. The Purpose of the study of History iii. The nature and significance of Historical Sources. iv. General History of Africa: An	Formal class teaching and Tutorial classes. Students should be taught basic issues of concern during the normal lecture hours. Tutorial discussions to engage the students on a one to discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers. Beside Lecture notes, independent	18hrs
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Introduction.

use of texts books should be encouraged.

Standard Bibliography must be made available to the students, and if possible, where and how to find the documents.

Students should be asked to seek additional information in the internet.

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WEST AFRICA

- i. The 1804 Jihad in Hausaland: Causes, Course and Impacts.
- ii. Political and economic development of the Niger Delta States, to include a discussion of the internal and external factors that led to the development of the state.
- iii. The Trans-Atlantic slave trade and its effects. Emphasis here shall be on the factors responsible for the abolition of the trade and the processes involved. Some historical background information shall assist a clearer conception of the aspect and its relevance to contemporary reality.

Formal class teaching and Tutorial classes. 18hrs

Students should be taught basic issues of concern during the normal lecture hours.

Tutorial discussions to engage the students on a one to discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers.

Beside lecture notes, independent use of texts books should be encouraged.

Standard Bibliography must be made available to the students, and if possible, where and how to find the documents.

Students should be asked to seek additional information in the internet.

15

NORTH AND SOUTHERN AFRICA FROM THE 19TH CENTURY

- i. The rise and development of the modern Egyptian State. This shall look at Egypt from the beginning of the 19th century, through to the French invasion under the first three successive rulers.
- ii. The rise and development of Ethiopia to consider issues relating to the internal and

Formal class teaching and tutorial classes. 18hrs

Students should be taught basic issues of concern during the normal lecture hours.

Tutorial discussions to engage the students on a one to discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers.

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	<p>external relations in the course of their developments to political entity.</p> <p>iii. The Mfecane and the creation of new State. This shall include looking at the conceptual meaning, causes, course and impact of the Mfecane.</p> <p>The Great Trek and the formation of white settler colonies. This shall include looking at the causes, course and the impacts of the trek in the history of the region.</p>	<p>Beside lecture notes, independent use of texts books should be encouraged.</p> <p>Standard Bibliography must be made available to the students, and if possible, where and how to find the documents.</p> <p>Students should be asked to seek additional information in the internet.</p>	

Paper III

16	<p>ARABIA BEFORE ISLAM</p> <p>The focus here shall be on the Socio-cultural, Political and Economic setting of the Peninsula before the coming of Islam. It shall focus on the following.</p> <ol style="list-style-type: none"> i. Geographical division of the Arabian Peninsula. ii. The people. iii. System of administration. iv. The economy and society. <p>Religious life of the Arabs (Paganism, Judaism and Christianity).</p>	<p>Formal class teaching and tutorial classes.</p> <p>Students should be taught basic issues of concern during the normal lecture hours.</p> <p>Tutorial discussions to engage the students in discussions and presentations The students should be organized in smaller groupings, to be supervised by the respective teachers.</p> <p>Beside lecture notes, independent use of Texts Books should be encouraged.</p> <p>Standard Bibliography must be made available to the students, and if possible, where and how to find the documents.</p> <p>Students should be asked to seek additional information in the internet.</p>	12hrs
17	<p>ADVENT OF ISLAM INTO ARABIA</p> <p>The focus here shall be on the life of</p>	<p>Formal class teaching and tutorial classes.</p>	18hrs

Prophet Muhammad (PBUH) before the revelation. It shall guide students to understand the challenges of Islam by especially the influential Quraish families down to the period of the Holy Hijrah (Muslim Migration). The causes and process of the migration shall be examined. It shall be taught under the following headings.

- i. The Prophet Muhammad's early life (with emphasis on his personal qualities).
- ii. The beginning of his mission.
- iii. The basic principles of Islamic faith and categories of his followers.
- iv. The Quraish opposition to Islam.

The Hijra (Migration) to Medina.

Students should be taught basic issues of concern during the normal lecture hours.

Tutorial discussions to engage the students on a one to discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers.

Beside lecture notes, independent use of texts books should be encouraged.

Standard Bibliography must be made available to the students, and if possible, where and how to find the documents.

Students should be asked to seek additional information in the internet.

18

FOUR RIGHTLY- GUIDED CALIPHS

This shall focus on the administration of Islam after the death of the Prophet Muhammad (PBUH). It shall be examined on the following topics.

- i. Caliph Abubakar Siddiq: history of the first succession in Islam.
- ii. The challenge of Islam after the death of the Prophet (PBUH).
- iii. The expansion of Islam under Caliph Abubakar.
- iv. Death of Caliph Abubakar Siddiq and the succession of Caliph Umar Ibn-Kattab.
- v. Caliph Umar Ibn-Kattab and the organization of the Islamic government.
- vi. Expansion of Islam under Caliph Umar Ibn Kattab.
- vii. Circumstances leading to the death of Caliph Umar Ibn-Kattab.
- viii. The Caliphate under Uthman Ibn-Affan and his achievements.
- ix. Political divisions in Islam and the challenge of leadership.
- x. Circumstances leading to the

Formal class teaching and tutorial classes.

Students should be taught basic issues of concern during the normal lecture hours.

Tutorial discussions to engage the students on a one to discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers.

Beside lecture notes, independent use of texts books should be encouraged.

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18hrs

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	<p>death of Caliph Uthman Ibn Affan and the succession Caliph Ali Ibn-Abi-Talib.</p> <p>xi. The administration of the Caliphate under Ali Ibn Abi-Talib.</p> <p>xii. The outbreak of civil war and its impacts in Islamic history.</p>	
		Total 162hrs

SECOND SEMESTER

S/N	Topics and Content: Paper I	Activities	Duration
1	<p>THE CAUSES AND IMPACT OF THE 1ST WORLD WAR</p> <p>This topic examines the background history of international developments since 1870, and provides evidence on events in Europe that led to the first World War. A consideration of the Impact of the War is essential.</p>	Tutorial classes and Discussions should hold with students. Current books should be used to engage the students in Contemporary affairs. Students should be asked to seek additional information in the internet.	6hrs
2	<p>THE CAUSES AND IMPACT OF THE 2ND WORLD WAR</p> <p>This topic also focuses on the background history of international developments since 1939, and the events that led to the second World War. An examination of the contemporary impact of the war is important.</p>	Tutorials and Discussions.	6hrs
3	<p>THIRD WORLD IN HISTORY (EMPHASIS ON NIGERIA, OTHER AREAS TO BE HIGHLIGHTED TOO)</p> <p>This topic examines the role of slavery and slave trade, Colonization and (struggle for independence), Neo-colonialism (independent, .) and Non-Alignment movements in the so-called 'third world countries'</p>	Tutorial classes and Discussions should hold with students. Current books should be used to engage the students in Contemporary affairs. Students should be asked to seek additional information in the internet.	6 hrs
4	<p>WORLD THIRD WORLD COUNTRIES: CONCEPTS</p> <p>The topic examines the meaning, nature and characteristics of the concept of Third World, and discussions on how and why these</p>	Tutorials/Discussion. Assignments should be given.	6 hrs

	countries remain underdeveloped		
5	STUDY OF DEVELOPMENTS IN SOME SELECTED COUNTRIES Nigeria, South Africa, Angola, etc.	Tutorials and Discussions on selected case studies.	4 hrs
6	THE MIDDLE EAST; ARAB-ISREALI CONFLICT The topic examines the general situation in the Middle East before the establishment of Israel. The causes of the conflict since 1948 is analyzed.	Tutorials/Discussions. Students should be tested on what has been studied so far.	6 hrs
7	GLOBALIZATION The socio-economic and political changes and other current issues affecting the global economy, security and development are discussed and analyzed.	Tutorial classes and Discussions should hold with students. Current books should be used to engage the students in Contemporary affairs. Students should be asked to seek additional information in the internet.	6 hrs

Paper II

8	EUROPEAN IMPERIALISM This section examines the advent of European imperialism in Africa. It shall discuss the various commercial activities leading to the conquest and establishment of colonial domination over most of Africa. It shall be taught on the following headings: i. Early commercial and other contacts looking more specifically at the roles of explorers, merchants, and the missionaries. ii. The European penetration of Africa to examine the methods and means used as trade in West Africa, investment in Egypt and seizure of land in Algeria, South Africa, Mozambique, Angola and Rhodesia. Conquest and Resistance to occupation, the case of Nigeria. The discussion shall touch on the nature, organization and impact at the general level and with specific examples to highlight variations.	Formal class teaching and tutorial classes. Students should be taught basic issues of concern during the normal lecture hours. Tutorial discussions to engage the students on a one to discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers. Beside lecture notes, independent use of texts books should be encouraged. Standard Bibliography must be made available to the students, and if possible, where and how to find the documents. Students should be asked to seek additional information in the internet. Use of Maps and Internet facilities should be encouraged	12 hrs
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DECOLONIZATION AND UNDERDEVELOPMENT OF AFRICA

This section deals with the achievement of independence and problems that bedeviled Africa since then. It examines the contradictions that brought about the demand for independences and analysis the strategies and methods used by the nationalist movements in different countries. The international dimension of this struggle is also examined. The problems discussed include those of Neo-colonialism and Under-development, Development strategies, Conflicts and the role of Regional, Continental and International organizations in solving or aggravating these conflicts. This shall be treated under the following headings.

- i. The Decolonization process: This shall be discussed in relation to the development of African elite and middle class. The role of Government, Education and the impact of the Colonial Economy including Urbanization, taking example from around Africa.
- ii. Africa's Nationalist's Movements: The discussion shall cover their origins, nature (Elitist/Populist) and methods in general as if happened around Africa.
- iii. The international situation and decolonization process: The effects of the Second World War, PAN African Movements, and the Cold War politics. This shall be discussed in general giving examples from around Africa.
- iv. African Liberation Movements: the origin, organization, impact of these movements shall be examined up to the 1994. Focus shall be on the two major

Formal class teaching and tutorial classes.

10 hrs

Students should be taught basic issues of concern during the normal lecture hours.

Tutorial discussions to engage the students on a one to one discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers.

Beside lecture notes, independent use of texts books should be encouraged.

Standard Bibliography must be made available to the students, and if possible, where and how to find the documents.

Use of Maps and Internet facilities should be encouraged.

Students should be asked to seek additional information in the internet.

experiences of a violent approach (liberation struggle) to independence and the peaceful one. Examples can be drawn from around Africa.

10

POST COLONIAL AFRICA

- i. Neo-colonialism and Under-development in Africa: The emphasis shall be on conceptual understanding of the terms. It shall also try to trace the history with examples from around Africa.
- ii. Development strategies in Africa: The discussion shall include such issues as the role of Aid and Investment. With examples to be drawn from around Africa.
- iii. Conflict and co-operation in Africa: This shall cover inter-State conflicts and Regional Economic Co-operation – EAC/ ECOWAS, ECOMOG etc. It shall address more contemporary issues of conflict and insurgency in Africa bringing out its nature, form and impact.
- iv. The Organization of African Unity (now African Union) its aim, performance, problems, prospects shall be examined.

Africa's International Relations: The discussion shall cover the relationship between Africa and the U.N., Africa and the Great Powers, Africa and the Third World and Non-Aligned Movement.

Formal class teaching and tutorial classes.

10 hrs

Students should be taught basic issues of concern during the normal lecture hours.

Tutorial discussions to engage the students on a one to one discussions and presentations by the students should be organized in smaller groupings, to be supervised by the respective teachers.

Beside lecture notes, independent use of texts books should be encouraged.

Standard Bibliography must be made available to the students, and if possible, where and how to find the documents.

Students should be asked to seek additional information in the internet.

12	<p>THE Umayyad Era (661-750AD)</p> <ul style="list-style-type: none"> (a) Establishment of Umayyad Dynasty (b) Second civil war I Islam and the consolidation of the Umayyad Dynasty (c) Expansion of the Islamic Caliphate in Asia, Africa and Spain (d) Socio-political institutions under the Umayyad Dynasty (e) Reforms of Caliph Umar II: His policy towards the Mawali and Dhimmis (f) The Umayyad's cultural and Intellectual achievements (g) The decline and disintegration of the Umayyad Caliphate 	<p>Formal class teaching and tutorials classes.</p> <p>Students should be taught basic issues of concern during the normal lecture, as described in the content.</p> <p>Tutorial discussions to engage the students on a one to one discussions and presentation by the students should be organized in smaller groupings, to be supervised by the respective teachers.</p> <p>Beside lecture notes, independent use of texts books should be encouraged.</p> <p>Standard bibliography must be made available.</p> <p>Students should be taught basic issues of concern during the normal lecture, as described in the content.</p>	10 hrs
13	<p>THE ABBASID PERIOD TO 847</p> <ul style="list-style-type: none"> (a) Foundation of the Abbasid state (b) Expansion of Islam in the east (c) Economic development and foreign relation (d) Development of Islamic intellectual life (translation, commentaries and compilations) 	<p>Formal class teaching and tutorials classes.</p> <p>Students should be taught basic issues of concern during the normal lecture, as described in the content.</p> <p>Tutorial discussions to engage the students on a one to one discussions and presentation by the students should be organized in smaller groupings, to be supervised by the respective teachers.</p> <p>Beside lecture notes, independent use of texts books should be encouraged.</p> <p>Standard bibliography must be made available.</p> <p>Students should be taught basic issues of concern during the normal lecture, as described in the content.</p>	10 hrs
4	<p>THE SPREAD OF ISLAM TO 1258 AD (WEST AFRICA)</p> <p>The course and causes of the spread of Islam in West Africa and its significance in the history of the region and of the</p>	<p>Formal class teaching and tutorials classes.</p> <p>Students should be taught basic issues of concern during the</p>	10 hrs

	<p>Islamic world should be fully examined.</p>	<p>normal lecture, as described in the content.</p> <p>Tutorial discussions to engage the students on a one to one discussions and presentation by the students should be organized in smaller groupings, to be supervised by the respective teachers.</p> <p>Beside lecture notes, independent use of texts books should be encouraged.</p> <p>Standard bibliography must be made available.</p> <p>Students should be taught basic issues of concern during the normal lecture, as described in the content.</p>	
<p>15</p>	<p>ISLAM AND THE CHALLENGES OF WESTERN DEMOCRACY AND GLOBALIZATION</p> <p>The focus is on the dynamics of Islam with particular reference to the internal developments within Islam. In particular it is to historically look at the transformations Islam experienced in the world and Nigeria, in particular, since the Jihad of Sheikh Uthman Ibn Fodio. It shall conceptually look at issues of innovation in Islam and its impact on the history and development of Islamic Ummah. It shall extend to look at the state of Islam since the September 2001 Bombing of the twin Towers in USA. It shall be discussed under the following topics:</p> <ol style="list-style-type: none"> i. Sufism in Islam with focus on the meaning and history of Sufism in Islam, ii. History and development of Wahabism in Islam with focus on the meaning and history of the Wahabiyya doctrine in Islam, iii. Intra-Muslim discord with focus on the controversy surrounding 	<p>Formal class teaching and tutorials classes.</p> <p>Students should be taught basic issues of concern during the normal lecture, as described in the content.</p> <p>Tutorial discussions to engage the students on a one to one discussions and presentation by the students should be organized in smaller groupings, to be supervised by the respective teachers.</p> <p>Beside lecture notes, independent use of texts books should be encouraged.</p> <p>Standard bibliography must be made available.</p> <p>Students should be taught basic issues of concern during the normal lecture, as described in the content.</p>	<p>10 hrs</p>

	<p>Sufi and Wahabi doctrines in Islam,</p> <p>iv. The new web of the internationalization of Islam with focus on some of the contemporary issues as the activities of Al-Qaidah and its impacts on Islam and the image of Muslims internationally. It shall extend to discuss the effect of the September 2001 bombing of the twin towers on some Muslim countries.</p> <p>v. Spread of Islamist tendencies in Nigeria with focus on the meaning and history of Muslim insurgency in Northern Nigeria</p>		
			Total 136hrs

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Paper I

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Paper III

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