

New University of Ghana Collegiate System

College of Health Sciences

- School of Medicine and Dentistry
- School of Public Health
- School of Nursing
- School of Pharmacy
- School of Biomedical and Allied Health Sciences
- Noguchi Memorial Institute for Medical Research
- Centre for Tropical, Clinical Pharmacology & Therapeutics

College of Basic and Applied Sciences

- School of Physical and Mathematical Sciences
- School of Biological Sciences
- School of Agriculture
 - Livestock and Poultry Research Centre (LIPREC), Legon
 - Soil and Irrigation Research Centre (SIREC),Kpong
 - Forest and Horticultural Crops Research Centre (FOHCREC), Kade
- School of Engineering Sciences
- School of Veterinary Medicine
- Institute for Environment and Sanitation Studies
- Institute of Applied Science and Technology
- Biotechnology Research Centre
- West Africa Centre for Crop Improvement
- West African Center for Cell Biology of Infectious Pathogens

College of Humanities

- Business School
- School of Law
- School of Arts
- School of Languages
- School of Social Sciences
- School of Performing Arts
- Institute of Statistical, Social and Economic Research
- Institute of African Studies
- Regional Institute for Population Studies
- Centre for Social Policy Studies
- Centre for Migration Studies
- Legon Centre for International Affairs and Diplomacy
- Centre for Gender Studies and Advocacy
- Language Centre
- University of Ghana Accra City Campus

College of Education

- School of Information and Communication Studies
- School of Education and Leadership
- School of Continuing and Distance Education

COLLEGE OF HUMANITIES

School of Arts

❖ DEPARTMENT OF ARCHAEOLOGY AND HERITAGE STUDIES

LEVEL 100

SEM 1

[ARCH 111: Approaches to the Study of the Past](#)

[Credits: 3](#)

This course is an overview of Archaeology as a field of study that builds bridges with other sub-fields of Anthropology, such as Physical Anthropology, Cultural Anthropology, Linguistic Anthropology, Archaeology and Applied Anthropology as ways in understanding past and contemporary cultures. Topics include method and theory, aims and goals of Archaeology.

LEVEL 100

SEM 2

[ARCH 112: Archaeology and the African Cultural Heritage](#)

[Credits: 3](#)

The course examines the role archaeology plays in our understanding of the rich African cultural heritage. Emphasis is placed on Archaeological, historical and the ethnographic evidence and topics include a definition of the African cultural heritage, the role of Archaeology in understanding the past societies of early man and the beginnings of cultural diversity in Africa, development of farming and sedentary life-styles; growth of cities; arts and crafts; early trade patterns; traditional institutions; cultural practices and heritage resources.

LEVEL 200

SEM 1

[ARCH 211: Fundamentals of Archaeological Science](#)

[Credits: 3](#)

The course outlines the framework within which archaeologists work, and also examines the methods, goals and theoretical concepts used in accomplishing the task of reconstructing and explaining past behaviour patterns. It deals with the nature, origins and growth of Archaeology; Archaeological cultures and contexts; categories of archaeological evidence; formation and transformation of sites; site survey, excavation; dating methods, reconstruction, description, analysis, and interpretation of material culture.

[ARCH 213: Human Origins and Cultural Foundations in Africa](#)

[Credits: 3](#)

The course traces bio-cultural and social developments in Africa from the earliest times, including the beginnings of domestication and settled life. Hominid sites and the Stone Age sequence in Africa, the ecology of early human forms, prehistoric art of Africa, including symbolism, will be examined.

LEVEL 200

SEM 2

[ARCH 212: Foundations of Old and New World Civilizations](#)

[Credits: 3](#)

The course will guide the student to understand the evolution of human beings, and the spread of early peoples across Africa, Europe, Asia, the Americas and Australia. It will deal with environmental, demographic, technological, economic and other changes by which people turned from foraging to food-production. Factors that led to the development of the world's earliest "civilizations" in the Near East, Meso-America, Egypt, the Indus Valley and China will be examined.

[ARCH 214: Early Civilizations of Africa](#)

[Credits: 3](#)

The course will examine the environmental, social and cultural dynamics that led to urbanism and other aspects of cultural transformation in Africa before the advent of European colonialism. Topics include concepts of civilization, civilization of Africa, including those of the Nile Valley, the Horn of Africa, the

Western Sudan, Zimbabwe, the Inland Niger Delta and the West African Rainforest. The role of the peripheries in the development of these centres will be looked at.

LEVEL 300

SEM 1

[ARCH 323: Method and Theory of Archaeology](#)

[Credits: 3](#)

The course will guide the students to have a clear understanding of the nature and purpose of Archaeology. Through formal lectures, group presentations and class discussions, students will learn specific methods and strategies archaeologists employ to gather, classify, analyze, interpret and present data. Key concepts and theoretical perspectives which influence archaeological enquiry will be studied. By the end of the course, the students should know how to conduct research and to write a decent report.

[ARCH 325: Foragers and Farmers in West Africa's Prehistory](#)

[Credits: 3](#)

The course covers the origins and development of various groups of people and their lifestyles during prehistoric times in West Africa against the background of a changing natural environment. Themes include hunter-gatherer and food-producing economies, prehistoric stone technology, and prehistoric crafts and arts. Students will learn about indigenous farming systems, and the use of paleontology, geomorphology, and various dating schemes that pertain to archaeological research in West Africa.

[ARCH 327: Introduction to Theories of Culture](#)

[Credits: 3](#)

The course is aimed at providing the student with different perspectives of what culture is. Various definitions and theories of culture, including theories that explain spatial and temporal transformations of culture will be discussed. Examples will be drawn from Ghana and other countries in Africa and beyond to enable the student to understand culture from a global perspective.

[ARCH 329: Archaeology and Tourism in Ghana](#)

[Credits: 3](#)

This course will help students to understand the “tourist culture” and its effect on the hosts and the environment. It will involve studies of tourism and its role in acculturation, modernization, and economic development. Tourism will be analyzed as a cultural phenomenon with complex meanings for both host and guest societies. Issues of cultural and artistic authenticity, identity production and marketing, and modification of both the tourist and the toured areas will be addressed. The student will be trained to package archaeological resources and the historic environment for tourism purposes, and will be encouraged to develop class projects, which will offer her or him the opportunity to develop research skills in the ethnographic study of tourism.

[ARCH 331: Art History of Ghana](#)

[Credits: 3](#)

The course focuses on the character and meaning of art works in Ghana over the period 2000 B.C. to the present. Lectures cover topics such as the development of art history as a discipline, artist, and art. Regional case studies of prehistoric, historic and contemporary art in Ghana, as well as continuity and change in art through time and space will also be addressed.

[ARCH 333: Introduction to Physical Anthropology](#)

[Credits: 3](#)

This course is a survey of human evolution, variation and adaptation. Knowledge about human beings as biological organisms is integrated with human ways of life for a bio-cultural approach to human evolution. The student will learn about human and non-human primates, human heredity, and variability of modern populations and fossil records of early hominids and hominoids. The course will enable the student to think critically about human evolution and diversity, and to link the view of the past to the present conditions of human species.

LEVEL 300**SEM 2**[ARCH 322: Archaeology of West Africa: 500 B.C. – A.D. 1950](#)[Credits: 3](#)

The course will enable the student to understand the inception of present-day complex societies of West Africa and how they evolved, and their vicissitudes in the period 500 B.C. to A.D. 1950. Themes include general characteristics of West African societies in the Iron Age, origins of copper and iron technology and their effects on local societies, megalith and tumuli sites of the Western Sudan, urbanism, and trade networks and contacts in West Africa.

[ARCH 324: Ethno-Archaeology of Africa](#)[Credits: 3](#)

The course will guide the student to understand what ethno-archaeology is, and to acquire skills, which would enable her or him to practice it. Following a general discussion of its background, the student will be introduced to key concepts, theories, methods and techniques of the field. Lectures will be combined with class discussions of specific case studies, and the student will have the opportunity to test her or his knowledge in the field. In addition, the student will be guided to conduct an independent research and prepare a report.

[ARCH 326: Public Policy and Heritage Management in Ghana](#)[Credits: 3](#)

The course will train the student to be able to examine how public policy impacts upon the preservation of archaeological and historical resources. The student will learn about world perspectives of heritage management; and about how to review legislation (national and international), protective and planning procedures that influence the preservation, conservation and illicit trafficking of cultural objects.

[ARCH 328: Archaeology, Anthropology and Cultural Evolution](#)[Credits: 3](#)

The course examines culture as a concept, and the evolution of culture in time and space from anthropological and archaeological perspectives. It will guide the student to gain insights into the history and evolution of languages, and the variables that influence the transformation of culture in various regions.

LEVEL 400**SEM 1**[ARCH 427: Cross-Cultural Contacts and Historical Archaeology of Africa](#)[Credits: 3](#)

This course provides insights into cross-cultural contacts and historical archaeology in Africa. The student will be guided to understand how cross-cultural contacts have influenced the evolution and development of various traits of the contemporary culture of Africans. He or she will be taught how to use oral, archival and other written data, as well as historical linguistics as adjuncts to the archaeological record and in the interpretation of the cultural heritage of Africa for purposes of social and economic development.

[ARCH 429: Archaeology of the African Diaspora](#)[Credits: 3](#)

The course will examine the nature, history and culture of the African Diaspora as found on the African continent, Europe, the Americas and elsewhere. Among key issues on which the course will focus are variability, continuity and change in the cultures of different groups of Diasporan Africans, and relationships that are found between major environmental challenges as well as historical events such as the Islamic Jihads, Trans-Saharan Trade, the Trans-Atlantic Slave Trade, colonialism, and Plantation Slavery in West Africa and the relocation and redistribution of African populations in Africa.

[ARCH 431: Introduction to Museum Studies](#)[Credits: 3](#)

This course involves analysis of the values of sites with monuments; mutual relationships between Archaeological research, tourism, presentation, restoration and maintenance; causes of damage;

international conventions and local laws concerning the protection of archaeological heritage; methods of research, restoration and presentation.

[ARCH 433: Palaeo – Historical Demography of Africa](#)

[Credits: 3](#)

The course provides data on the development of human population in Africa from the Palaeolithic to the modern era, and deals with the methods and theories of research, distribution patterns of African prehistoric and historic populations, demographic variables of societal changes, demographic results of social, economic and cultural innovations in the last 300 years; multi-disciplinary approach in demographic enquiry and archaeological research designing for probing demographic patterns of a site complex.

[ARCH 435: Landscape Archaeology](#)

[Credits: 3](#)

This course is designed to introduce students to the concept of landscape and a range of Archaeological landscape methods and techniques. It will examine how indigenous practices interacted with the physical environment to shape the landscape over time. Also of interest are the Muslim and European encounters and their impact on the landscapes across Ghana.

[ARCH 437: Zoo-Archaeology](#)

[Credits: 3](#)

This course involves a study of animal remains recovered from Archaeological sites and how these remains reflect past human economies (e.g. dietary patterns); hunting strategies; the transition from hunting to herding of animals; the social and cultural value and role of livestock/animals in human symbolic and social systems; ethnicity; past environmental and ecological conditions; seasonality and site occupation; human migration and/or diffusion of food production technology across the world. The course will be based on a lecture series and practical laboratory classes with emphasis on the recovery, identification, and quantitative analysis of animal remains from Archaeological sites.

LEVEL 400

SEM 2

[ARCH 426: Monument Conservation](#)

[Credits: 3](#)

This course involves analysis of the values of sites with monuments; mutual relationships between Archaeological research, tourism, presentation, restoration and maintenance; causes of damage; international conventions and local laws concerning the protection of archaeological heritage; methods of research, restoration and presentation.

[ARCH 428: Human Diversity, Peace and Conflict Management](#)

[Credits: 3](#)

The course deals with variability in human biology and culture on the basis of available archaeological and ethnographic evidence. The concepts of ethnicity, pluralism, conflict, peace, and settlement patterns will be defined. Examples will be drawn from selected groups of people to enable the student to understand and appreciate how variations and similarities in cultures have been engendered by environmental changes, and by human-made events such as the quest for resources, slavery, colonization trends, commerce and religious activity. Indigenous conflict management strategies of the selected groups, as well as commonalities in the cultures of different groups, which could foster harmony and peaceful coexistence will also be studied.

[ARCH 432: Gender in Archaeology](#)

[Credits: 3](#)

The course will examine the concept and theories of gender in relation to the Archaeological record. It will train students to understand relationships that are found between gender and the use of space and material culture; technology and gender; food systems and gender; and images and gender relations. Various Examples in gender studies in Archaeology will be discussed critically.

[ARCH 434: Popular Culture in Ghana](#)

[Credits: 3](#)

The course examines the influence of global processes, including industrialization, capitalist expansion, transformational migration, environmental change, and international tourism on the life-ways of Ghanaians. The nature, origin, meaning and effects of specific trends and patterns of communication, and behaviour related to the performing arts, religion, funerals, and fashion, among others, on the construction of identities will be identified and analyzed critically.

❖ **DEPARTMENT OF HISTORY**

LEVEL 100

SEM 1

[HIST 111: Earliest Civilizations](#)

[Credits: 3](#)

This course surveys the succession of major civilizations that flourished in the Ancient World of the Middle East, Africa and Europe from the earliest times through the fifth century A.D. It emphasizes the diversity of cultural heritages, their origins and development, as well as the evolution of ideas – social, religious and political – that have contributed to the shaping of the world societies of today.

LEVEL 100

SEM 2

[HIST 112: Selected Topics in World History](#)

[Credits: 3](#)

It is mainly a selection of topics in World History necessary in forming a global historical perspective. The course seeks to give students basic knowledge of some important recurrent themes, issues and concepts in history.

LEVEL 200

SEM 1

[HIST 211: Historiography](#)

[Credits: 3](#)

The course seeks to define history: it shows the basic concerns and justification in studying History. It looks at the development of History including the Pre-Greek situation; historical thinking in a world of determinist political and social philosophies; history in Egypt and the ancient Middle East; the Greek foundations of Western historical methodology, Herodotus and Thucydides and the Western Historical tradition; Tacitus and the classical tradition; Eusebius and the alternative tradition, the Medieval chronicle and the decay of the classical tradition of historical writing.

The course also looks at the Renaissance and Historical Enquiry; restoration of classical canons of historical writing; source material; flexibility and accommodation in approach to historical sources; beginning of big collections; the “Erudits”; precision, concrete detail and informed criticism as elements in historical investigation; new techniques and new skills as aids in historical enquiry and the “ancillary disciplines”. Finally, the course looks at the 18th Century watershed: Gibbon and the fusion of the antiquarian and classical traditions of historical work; the 19th Century revolution in historical methodology and the 20th Century developments: Namier and the school of structural analysis.

[HIST 213: Africa and the Wider World in the 19th Century](#)

[Credits: 3](#)

The course is a survey of the cultural and political regions of Africa at the beginning of the 19th century. It will focus on the following aspects of African History:

- (a) The Sudan Belt
- (b) The Forest areas of West Africa
- (c) The Congo Basin
- (d) South Africa

- (e) East and Central Africa
- (f) The Nile valley and Ethiopia
- (g) The Maghreb

[*HIST 215: The History of Western Medicine in Ghana](#)

[Credits: 3](#)

This course describes the pre-colonial and post-colonial systems of healthcare. It describes the laying of the foundation of Western practice of medicine and the further development of the system since the country became politically independent. It emphasizes the changes that medical policy has undergone since the late 19th Century, the reasons and impact of these changes, the contributions of individual employees (Ghanaian and expatriate) to the present structure of the Medical Services, and the establishment of the Ghana Medical School. The course will describe how several major diseases have been eradicated or suppressed with reasons which explain the success and failures.

LEVEL 200

SEM 2

[HIST 212: Historical Methodology](#)

[Credits: 2](#)

The course looks at the present and the past: time and historical perspective; contemporary preoccupations, dominant trends in historical thinking; changing historical methodologies etc. as an element in the historian's image of the past. It also deals with the historian facts and reconstruction of the Past and facts or evidence: scales of certitude; facts and their intermediaries; the historian's task—making the past a living and immediate experience; framework and standards of assessment, historical sources: written documents (primary and secondary sources); oral tradition; linguistic material and reconstruction of the past, causation in history: explanation in history; narrative and analysis; the individual and society; hindsight in historical explanation; determinism and freewill in the context of historical causation, the Marxist view of History; the question of objectivity in history, the Whig interpretation of history and the relationship between history and other disciplines.

[HIST 214: Africa in the International Setting in the 20th century](#)

[Credits: 3](#)

The course will focus on the following aspects of African history in the 20th Century:

1. Africa under Colonial Rule
2. The Independence Revolution in Africa
3. Africa and the United Nations Organization
4. The African Union (formerly O.A.U.)
5. Post Colonial Political Systems in Africa
6. Neo-Colonialism 7. Economic Issues:
 - (a) Africa and International Trade
 - (b) The Search for Economic Development (c) The Debt Problem.

LEVEL 300

SEM 1

[HIST 319: Aspects of Early Modern European History](#)

[Credits: 3](#)

This course highlights some aspects of this vast subject without pretending to give a complete overview. Topics to be treated include the significance of the Fall of Constantinople: the shift from the

Mediterranean to the Atlantic World, its effect on the Italian Renaissance, humanism in the North, New learning and criticism of the church, Europe and a Wider World.

[HIST 321: Islam and Christianity in Africa](#)

[Credits: 3](#)

In this paper an attempt will be made to strike a balance of the influences of the two great monotheistic religions on Africa. The topics include Early Christianity in North and North-Eastern Africa, Islam and the conquest of North Africa, Islam and Christianity in Ethiopia, Islamic expansion in West Africa and East Africa, the growth of Islamic influence through the Sufi Orders, the influence of Christian pietism, i.e., Evangelical revival and the Missionary movement, Islam and reform in the 19th Century: Mahdism in the Sudan, Muslim society and the imposition of European (colonial) rule, the church and the growth of nationalism, Ethiopianism, self rule and church-independence, Church and State in post-colonial Africa.

[HIST 323: Colonial and Modern India Studies](#)

[Credits: 3](#)

This unique programme is designed to enable students both to develop an understanding of Indian history from the 18th to the 21st century and to study areas of special interest. 'Colonial and Modern Indian Studies' aims to provide an opportunity to understand the emergence of contemporary modern India in the context of India's colonial past. The course will provide an interdisciplinary approach to Indian society through critical historical studies. Covering over 300 years of Indian history since 1700, the course will examine the history of India to understand how colonialism shaped, changed, and brought together over time modern India. Concepts such as caste, gender, power, and nationalism and their importance in contemporary Indian society will be examined. In short, this course is aimed to introduce students to the emergence of modernity on Indian subcontinent and its various historical dimensions.

LEVEL 300

SEM 2

[HIST 322: Ghana in the 19th and the 20th Centuries](#)

[Credits: 3](#)

This course traces the history of Ghana in considerable detail, the many influences to which Ghana was exposed throughout its existence, before as well as after its independence, the Christian mission, education and social change. The growth of British colonial power and jurisdiction and Ghanaian reactions to it, as well as the Anglo Asante wars and the era of the "Scramble" will also be treated. Other topics include Ghana under British rule, social, political and economic developments in ancient Africa, the rise of nationalism between 1900 and 1945, and the impact of World War II.

The struggle for Independence, Ghana since 1957: Kwame Nkrumah, the period of the coups: 1966 to 1981 and the Second, Third and Fourth Republics.

[HIST 326: History of Africa up to 1800](#)

[Credits: 3](#)

The course treats in considerable detail a wide variety of subjects, including the East African and Indian Ocean trade. Topics to be treated include trade and politics in the Zambesi valley, the Trans-Saharan trade, the Sudanic states and the Moroccan invasion, developments in the Mahgreb during Ottoman rule, religion and conflict in Ethiopia, the inter-lacustrine cluster of States: Iwo, Bacwezi, Bunyoro and Buganda, the Luba and Lunda states, Pre-European trade and society in Southern Africa: Sana and Khoikhoi, the Nguni and Sotho chiefdoms, Dutch settlement, Boer dispersion and Khoisan resistance, the roots of the "native problem", prelude to the Mfecane and the Great Trek.

[HIST 328: Economic History of West Africa: 1890 to 1960](#)

[Credits: 3](#)

The course will deal with Interpretations of colonialism and imperialism, the economic aspects of partition: the respective roles of economic and non-economic, and of peripheral and metropolitan influences, the early colonial economy, 1890-1930; the rule of the colonial administration and of foreign capital, causes and mechanics of the cash-crop "revolution", including the rule of indigenous enterprise, change and continuity in the social organization of colonial life; rural indebtedness, the expansion of migrant wage labour, and the position of women slaves; chiefs, traders and educated elites, the economic

context of political independence; depression and conflict in colonial economy, 1930-40, economic decolonisation, or transition to neo-colonialism, 1940-60, and the expansion of government intervention, 1910-60.

[HIST 332: The History of Western Medicine in Ghana](#)

[Credits: 3](#)

This course describes the pre-colonial, colonial and post-colonial systems of healthcare. It describes the laying of the foundations of Western Medical practice and the further development of the system since the country became politically independent. It emphasizes the changes that medical policy has undergone since the late 19th Century, the reasons and impact of these changes, the contributions of individual employees (Ghanaian and expatriate) to the present structure of the Medical services, and the establishment of the Ghana Medical School. The course will describe how several major diseases have been eradicated or tamed with reasons which explain the successes and failures. There shall be considerably less emphasis on disease causation and medical terminology.

[HIST 334: Women in History](#)

[Credits: 3](#)

This course takes a global approach to Women's History, moving chronologically from the Ancient period to the modern period. The scope of the course necessitates selections from various time periods and geographical/national areas. These selections have been chosen to reveal critical aspects of Women's lives in History. The course is divided into four parts. The first part is a general introduction to the emergence of Women's studies. The second part looks at Women in the Ancient World. The third part examines Women in the Middle Ages with respect to their role in the prevailing economic, political and social order. The fourth part focuses on Women in the Modern World with some emphasis on the African Woman.

[HIST 336: History of Pan-Africanism](#)

[Credits: 3](#)

This course looks at all aspects of the Pan-African movement, from its origins in the Black Diaspora to its twenty-first century expression. The topics will include the Pan-African Congresses, the repatriation or Back-to-Africa movement, the African personality, African renaissance, Garveyism, and the African Union's "Diaspora Initiative" to incorporate the Diaspora into the AU as the Sixth Region.

[HIST 436: History Modern Russia & U.S.A: 1860-1939](#)

[Credits: 3](#)

This course will cover areas such as the emancipation of serfs in Russia and of slaves in the U.S.A; methods of securing political, economic and social rights after emancipation; Economic and industrial development in Russia and U.S.A. from 1870-1914, territorial expansionism of Russia and the U.S.A; Russia and U.S.A. in the first World War; Isolationism of Russia and the U.S.A. - from 1920 to 1939.

LEVEL 400

SEM 1

[HIST 429: History of Latin America](#)

[Credits: 3](#)

This course offers a survey of the history of the South American continent from the pre- Columbian empires (Maya, Aztec and Inca) to the early 20th century. The Imposition of Spanish and Portuguese colonial governments; settlement patterns, the power of the church, mineral and agricultural exploitation, Slavery and the slave trade and Dutch competition.

[HIST 431: History of Modern China and Japan, ca. 1800 – 1900](#)

[Credits: 3](#)

This is a comparative study of the history of China and Japan since the 19th Century, at a time that both opened up to western science and technology: Ch'ing China and the West in the 19th century, the opium war and the arrow war, the Treaty Port system, unrest within china, Taiping, Muslim and other rebellions, Self-strengthening movements; Industrialization, the Tokugawa state and the Meji restoration, the 1857-8 Treaties and their repercussions, the new order, the first phase of Japanese modernization 1870-1900, implications of military, educational and technical reforms. The course also analyses of the Meji constitution and examines China under foreign pressure; the 1880-90 wars and reforms.

[HIST 433: History of Modern Russia & U.S.A: 1700-1860](#)

[Credits: 3](#)

This will deal with Russia from the accession of Peter the Great (1682) and U.S.A. from 1763 to 1860; Enlightenment in Russia and the U.S.A – ideas of Catherine II vs. those of Thomas Jefferson, the role of personality and leadership in the respective growths of Russia and America; territorial expansion; eastward expansion into Asia, the Baltic and the Balkan coasts vs. American westward expansion to the Pacific Coast.

[HIST 435: Aspects of World History: 1914-1945](#)

[Credits: 3](#)

This course will include a brief introduction of the causes and effects of the First World War from around 1907, Topical events in World history: 1919-1950; the Versailles Treaty and the League of Nations – its structure, aims, achievements and failures, Russian communism: 1917-1939, Hitler and Nazism; Mussolini and Fascism, World Economic Depression: 1929-1933, the Commonwealth of Nations; the Statute of Westminster (1930), the world situation in 1939: causes of tension in Europe and outbreak of the Second World War, the role of the U.S.A. and Japan in the War Colonisation of Africa to 1950 and the role of Africa in the Second World War and the structure and aims of the United Nations.

[HIST 437: Conflict in Southern Africa](#)

[Credits: 3](#)

This course will examine at the history of Southern Africa over the past three and a half centuries (continuing up to South Africa's first democratic elections in 1994 and the Truth and Reconciliation Commission that followed independence) with an emphasis on South Africa and its influence in the region. The course will also examine the economic, social and cultural histories of the region so as to interrogate reasons why there was considerable delay in the independence of the region; the relationship between colonialism and neo-colonialism; and the relationship between colonialism and culture It will also address issues such as the impact of racialized rule.

LEVEL 400

SEM 2

[HIST 428: Colonial Rule and African Response: Nationalism and Independence](#)

[Credits: 3](#)

This course will deal with African reaction to colonial rule 1914-1945: political economic and social grievances; proto – nationalism and nationalism: the impacts, of Pan-Islamism, World War II and Pan – Africanism, Decolonization and African Unity.

[HIST 432: Latin America since the Haitian Revolution](#)

[Credits: 3](#)

This course will examine the era of the revolutions in Latin America: Haiti, Venezuela, Buenos Aires, military achievements and political failures of San Martin and Bolivar, independence of Mexico, conservatism of the Latin American Independence movement. 19th century Mexican dictators; the revolution of 1910, British economic dominations, U.S. interference, the banana republics of Middle America, the Venezuelan oil industry and socialist and capitalist industrialization.

It will also examine Monarchic government in independent Brazil, the rise of the coffee industry; the growth of industrial cities, Argentina: the agricultural basis of prosperity, land-owners and wage-earners and the significance of Peron

[HIST 434: History of Modern China and Japan since 1900](#)

[Credits: 3](#)

This course will examine the Boxer Uprising, abdication of the Manchu, the second phase of Japanese modernization, 1900-30, heavy industries, the Zaibatsu, Anglo-Japanese friendship and the Russo-Japanese war, the Annexation of Korea, Japanese imperialism 1930-45, the politics of violence, China between revolutions, 1911-45, the war lords, Kuomintang versus Communists, China and Japan since 1946, the Cold War in the far East, the Korean War the Vietnam war, USA versus USSR in Asia, “Ping-pong diplomacy” and its repercussions on Africa.

[HIST 438: Aspects of World History since 1945](#)

[Credits: 3](#)

The course will cover the emergence of the Super Powers, the Cold War, the spread of soviet influence and American reactions; NATO, the Warsaw Pact, and the Eastern Bloc, the Nuclear arms race; the German problem; developments in Asia: Civil war and communist victory in China; Tibet, the communist uprising in Malaya; the Korean War (1950-3), the French withdrawal from the 1954 settlement in Indo-China, SEATO (to the 1970s); the Vietnam War, divided Vietnam 1954-76, the Middle East: Foundation of Israel 1948; the Palestine problem, Arab League 1947, the Baghdad Pact 1955; The Suez Crisis, 1956. The Non-Aligned movement, the rise of Nationalism in Asia and Africa and its consequences; reconstruction of Japan after 1946, groupings in Africa; Monrovia and Casablanca powers (1961), O.A.U 1963: East African Community (1967), the Economic Community of West African States (ECOWAS) (1976), Apartheid and World reaction, United Nations since 1950 and the Commonwealth of Nations.

[HIST 442: The Atlantic World](#)

[Credits: 3](#)

The course will examine the nature and extent of the encounters and exchanges of people, ideas, goods, cultures, disease, flora and fauna over and across the ocean bordering Europe, Africa and the Americas. The course will emphasize how these encounters and exchanges have helped to shape the world. It will help students to understand the historical underpinnings of the new world order of the modern age through the processes of expansion of economy, political power, culture, population, etc. of western European nations on one hand; and the system of creative and adaptive connections, and interactions among Europeans, Africans and Native Americans along the vast and seemingly endless rim of the Atlantic basin from the fifteenth to the nineteenth century.

❖ DEPARTMENT OF PHILOSOPHY AND CLASSICS

LEVEL 100

SEM 1

[PHCL 101: Civilisations of the Ancient World](#)

[Credits: 3](#)

A study of the multiple sources of contemporary civilisations, demonstrating that certain lifestyles and life-conditions in antiquity conduce to our biological species more effectively than do certain modern lifestyles and conditions, and that increasingly globalised standards of excellence in the arts, sciences and technological enterprise date back many centuries and are the common heritage of humankind.

LEVEL 100

SEM 2

[PHCL 102: Philosophical Questions](#)

[Credits: 3](#)

Designed to stimulate thought and discussion through the reading of extracts from primary texts that address central problems in epistemology, metaphysics, ethics, and political philosophy. The aim is to help the student develop analytic skills by distinguishing problems that are philosophical from those that are social, political, scientific, historical, theological, or doctrinal.

LEVEL 200

SEM 1

[PHCL 201: Problems of Philosophy](#)

[Credits: 3](#)

Introduces excerpts of seminal texts to reveal lasting controversies and questions that concern basic assumptions central to the canons of metaphysics, epistemology, foundations of morality, social commentary and political thought.

[PHCL 203: Outlines of Graeco-Roman Civilisations](#)

[Credits: 3](#)

A broad and general study of ancient Graeco-Roman civilisations, highlighting processes in the development of material culture and the major trends and developments in social (including religious), constitutional (including political), and literary (including philosophical) history.

[SREL 213: Introduction to Philosophy of Religion](#)

[Credits: 3](#)

The nature of religious and philosophical thinking. The nature, concerns and methodology of Philosophy of Religion. Aspects of religious faith and practice that provoke philosophical questions, e.g., arguments for and against the existence of God; life after death; miracles; prayer and providence; the problem of evil; meaning and problem of religious language; analogy. Verification. Reason, Faith and Revelation. Humanism. Religious pluralism and truth.

LEVEL 200

SEM 2

[PHCL 202: Outlines of Graeco-Roman Literatures](#)

[Credits: 3](#)

An historical account of key genres in ancient Greek and Roman literary works, traced from their folkloric orality and prototypes to their conscious classical developments, as illustrated through critical discussion of sample texts.

[PHCL 204: Elements of Formal Logic](#)

[Credits: 3](#)

Introduction to propositional logic, elementary techniques of natural deduction, basic concepts of validity and soundness, distinguishing the syntactic analysis of reasoned argument from the varied criteria used for assessing other uses of language.

[SREL 216: Introduction to Theological Studies](#)

[Credits: 3](#)

Definitions, meaning and nature of theology from Christianity, Islam and African Indigenous Religions (AIR) perspectives; Methodological issues – basic theological orientation; exegesis and interpretation, academic and popular approaches; importance of context in theologizing; some key theological elements in AIR, Christianity and Islam. Some contemporary theological issues in relation to culture, religion, ecology, health and development.

LEVEL 300

SEM 1

[PHIL 307: Rationalism](#)

[Credits: 3](#)

Addresses the legacy of the seventeenth century European Enlightenment and its antecedents in the Abbasid Empire, when the reliance upon the individual's systematic reasoning to understand the world took precedence over appeal to authority of ancient texts. The seminal influences of Ibn Al-Haythem, René Descartes, Gottfried Leibniz, Spinoza and others will be introduced.

[PHIL 309: Philosophy of History](#)

[Credits: 3](#)

Introducing the realist (naturalist) vs. idealist (subjectivist) debate about the subject matter of history, the structure of historical explanation, methods and criteria for studying antiquity, the controversy concerning Black Athena.

[PHIL 311: Aesthetics](#)

[Credits: 3](#)

Concerning fundamental issues in philosophy of the arts; problems examined include the nature of art and aesthetic experience, the relationship of art objects to the reality they represent, artistic expression, and authenticity.

[PHIL 313: Philosophy of Gender](#)

[Credits: 3](#)

Reappraises basic principles assumed in mainstream philosophical canons to reveal their gendered context: public vs. private domains, essential vs. accidental qualities, innate vs. learned behaviour, human rights vs. women's rights—exposing implications of the fact that both men and women inhabit a social world which is bifurcated by gender; exploring the various connotations of masculinity vs. femininity, and the nature of prejudice.

[PHIL 315: Philosophy and Literature](#)

[Credits: 3](#)

Philosophical reflection is conveyed in a variety of genres and styles of expression beyond the treatise form. African literature written in English and in French translated into English will be examined as a vehicle of social protest and transformative political critique, as spiritual inspiration, as a conveyance for moral precepts and lessons of history.

LEVEL 300

SEM 2

[PHIL 308: Philosophy of Aristotle](#)

[Credits: 3](#)

A logical and exegetical analysis of the key ideas and concepts that constitute the framework of Aristotle's philosophy, in the areas of investigative methodology; metaphysics, ethics, humanity, and theology.

[PHIL 310: African Philosophy](#)

[Credits: 3](#)

A cross cultural examination of African traditional thought about fundamental aspects of human existence as reflected in conceptions of God, nature, personhood, destiny, morality, the good society.

[PHIL 312: Existentialism](#)

[Credits: 3](#)

A study of nineteenth and twentieth century Western philosophical ideas about moral agency in everyday life, the existence of God, and the nature of the self, based on the works of Kierkegaard, Sartre, Camus, and others.

[PHIL 314: Personhood](#)

[Credits: 3](#)

A study of questions arising about the concept of person in seminal texts that focus on the foundations of morality, political theory, cognitive science, psychology, theology, the interface between philosophy of mind, of language, and cross cultural metaphysics.

[PHIL 316: Philosophy of Education](#)

[Credits: 3](#)

The general notion of education is investigated as a process and an activity, through a confrontational examination of the notion of pedagogy, drawing upon both classical and modern texts, such as Plato, J.S. Mill, John Dewey, Franz Fanon.

LEVEL 400

SEM 1

[PHIL 416: Selected Author/Text](#)

[Credits: 3](#)

Option to pursue a specific author or text in greater depth and scope than the standard term-length undergraduate syllabi allow. Available in both semesters to facilitate a sustained study. Offered only according to the discretion of the department faculty.

[PHIL 418: Ethics and International Affairs](#)

[Credits: 3](#)

Topics include social responsibility for multinational corporations, accelerating debates concerning the legitimacy of international law and the cogency of international human rights, the ethics of international intervention, cross-border peace-keeping and reconciliation, global environmental responsibility, the possibility of global justice, migration rights.

[PHIL 420: Research Methods](#)

[Credits: 3](#)

The specific objective of this course is to equip the student with an ability to do and present independent research work. The course falls into two complementary parts. The first addresses the issue of thesis preparation; the second part is a lesson in critical thinking, designed to enable the student appreciate deductive validity, inductive force, and how to identify, construct, and assess arguments.

[PHIL 422: Medieval Philosophy](#)

[Credits: 3](#)

A study of period themes in Scholastic works from Augustine to William of Ockham with emphasis on Augustine's Christian and Neo-Platonic synthesis, and the theologian philosophers of the thirteenth and fourteenth centuries.

[PHIL 424: Topics in Philosophy of Mathematics](#)

[Credits: 3](#)

Examines the early debates about the nature of sets, the ontology of number, rudiments of Cantor's transfinite set theory and notions of infinity, Hilbert's formalism and the development of meta-mathematic at the end of the 19th century, debates about the ontology of number theory, the philosophical implications of non-Euclidean geometries, the influence of computer technology on proof theory, implications of fractals and chaos theory for metaphysics, social philosophy and philosophy of mind.

LEVEL 400

SEM 2

[PHIL 417: Contemporary Issues in Philosophy](#)

[Credits: 3](#)

An occasional syllabus determined by current research focus of permanent faculty members or our visiting scholars, offered under the discretion of the department faculty.

[PHIL 419: Philosophy of Language](#)

[Credits: 3](#)

Studies of the nature of meaning and intentionality, the interpretation of speech, belief, and reality, theories of reference, the semantic theory of truth and its adversaries, the metaphysical preconditions of language acquisition and participation, non-representational meaning, and the 'linguistic turn' in analytic philosophy.

[PHIL 421: Philosophy of Development](#)

[Credits: 3](#)

Critical analysis of policies set by the United Nations, international agencies, and multi-lateral organisations based on competing definitions of human well-being. Considers the roles of economics and culture in the measurement of social progress. Evaluates reflections of influential African philosophers and global doctrines of the genre including the modernisation school, dependency theory, neo-liberalism, the people's development approach, the statist perspective.

[PHIL 423: Topics in Philosophical Logic](#)

[Credits: 3](#)

Varied issues in this broad literature may be canvassed: truth and negation, classical and intuitionistic interpretations of the law of bivalence, many-valued logics, logical deviancy, modal logic, meaning and necessity, the semantics and syntax of ontology, competing interpretations of the quantifiers, introduction to proof theory.

[PHIL 425: Long Essay](#)

[Credits: 3](#)

A student who intends to write a long essay in classics must have taken the course CLAS 420 in Research Methods, whose principles they are to apply in critical reflections on perennial human issues in Greek or Roman studies. The research topic is to be determined by the student in consultation with the supervisor and with the approval of the Head of Department. Only single majors with CGPA of 3.0 or better are eligible to register for Long Essay.

❖ **DEPARTMENT FOR THE STUDY OF RELIGIONS**

NB: [Website under construction](#)