UNIVERSITY OF IBADAN

DEPARTMENT OF ARCHAEOLOGY AND ANTHROPOLOGY

NUC CCMAS

Programmes in Faculty of Science
Department of Archaeology and Anthropology
University of Ibadan

Contents

B.Sc. Archaeology

Overview

The programme is designed to enable the student study humankind through material remains and landscapes using complex cross cutting approaches in the humanities, social sciences and in the physical sciences. The programme is designed around 24 core courses over 8 semesters covering the basic principles of archaeology, field and laboratory techniques. The student is expected to know how to prospect for sites, study them through surface surveys, excavation, recovery and analysis. As part of the requirements for graduation, the student is also expected to do an independent project leading to a dissertation.

Philosophy

Archaeology is an investigative discipline targeting the roots and early history of humanity. It seeks an understanding of the present through the study of the past. In Africa, the study of archaeology is predicated on the understanding that knowledge of African heritage is basic to the current challenges of the continent and such knowledge must be created, disseminated and deployed for African development.

Objectives

Aim of the Archaeology Programme: To have an in-depth understanding of the human past through the study of material remains.

Objectives of the Archaeology Programme include:

1. equip students with understanding and hands on skills and competencies in the study of the human past using material remains;
2. equip students with a range of specific competencies and transferable skills required in the heritage and culture sector;
3. provide the student with theoretical and practical understanding of the significance of museums, cultural resource management and cultural tourism in national development;
4. knowledge of the use (and abuses) of the past and how the illicit trade in antiquities has adversely affected our cultural development and why, repatriation of cultural patrimony must remain a major focus in africa.

Unique Features of the Programme

1. Laboratory training and Field School including site surveys, excavation techniques, retrieval, conservation, analysis and interpretation;
2. Study of Museum collections; and
3. Outreach and stakeholder engagement with communities and different publics.

Employability Skills

1. Ability to undertake independent archaeological survey, excavation, conservation, and analysis of archaeological data.
2. Ability to undertake archaeological inquiry in the context of legislative, commercial and research frameworks.
3. Ability for independent research and pursuit of a career in cultural resource management, museum and heritage studies.

21 st Century Skills

1. Acquired intellectual, critical reflexive and literacy skills to be able to produce technical reports for peer-reviewed publications.
2. Acquired analytical skills, knowledge of team dynamics, practical and professional skills and other generic competencies in communication, listening, leadership and interpersonal sensitivity basic to enhancing employability.

Admission and Graduation Requirements

Admission Requirements

1. For a candidate to be admitted through the UTME into the BA (Hons) Archaeology programme, the candidate must possess five Senior Secondary Certificate (SSC) credit passes in English Language and any of the following subjects: History, Government, Geography, CRS or ISS, Economics, French, Any Nigerian Language and or any science subject at not more than two sittings.

2. For the B.Sc. (Hons) Archaeology programme, candidates must have five SSC credit pass in English and Mathematics and three other science subjects at not more than two sittings.
3. For Direct Entry a candidate must possess five SSC (or its equivalent) credits passes, two of which must be at the advanced level and one of which must be History, Geography, Geology, French or any Science subject.

Graduation Requirements

A student is deemed qualify for the award of a degree if he/she has:

1. completed and passed the prescribed number of courses including all compulsory courses.
2. earned the minimum credit units of not less than 120 for UTME and 90 for DE candidates.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and culture	2	C	30	-
ARC 101	Introduction to Archaeology	2	C	30	-
ARC 102	Introduction to Human Origins	3	C	45	-
ARC 103	A Survey of Old World Archaeology	2	C	30	-
ARC 104	African Knowledge Systems	3	C	45	-
ARC105	Public Archaeology	3	C	45	-
ARC 106	Introduction to Anthropology	2	C	30	-
COS 101	Introduction to Computing Sciences	4	C	30	45
UI-ARC 123	Introduction to Human Environment	4	R	45	

UI-ANT 126	Introduction to biological anthropology	3	R	45	
	Total	30			

Course Contents and Learning Outcomes

100 Level

GST 111- Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture (2 Units C: LH 30)

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights

7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self- reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples. trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. citizenship and civic responsibilities. indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN). Green Revolution. Austerity Measures. War Against Indiscipline (WAI). War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance. Social Justice and Economic Recovery (MAMSER). National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ARC 101: Introduction to Archaeology (2 Units C: LH 30) Learning Outcomes :

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

1. have knowledge of what archaeology is and its aims;
2. explain the origins of archaeology as a discipline and its eurocentric roots. understand how archaeologists discover sites, recover and handle archaeological evidence; and
3. identify the different dating methods used in archaeology, the principles behind each of the methods and their limitations in archaeological interpretation.

Course Contents:

The meaning of archaeology and its basic aims. Origin and growth of archaeology as a discipline with particular reference to Africa. Principles and techniques of archaeology. Site prospection in archaeology. Dating methods in archaeology. Archaeology and development.

ARC 102: Introduction to Human Origins (3 Units C: LH 45)

Learning Outcomes : On successful completion of the course, students will be able to:

1. expain the different perspectives in the study of human origins;
2. identify the difference between the creation theory and the theory of evolution;
3. appreciate the fossil record and how it supports the study of human origins; and
4. analyse the gaps in our current knowledge on human origins.

Course Contents:

Theories of human origin (the creation theory and the theory of evolution). Charles Darwin and the theory of evolution. The fossil record with particular reference to Africa (Australopithecines to Homo sapiens) Genetics, molecular biology and human origins. The cognitive revolution.

ARC 103: A survey of Old World Archaeology (2 Units C: LH 30)

Learning outcomes :

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

1. explain the major themes in the archaeology of the old world;
2. explain the history of human dispersal across the old world;
3. clearly explain the different food systems up to the neolithic revolution; and
4. articulate the significance of the neolithic revolution in the old world.

Course Contents:

A survey of old world geography and paleo ecology. Prehistory from proto-culture through the Stone Age to the 'Neolithic Revolution'. The primary and secondary dispersal of humans in the old world. Major civilizations of the old world. Energy capture in the old world.

ARC 104 African Indigenous Knowledge (3 Units C: LH 45) Learning Outcomes :

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

1. clearly define aik and articulate its scope as a knowledge system;
2. analyse the different ways aik is created and preserved;
3. explain aik as an endangered knowledge system; and
4. articulate the different strategies that will preserve and protect aik as a knowledge system.

Course Contents:

Meaning and scope of African Indigenous Knowledge systems. AIK as an endangered heritage resource. AIK as an on-going production of knowledge. AIK and African archaeology. AIK and ecology, religion and health. AIK and development. Strategies for salvaging AIK.

ARC 105 Public Archaeology (3 Units C: LH 45)

Learning outcomes:

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

1. explain the meaning of public archaeology and profile the different publics that have a stake in the ownership and stewardship of archaeological resources;
2. identify how to engage the different publics as archaeologists;
3. have the ability to create public awareness about archaeology and get the public committed to the stewardship of heritage resources; and
4. articulate the significance of public archaeology in the areas of archaeo-tourism and the resolution of contemporary challenges in nation building.

Course Contents

The meaning of public archaeology. The different publics that are stakeholders to the archaeological record. Stakeholder engagement in archaeology. Awareness creation in archaeology. Ownership and stewardship of archaeological resources. archaeo-tourism. The application of archaeological knowledge to contemporary challenges.

ARC 106: Introduction to Anthropology (2 Units C: LH 30) Learning Outcomes

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

analyse the meaning and scope of anthropology;

1. explain basic theories and methods in anthropology;
2. articulate the interface between archaeology and anthropology; and
3. explain the challenges of doing anthropology in Africa.

Course Contents

Nature and scope of Anthropology. Culture and Change in human societies. Four sub fields of anthropology (Archaeology, linguistic anthropology, physical anthropology and socio cultural anthropology) Field methods in anthropology. Ethical issues in anthropology. The challenges of doing anthropology in Africa.

COS 101: Introduction to Computing Sciences (3 Units C: LH 30; PH 45)

Learning Outcomes

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

1. explain basic components of computers and other computing devices;
2. describe the various applications of computers;
3. explain information processing and its roles in the society;
4. describe the Internet, its various applications and its impact;
5. explain the different areas of the computing discipline and its specializations; and
6. demonstrate practical skills on using computers and the internet.

Course Contents

Brief history of computing. Description of the basic components of a computer/computing device. Input/Output devices and peripherals. Hardware, software and human ware. Diverse and growing computer/digital applications. Information processing and its roles in society. The Internet, its applications and its impact on the world today. The different areas/programs of the computing discipline. The job specializations for computing professionals. The future of computing. Lab Work: Practical demonstration of the basic parts of a computer. Illustration of different operating systems of different computing devices including desktops, laptops, tablets, smart boards and smart phones. Demonstration of commonly used applications such as word processors, spreadsheets, presentation software and graphics. Illustration of input and output devices including printers, scanners, projectors and smartboards. Practical demonstration of the Internet and its various applications. Illustration of browsers and search engines. How to access online resources.

UI-ARC 123 Introduction to Human Environment (4 units R; LH=45; PH=)

Senate-approved relevance

The importance of this course lies in introducing students to the principal components of the environment with a view to provide students an understanding of the dynamics of ecological systems

with special reference to human environment. The course builds students to appreciate natural hazards, the maintenance of ecological equilibrium and survival and progress.

Overview

This course aims at providing students with knowledge of principal components of the environment. The course provides an understanding of the dynamics of ecological systems with special reference to human environment. In addition, the course discusses natural hazards, the maintenance of ecological equilibrium and survival and progress.

Objectives

The Objectives of this course are to:

1. Acquaint students with the principal components of the environment
2. Describe the dynamics of the ecosystem with reference to human environment.
3. Explain what natural hazards are
4. Explain how ecological equilibrium are maintained
5. Discuss human survival and progress

Learning Outcomes

At the end of the course, the students should be able to know:
1. The principal components of the environment
2. The dynamics of ecological systems with reference to human environment
3. The maintenance of ecological equilibrium
4. What constitutes natural hazards
5. The maintenance of ecological equilibrium; and
6. Human survival and progress

Course Contents
Principal components of the environment. The dynamics of ecological systems with special reference to human environment. Natural hazards. The maintenance of ecological equilibrium and humans' survival and progress. Natural hazards.
Minimum Academic Standards

The instructional materials for this course shall include: written texts, text books, handouts, videos, photographs.

UI-ANT 126: Introduction to biological anthropology (3 Units; R; LH= 45; PH= 30)

Senate-approved relevance

The importance of this course lies in introducing students to the branch of anthropology known as biological anthropology with a view to inform the students on how culture and human biology interact. The course builds students to appreciate human biological features and how those features shape human culture. Specifically, the course will advance students' knowledge about human morphology, dentition, and locomotive organs of human and how such are different from that of primate, in such a way that learners are made to understand how such features adapt human and capable of directing human technological inventions over time. In line with the University of Ibadan human nature, the

importance of this course is to build students who are conscious of human biology and human positive impacts on environment.

Overview

This course aims at providing students with knowledge of human biology providing an understanding of human morphology and how such provide human-environment adaptation and technological development as well as human migration. In addition, the course explains how knowledge of human biology can support human livelihood and survival.

Objectives

The Objectives of this course are to:

1. Provide students with knowledge of human biology
2. Acquaint students with an understanding of human morphology
3. Describe how such provide human-environment adaptation and technological development as well as human migration Explain what natural hazards are
4. Explain explains how knowledge of human biology can support human livelihood and survival.

Learning Outcomes

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

1. Know the scope of biological anthropology.
2. Understand human biological evolution.
3. Know human biological features and changes in features over the years.
4. Know the relationship between primate and humans.
5. Understand the part played by environment and technology in human biological adaptation.

UI – B. SC. Anthropology

30% additional Courses to CCMAS
&
70% NUC CCMAS

Overview

The programme is designed to enable students study humankind from a cultural perspective. In studying the cultures of humans, emphasis is laid on ethnography as an important method in anthropological data collection. The programme utilizes cross-cutting approaches and techniques in the Humanities, Social Sciences and Physical Sciences. Students are trained to be able to apply anthropological techniques in solving present-day societal needs and problems.

Philosophy

The guiding philosophy of the programme is to reinvent tradition and African identity as a new cultural process and value. It seeks to explore how such insights might contribute to the promotion of national unity and identity, self-reliance and ecologically sustainable development.

Objectives

The aim of the course is for students to have an in-depth understanding of human culture. The objectives are:

1. Offer a practically oriented Anthropology programme relevant for meaningful human existence at several levels – national and international. To this end, socio-cultural, physical anthropology and medical anthropology are treated as related components of the study of man. The geographical focus of the programme is Africa.
2. To properly situate the hitherto greatly maligned African man in the proper perspective and to offer programmes that contribute directly and constructively to African peoples' development and progress as well as to their being properly understood by others.

Unique features of the programme

1. Annual field school premised on in-depth ethnographic survey
2. Study of ethnographic materials
3. Outreach and stakeholder engagement with communities and different publics.

Employability

1. Ability to undertake independent ethnographic survey and data collection
2. Ability to undertake independent research and pursuit of a career path as ethnographers, medical anthropologists, cultural officers, customs and immigration officers.

Admission Requirements

UTME and Direct Entry modes

Five SSCE O 'Level credit passes (at single sitting) to include English Language and any of the following subjects: History, Government, Geography, CRS or ISS, Economics, French, any Nigerian language, and any science subject. In case of two sittings, six O' Level credit passes are required. In addition to the five O 'level subjects, two A 'Level passes in Art subjects, in addition to Five O 'Level credit passes are required for Direct entry. **UTME Subjects**: English Language, any three Art subjects including Government. **Special Consideration**: **Direct Entry**: In addition to

O' Level requirements, (i) NCE in relevant Science subjects (with minimum of Credit Grade) and (ii) ND with minimum of Upper Credit Grade in Tourism; Museum Management will be considered.

100 Level

Course Code	Course Title	Units	Status	LH	PH
UI ARC 111	Introduction to Archaeology	3	R	45	
UI ARC 106	Introduction to Cultural Anthropology	2	R	45	
UI ANT 126	Introduction to Primates and Humans	3	R	45	30
UI ANT 127	Nigerian Cultures and Societies	3	R	45	
GES 101	Use of English I	3	C	45	
GES 107	Reproductive Health, Sexually Transmitted Infections And Human Immunodeficiency Virus	2	C	30	
GES 103	Government, Society and the Economy	2	C	30	
ARC 123	Introduction to Human Environment	3	R	45	
STA 111	Descriptive Statistics	3	C	75	
CSC 101	Introduction to Computer Science	4	C	90	
GEO 111	Physical Geography	3	R	45	
BIO 101	General Biology	2	R	30	
	Total	32			

Learning Outcomes and Course Contents

100 Level

ARC 111: Introduction to Archaeology (3 Units R; LH= 45)

Senate-approved relevance to vision, mission, strategic goals, uniqueness and contextual peculiarities of the university.

The importance of this course lies in introducing students to the fundamental elements of archaeology as a science of retrieval and preservation of human remotest historical development. The course sets students to appreciate the works of archaeologists and create awareness of archaeological materials through time. Students are brooded to understand and appreciate the relationship between archaeology and other related disciplines such as anthropology, history and geography. The relevance of the course is establishing human existence and human cultural adaptation in any human society. In line with the University of Ibadan's mission seeking to produce culture-centred graduates, the importance of this course is therefore to shape students into responsible and responsive individuals that would, hopefully, metamorphose into exemplary custodians of Nigerian cultural history.

Overview

This course aims at provide students with background knowledge of archaeology, giving them an understanding of theories and practice of archaeology as well as developing their understanding of

the concepts in archaeology. In addition, the course explains how archaeology can support the construction of human history from the earliest period to the present.

Learning Outcomes

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

1. Define what archaeology is.
2. Identify the distinction between archaeology and other related disciplines.
3. Identify the scope of archaeology.
4. Understand the relevance of archaeology.
5. Understand the methods of archaeology.

Course Contents

Definition of archaeology; Scope of archaeology; sub-disciplines of archaeology; Archaeology and related disciplines; Relevance of archaeology; Development of archaeology; Methods of archaeology; Artefact study and museums.

ARC 106: Introduction to Anthropology (2 Units C: LH 30) Learning Outcomes

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

1. analyse the meaning and scope of anthropology;
2. explain basic theories and methods in anthropology;
3. articulate the interface between archaeology and anthropology; and
4. explain the challenges of doing anthropology in Africa.

Course Contents

Nature and scope of Anthropology. Culture and Change in human societies. Four sub fields of anthropology (Archaeology, linguistic anthropology, physical anthropology and socio cultural anthropology) Field methods in anthropology. Ethical issues in anthropology. The challenges of doing anthropology in Africa.

UI-ANT 126: Introduction to biological anthropology (3 Units R. LH= 45; PH= 30)

Senate-approved relevance to vision, mission, strategic goals, uniqueness and contextual peculiarities of the university.

The importance of this course lies in introducing students to the branch of anthropology known as biological anthropology with a view to inform the students on how culture and human biology interact. The course builds students to appreciate human biological features and how those features shape human culture. Specifically the course will advance students' knowledge about human morphology, dentition, and locomotive organs of human and how such are different from that of primate, in such a way that learners are made to understand how such features adapt human and capable of directing human technological inventions over time. In line with the University of Ibadan human nature, the importance of this course is to build students who are conscious of human biology and human positive impacts on environment.

Overview

This course aims at providing students with knowledge of human biology providing an understanding of human morphology and how such provide human-environment adaptation and technological development as well as human migration. In addition, the course explains how knowledge of human biology can support human livelihood and survival.

Learning Outcomes

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

1. Know the scope of biological anthropology.
2. Understand human biological evolution.

3. Know human biological features and changes in features over the years.
4. Know the relationship between primate and humans.
5. Understand the part played by environment and technology in human biological adaptation.

Course Contents
Meaning and scope of biological anthropology; Biological taxonomy; Theories and mechanisms of organic evolution; Classification of primates; Distribution and development of primates through times; Structure and functions of primate body; Primates, Humans and Other Animals; Human biological adaptation;

UI-ANT 127: Nigerian cultures and societies (3 Units R. LH= 45)
Senate-approved relevance to vision, mission, strategic goals, uniqueness and contextual peculiarities of the university.
The importance of this course is to introduce students to Nigerian cultures and its peoples. Being a course in anthropology of Nigeria, the course builds in students an appreciation of cultural diversities in Nigeria. The course builds students to appreciate how physical environment shapes the location of different populations in Nigeria. It also establishes in students aspects of differences and similarities in cultures of Nigerian peoples. Through this course students are made to identify different peoples and cultures in Nigeria and locate where each of the societies are located. The relevance of the course is establishing the recognition of potentials for Nigerian development within the context of the nation cultural and natural diversities. In line with the University of Ibadan nation's consciousness, the importance of this course is to build cultural relativity in student instead of cultural ethnocentrism.
Overview
This course aims at providing students with knowledge of cultures and peoples of Nigeria giving them an understanding of location and cultural features of different cultures and peoples in Nigeria. In addition, the course explains the history of Nigeria and different aspects of Nigerian cultures.

Learning Outcomes
At the end of the course, students should be able to:
1. Identify basic socio-physical and cultural features of Nigeria.
2. Understand the origin of Nigeria
3. Understand Nigerian history.
4. Identify the locations of different peoples and cultures in Nigeria.
5. Know the extent of inter-cultural relations in Nigeria.
6. Understand some indigenous practices in Nigeria.

Course Contents
Origin and meaning of the term Nigeria; Nigeria before contact with Arabs and western world; Geographical extent of Nigeria; Physical features of Nigeria; Nigerian peoples and culture; Inter-cultural relations in Nigeria; Nigerian's language systems; Aspects of precolonial history of Nigeria; Precolonial political systems in Nigeria; Precolonial economic system in Nigeria; Colonialism in Nigeria; Postcolonial development in Nigeria; Indigenous practices in Nigeria- Education, Medicine, Architecture and Transportation.

GES 101: Use of English I (3 Units C; LH 45)

Learning Outcomes
At the end of teaching this course students should be able to:
1. Develop correct and appropriate usage of English language.
2. Develop in students the listening language skills and refining the structure of English language appropriately.

3. Understand the different aspects of grammar.

Course Contents
Study skills and methods; Research skills/library resources; Reading comprehension; Units of grammar; Parts of speech; Phrases; Clauses; Sentences' Sentence forms' Tenses; Concord and Meaning relations

GES 103: Government, Society and the Economy (2 Units C. LH 30)
Learning Outcomes
At the end of teaching this course, students should be able to:
6. Know the about humans and societies.
7. Understand various branches of social sciences.
8. Gain knowledge on social phenomena.
9. Prepare students for future leadership in their societies.

Course Contents
Object and nature of social sciences; Concept and scope of psychology; Psychological basis of behavior; Definition and scope of
Sociology; Basic methods of data collection and analysis of sociological data; Concepts of Economies and development; Growth and development of Nigerian economy since independence; man's natural environment; natural resources and resource system; Meaning, genesis and current status of government; The organization, nature and structures of government; The rudiments of law; Basic issues in peace and conflict resolution.

GES 107: Reproductive health, STIs and HIV/AIDS (2 Units; LH 30)
Learning Outcomes
At the end of the course, students should be able to:
1. Have critical understanding of reproductive health, human sexuality and sexual health.
2. Gain knowledge about epidemiology, prevention and control of sexually transmitted diseases.
3. Gain knowledge on how to protect themselves against HIV infection and other STIs.
4. Create awareness of community responses and engagements in community health related to reproductive health and control of STIs.

Course Contents
Health education; Nutrition and Health; Microbes and human health; Human reproductive system and health; Human sexuality and adolescent behaviours; sexually transmitted diseases; Introduction to epidemiology of HIV and AIDS; Pre-disposing factors and transmission of HIV infections; Prevention and control of HIV/AIDS; HIV counselling and testing, treatment, care and support; Youths and life skills; Other contemporary health issues.

ARC 123: Introduction to Human Environment (3 Units; R; LH 45)
Senate-approved relevance to vision, mission, strategic goals, uniqueness and contextual peculiarities of the university.
The importance of this course lies in introducing students to the features of human environment using archaeological evidences. The course builds students to appreciate how different features of the environment are related to each other and how environment moulds human culture including settlement patterns in societies. Through this course students are made to understand and appreciate the relationship between humans and environment, specifically how human shapes environment as

well as how environment influences humans. The relevance of the course is establishing how important the environment is to human existence and how humans can protect and preserve environment. In line with the University of Ibadan environmental consciousness, the importance of this course is to build students who are conscious of human positive impacts on Nigerian environment.

Overview

This course aims at providing students with knowledge of human environment giving them an understanding of theories and practice of human-environment interaction as well as developing their understanding of the scientific concepts in human environment. In addition, the course explains how knowledge of human environment can support human livelihood and survival.

Learning outcomes

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

1. Identify principal components of the environment.
2. Know the dynamics of ecological systems.
3. Understand various sources of environmental hazards.
4. Understand the maintenance of ecological equilibrium and human survival and progress.

Course Contents.

Composition of human environment; Principal components of the environment; Nature and environment; The dynamics of ecological systems; Human survival and progress in environment; Environmental/Natural hazards.

STA 111: Descriptive Statistics (3 Units; C; LH: 75)

Learning Outcomes

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

1. Understand statistical data.
2. Understand presentation of data.
3. Understand frequency and cumulative distribution.
4. Measure locations, partition, dispersion and skewness.
5. Know rate ration and index numbers.
6. Know how to collect statistical data.

Course Contents

Statistical data; Presentation of data; Errors and approximation; Frequency and cumulative distribution; Measures of locations, partition, dispersion, skewness and kurtosis; Rates ration and index numbers; Methods of data collection; Design of forms of questionnaires; Regression and correlation; Elementary time series.

UI-CSC 101 **Introduction to Computer Science** (4 Units; Compulsory; L = 15; P = 45)

Senate Approve

Graduates who are highly skilful and knowledgeable in using simple computer applications would be produced across all the departments. It is a known fact that this is the age of computers, and the vast majority of people are using computers. This course could provide the required skills necessary to succeed in life. Students will be equipped with adequate knowledge of simple web page development and operation of utility software. Graduating student with this skill is in line with the vision of the University of Ibadan to be a world-class institution for academic excellence geared towards meeting societal needs. These software packages can facilitate their activities under excellent academic conditions for learning and research to meet societal needs and contribute to the transformation of society through creativity and innovation, as stated in the university's mission.

Overview

Computer science is a dynamic and rapidly growing area that has become an integral part of the world that we live in today. Computer science is the study of the principles and use of computers. The field uses the principles of mathematics, science, and engineering to study and develop computers, hardware, software, networks, databases–even artificial intelligence. It is a highly complex and critical field, as computers and technology have been integrated into every industry, organization, and economy. Software and hardware made communication possible from one part of the world to the other in seconds. They can see the transactions in one part of the world while staying in the other.
This digital skill, when applied in an interdisciplinary fashion, students can draw on their other areas of interest, such as biology, business, cyber security, economics, engineering, medicine, languages and linguistics, mathematics, physics, public policy, etc., to address a broader range of complex issues. It is imperative knowledge to have, especially now that artificial intelligence has taken over nearly all human activities. Computer science is a dynamic and rapidly growing area that has become an integral part of the world that we live in today.

Objectives
The objectives of the course are:
1. Describe Computers and their types;
2. Distinguish between different operating systems;
3. Identify characteristics of Computers that made them useful and indispensable tools of our time;
4. Explain the functioning and application of the Internet.
5. Describe how to design a simple webpage.
6. Use word processing, spreadsheet and presentation software features effectively.

Learning Outcome
On completion of the course, students should be able to:
1. State the principles of creating a friendly web page, including an in-depth consideration of information architecture.
2. List at least five uses of computers.
3. Demonstrate how to create a simple Word document.
4. Describe how to prepare a simple presentation document like a PowerPoint file.
5. List at least five reasons why an operating system is essential in a computer.
6. List at least five different operating systems
7. State at least two reasons why file compression is useful.

Course Contents
Use of Computers; basic computer operating systems; Files; Use of basic utilities such as Word Processing; Spreadsheets; Presentation; Browsers; Compression software. Common File Formats: text files doc, rtf, pdf, ps; web document formats; audio and video files etc., Readers and Format Converters; web development tools. Introduction to the hypertext mark-up language. Laboratory Exercises using applications running on relevant Operating Systems such as Windows Linux, Mac OS.

GEO 111: Physical Geography (3 Units R; LH: 45)
Learning Outcomes
At the end of the course, students should be able to:
1. Understand the principles and elements of climate.
2. Identify soil and vegetation.
3. Know soil and vegetation formation.
4. Identify the relationships between earth's surface phenomena.

Course Contents
Principles and elements of climate; Soil and vegetation; Relationship between earth's surface phenomena and processes.

BIO 101: General Biology I (2 Units C: LH 30)
Learning Outcomes
At the end of lectures, students should be able to:
1. Explain cell structure and organizations;
2. Summarize functions of cellular organelles;
3. Characterize living organisms and state their general reproduction;
4. Describe the interrelationship that exists between organisms;
5. Discuss the concept of heredity and evolution; and
6. Enumerate habitat types and their characteristics.

Course Contents
Cell structure and organisation, functions of cellular organelles. Characteristics and classification of living things. Chromosomes, genes; their relationships and importance. General reproduction. Inter-relationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism). Heredity and evolution (introduction to Darwinism and Lamarkism, Mendelian laws, explanation of key genetic terms). Elements of ecology and types of habitat.