**BAYERO UNIVERSITY, KANO (BUK)**

**FACULTY OF ARTS AND ISLAMIC STUDIES**

**DEPARTMENT OF NIGERIAN LANGUAGES**

**B. A HAUSA**

100

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| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-HAU 111 | Hausa People in Diaspora | 2 | C | 30 |  |
| BUK-HAU 112 | Introduction to Hausa Literature | 2 | C | 30 |  |
| BUK-HAU 113 | Introduction to Hausa Cultural Studies | 2 | C | 30 |  |
| BUK-HAU 114 | Sociolinguistics and Dialectology | 2 | C | 30 |  |
|  | TOTAL | 8 |  |  |  |

200

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| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-HAU 210 | Hausa Trades and Crafts | 2 | C | 30 |  |
| BUK-HAU 211 | Hausa Recreational Activities | 2 | C | 30 |  |
|  | TOTAL | 4 |  |  |  |

300

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| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-HAU 309 | Stylistics | 2 | C | 30 |  |
| BUK-HAU 310 | Hausa Material Culture | 2 | C | 30 |  |
| BUK-HAU 311 | Hausa Social System | 2 | C | 30 |  |
|  | TOTAL | 6 |  |  |  |

400

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| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-HAU 407 | Functional Linguistics | 2 | C | 30 |  |
| BUK-HAU 408 | Applied Linguistics | 2 | C | 30 |  |
| BUK-HAU 409 | 19th Century Hausa Poetry to date | 2 | C | 30 |  |
| BUK-HAU 410 | Semantics | 2 | C | 30 |  |
| BUK-HAU 411 | Modern Hausa Economic system | 2 | C | 30 |  |
| BUK-HAU 412 | Hausa Oral Songs | 2 | C | 30 |  |
| BUK-HAU 413 | The Study of Hausa Traditional Medicine | 2 | E | 30 |  |
|  | TOTAL | 14 |  |  |  |

**Observation**

There is a vacuum in the Core Curriculum in Level one which we can accommodate HAU 110

From among the courses in Hausa culture

**BUK-HAU111 Hausa People in Diaspora (2 Units Core: LH= 30)**

**Senate-approved relevance**

Training of high-quality graduates specifically, Hausa culturewho are highly skilled and knowledgeable in the field of Hausa culture which is a sub-field of general Hausa studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Hausa people in diaspora is important area of study that helps the students understand the cultural diversity of Hausa people in Hausa land and Hausa people outside the Hausa land. The course is primarily designed to expose students to various types of culture.

Also, the course will outline study Hausa people in Asian country and even explain some of the reasons behind their leaving home; their presence elsewhere; their means of livelihood, etc.

**Objectives**

The objectives of the course are to:

1. Identify Hausa people outside Hausa land in Nigeria
2. Examine Hausa people in Africa
3. Clarify Hausa People in Europa
4. Illustrate Hausa people in Asian Country
5. Explain a basic knowledge on the reasons behind their leaving home; their presence elsewhere; their means of livelihood, etc.

**Leaning Outcomes**

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

1. Identify Hausa people outside Hausa land in Nigeria such as Central and geo-political zones of Nigeria.

2. Identify and explain Hausa people in Africa: Ghana; Chad, Sudan, Libya, etc.

3. Study the Hausa people in Europa

4. Study Hausa people in Asian country.

5. Explain the reasons behind their leaving home; their presence elsewhere; their means of livelihood, etc.

**Course Contents**

1. Hausa land the scope and limitation of Hausa state
2. Hausa People and their nature
3. The places were called outside the Hausa land
4. The history Hausa people’s migration to others lands
5. The reasons behind their migration from land to the other lands
6. Study the Hausa people outside Hausa land in Nigeria
7. Hausa people in west African country
8. Hausa people in North African
9. Hausa people in Central African
10. Hausa people in East African
11. Hausa People in some Europa country
12. Hausa people in some Asian Country
13. The presence of Hausa people diaspora and means of their livelihood.
14. The nature of Hausa language (Communications Skills Development) of Hausa people in diaspora
15. The nature of of Sarautar Sarkin Hausawa in diaspora

**BUK-HAU 112: Introduction to Hausa Literature (2 Units Core: LH= 30)**

**Senate-approved relevance**

Training of high-quality graduates specifically, Hausa literaturestudents who are highly skilled and knowledgeable in the field of Hausa Literature which is a sub-field of general Hausa studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Hausa Literature Is an important area of study that helps the students understand the Literature of Hausa people in Hausaland and Hausa literature as field being appreciated from outside the Hausaland.

The course is primarily designed to expose students to various types of Hausa literature such as; the traditional (oral) from the earliest time and the modern (written) type which is said to be emanated as a result of the emergence of Europeans into the Hausa land.

**Objectives**

1. Acquaint students with tenets of Hausa Literature,

2. Identify more on the indepth Hausa literature,

3. Show them the way to respond to Hausa texts

4. Explore the content of Hausa literature,

5. Analyze work with figurative approach to literary content.

**Learning Outcomes**

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

1. Explain the definition of Hausa literature and its historical background;

2. Identify two majorly genres of Hausa literature, i.e. oral and written;

3. Clarify some vocabulary of literary terms and their various shades of meaning;

4. Examine several contents of Hausa literature such as; poetry and prose among others.

5. Understand a number of figurative approach to literary content.

**Course Contents**

1. The concept and definitions of literature by divergent scholars.

2. Importance of literature in shaping the life of Hausa people.

3. An overview of historical background of literature from inception to date.

4. A look on categories and sub-categories of Hausa literature.

5. A survey of traditional (oral) literature and its distinctive features.

6. A survey of modern (written) literature and its distinctive features.

7. Figures of speech (Adon Harshe) in Hausa literature such as; karin magana (proverbs), kirari (epithet), kacici-kacici (riddles), qarangiya (alliteration) and ba’a (joke) among others.

8. Vocabulary of literary terms; their various shades of meaning and their implications in sphares of Hausa literature.

9. Basic ideas on the literary analysis of Hausa poetry.

10. Basic ideas on the literary analysis of Hausa prose.

11. Basic ideas on the literary analysis of Hausa drama.

12. Components of non-musical Hausa songs (waqoqin da ba na kixa ba) such as; waqoqin dave, waqoqin niqa, waqoqin daka, waqoqin raino and so on.

13. The oral narrative (labarin baka) and its classical mode.

14. Comparative analysis of the three genres of literature as indicated above.

15. Practical analysis of some selected literary works and prose, poetry and drama.

**BUK-HAU113: Dialectology and Sociolinguistics (2 Units Core: LH= 30)**

**Senate approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in the Hausa dialectology and sociolinguistics to become familiar with Regional dialects and sub – dialects within the scope of Hausa regional and territorial demarcations, all these will be in line with the BUK’s mission to address African developmental challenges in producing graduates in Hausa studies.

**Overview**

Dialects and sociolinguistics are trades and craft are as old as Hausa society and civilization, especially in the development of Hausa land economic. It also, helped Hausa people for self-reliance’s base on the perspectives of their traditional setting.

It is in view of this, the course will outline the development of Hausa trades and craft traditional in relation to modern technology in terms of productivity.

**Objectives**

1. Acquaint students with regional dialect of their environment,

2. Explain the difference in terms of sub- dialect,

3. Identify the difference between dialect and standard dialect,

4. Illustrate the hierarchy dialect within the sociolinguistic contexts

5. Analyze the context and mutual intelligibility.

**Learning Outcomes**

1. That there are differences in dialect

2. All dialects understand speech act in standard dialect

3. There are basic differences in language communication and society

4. There are differences in language and sex

5. There are also differences in Language and society.

**Course Content**

1. History and definition of sociolinguistics
2. Language and society
3. Theoretical backgrounds
4. Language Variation and change
5. Standard Hausa
6. Social variables
7. Sociolinguistic factors
8. Varieties of Hausa dialects
9. Hausa Dialects on the basis of lexicon
10. Hausa Dialects on the basis of phonology
11. Hausa Dialects on the basis of morphology
12. Hausa Dialects on the basis of syntax
13. The lexico-statistics method
14. The geographical method (Isogloss)
15. Sociolinguistics and Hausa cultural norms

**BUK-HAU114: Introduction to Hausa Cultural Studies (2 Units Core: LH= 30)**

**Senate-approved relevance**

Training of high-quality graduates (specifically Hausa culture) who are highly skilled, well trained and knowledgeable in the field of Culture and Cultural studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Introduction to Hausa cultural studies is a very crucial course in Hausa studies that introductory in nature. It is a foundation to the study of Hausa culture to the students who are new in the field of Hausa culture.

The course, has also defines major classification of Hausa culture in academic discipline. Also, classification (material and non-material culture) such as the general survey of Hausa social norms and various functions and events shall be discussed under non-material culture.

**Objectives**

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

**1**. Explain the terminology and definitions of terms in the study of Hausa culture

2. Describe the culture as an academic discipline

3. Clarify the use of cultural knowledge to identify Hausa cultural traits, an overview and classifications

4. Examine the differences between Hausa culture and other areas in Hausa studies

5. Illustrate the cultural knowledge to identify Hausa cultural traits, an overview and classifications

**Leaning Outcomes**

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

1. Explain the terminology and definitions;

2. Study the philosophical meaning of some terms and terminology

3. Explain Culture as an academic discipline;

4. Distinguish between Hausa culture and other areas in Hausa studies

5. Identify Hausa cultural traits, overview and classification (material and non-material culture) such as the general survey of Hausa social norms and various functions and events shall be discussed under non-material culture.

**Course Contents**

1. Introduction: Definition of culture
2. Meaning of some terminology such as; xabi’a, hali, dangantaka, dangi, maqwabtaka etc.
3. Philosophicalbehind the meaning of some terms and terminology
4. Introduction to Culture as a source of human activity: Haihuwa, aure and mutuwa
5. Hausa Culture as an academic disciplinein Hausa study
6. Distinguish between Hausa culture and other areas in Hausa studies
7. Relationship between Hausa culture and other areas in Hausa studies
8. Identifying Hausa cultural traits
9. Overview and classification of i.e., material and non-material cultur
10. Study of Hausa culture material culture: Traditional equipment/tools for daily activities
11. Study non-material culture:The general survey of Hausa social norms, such askara, kirki,
12. Study non-material culture: xa’a, kawaici,
13. The general survey of Hausa social norms, such as zaman tare, ada’a, baiko, kavaki,
14. General over-view on kyauta, ciyarwa, zumunta, haxin kai, etc.
15. The various functions and events shall be discussed.

**BUK-HAU210 Hausa Trades and Crafts (2 Units Core: LH= 30)**

**Senate-approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in the Hausa local trades and crafts to become familiar with the traditional trades and craft of Hausa people and among others in line with the BUK’s mission to address African developmental challenges in producing graduates in Hausa studies.

**Overview**

Trades and craft are as old as Hausa society and civilization, especially in the development of Hausa land economic. It also, helped Hausa people for self-reliance’s base on the perspectives of their traditional setting.

There is also the development of Hausa trades and craft traditional in relation to modern technology in terms of productivity. In addition, it will outline the differences between General Hausa culture and mannerism.

**Objectives**

The objectives of the course are to:

1. Describe traditional occupations and crafts among Hausa people
2. Identify the traders and craftsmen and their roles in Hausa land and outside of the Hausa land
3. Examine some selected major Hausa traditional occupations and craft
4. Identify and explain the role of Hausa trades and occupations in socio-economic status in Hausa society.
5. Identify the significance of traditional Hausa instruments in relation to modern technology.

**Leaning Outcomes**

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

1. Explain the evolution of sana’a among the Hausa people;

2. Explain Craftsmen and their roles;

3. Explain the detailed study of selected major Hausa traditional occupations and crafts;

4. Identify the significance of traditional Hausa instruments in relation to modern technology.

5. Delineate the differences between General Hausa culture and mannerism.

**Course Contents**

1. Introduction: definition of trades and craft and their history in Hausa society
2. Trade by barter and the use of *wuri* and money
3. Classification of occupation: specific and general
4. Study specific occupations
5. Study general occupations
6. The relationship between the classification of Hausa occupations
7. Some instruments and tools used by the craftsmen and other occupations
8. Identifying the productivity of Hausa occupation
9. Study of traditional trades (fatauci) and its types
10. Study of modern trades (fatauci) and its types
11. The role of craftsmen and traders in Hausa society
12. The important of trades and occupation among of Hausa people such as self-reliance’s
13. The role of Hausa trades and crafts in terms of Hausa land economic development
14. The influences of Hausa neighbors on their trades and crafts
15. The significance of Hausa traditional instruments in to the modern technology.

**BUK-HAU211 Hausa Recreational Activities and Ceremonies (2 Units Core: LH=30)**

**Senate-approved relevance**

Training of high-quality graduates (specifically Hausa culture) who are highly skilled, well trained and knowledgeable in the field of Culture, especially recreational activities and ceremonies and Cultural studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Recreational activities and ceremonies are the study to distinguish between traditional and modern festival. The course is designed to expose students to various traditional ceremonies, such as naming and marriage,*bikin naxin sarauta*, etc; Distinguish between the traditional and modern Hausa festivals e.g*bikin buxar dawa, kalankuwa, bikin salla, bikin saukar karatu, bikin nunin amfanin gona*, and many others.

Consequently, there is also traditional and sitting games such as *dambe, kokawa, tauri, farauta, gaxa, kwambe, langa, turna, allan-ba-ku, dara, qwado, karta* and others; The significance of Hausa ceremonies and festivals with their roles in national integration.

**Objectives**

The objectives of the course are to:

1. Describe the various traditional ceremonies in the Hausa and the modern influence
2. Examine between the traditional and modern festival in the Hausa society
3. Clarify the students to differentiate dialect from accent.
4. Identify the significance of Hausa ceremonies, festivals, traditional and setting games with their roles in national integration.
5. Explain the importance of feasts among Hausa youths

**Leaning Outcomes (20)**

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

1. Explain Hausa ceremonies such as naming and marriage,*bikin naxin sarauta*, etc;
2. Distinguish between the traditional and modern Hausa festivalse.g.*bikin buxar dawa, kalankuwa, bikin salla, bikin saukar karatu, bikin nunin amfanin gona*, and many others;
3. Explain the traditional and sitting games: *dambe, kokawa, tauri, farauta, gaxa, kwambe, langa, turna, allan-ba-ku, dara, qwado, karta* and others;
4. Study the modern influences on some Hausa traditional ceremonies, games and festival.

5) Identify the significance of Hausa ceremonies and festivals with their roles in national.

**Course Contents**

1. Introduction: meaning of ceremonies and recreational activities
2. The history of ceremonies and recreational activities in the Hausa society
3. Types festival: traditional and modern
4. Traditional festival:*bikin buxar dawa, kalankuwa, bikin shan kabewa, bikin nunin amfanin gona*, etc
5. Traditional Ceremonies: *bikin suna, bikin aure* etc.
6. Traditional ceremonies such as bikin naxin saruta and durba (hawan daba)
7. Modern festival: *bikin salla, bikin saukar karatu,bikin takutuha etc*
8. Modernfestival*: bikin hawan salla and hawan sadaka (By maguzawa or manoma)*
9. Distinguish between traditional festival and Hausa modern festival
10. The history of Hausa traditional games
11. Study of Hausa traditional games:*Dambe, kokawa, tauri, farauta,*
12. Study of Hausa traditional games: *Gaxa, kwambe, langa, turna, allan-ba-ku,*
13. Study of Hausa traditional games: *Dara, qwado, karta, etc.,*
14. Distinguish between men games and the youths (boy and girl) games
15. Identifying the nature of festival and games and their relationships

**BUK-HAU 309: Stylistics (2 Units Core: LH= 30)**

**Senate-approved relevance**

Training of high-quality graduates specifically, Hausa Stylistics that are highly skilled and knowledgeable in the field of Hausa stylistics which is a sub-field of general Linguistics in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Stylistics is primarily concerned with a variety of factors which affect the message disseminated by words in a discourse, broadcast, ordinarily spoken, or written. It has traditionally been associated with texts,

The word style may be familiar, it has interalia, been referred to as the idiosyncratic manner of an individual in writing, a group of people’s pattern of writing or pattern of writing in an era.

**Objectives**

The objectives of the course are to:

1. Identify Literary and non- literary Hausa texts

2. Illustrate a basic knowledge on the early stylistic and western influence

3. Exemplify the Hausa texts style.

4. Explain the values of Hausa texts.

5. Describe general over view of modern influence on Hausa fictional novels

**Leaning Outcomes**

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

1. Linguistic analysis to literature
2. The structural approach to language and literature.
3. Structuralist theories views to literary works as a whole in which the parts are organically related.
4. Formalist movement in writing involved in adhering normative practices.
5. Postulations on language that can duly evaluated relations to theother elements of the same language.
6. Identify the early Hausa texts and adopted Hausa stylistic patterns;

**Course Contents**

1. The history and definition of stylistics
2. Hausa stylistics and its values
3. Literary and non-literary texts
4. Linguistic analysis to literature
5. Written and spoken discourse
6. Hausa stylistic patterns
7. Structural approach to language and literature
8. Stylistics and western influence
9. Structuralist theories
10. Formalist movement
11. Neo-Firthian Linguistics of systemic approach to literary grammar
12. Stylistics and the Hausa fictional novels
13. Stylistics and Hausa broadcast Media
14. Stylistics and Spoken discourse
15. Stylistics and Written discourse

**BUK-HAU310: Hausa Material Culture (2 Units Core: LH= 30)**

**Senate-approved relevance**

Training of high-quality graduates specifically, Hausa material culture who are highly skilled and knowledgeable in the field of Hausa culture which is a sub-field of general Hausa studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Hausa material culture is important area of study that helps the students understand the traditional Hausa materials such as traditional architecture (gine-gine), traditional furniture (Jere) custom and a number of the western influence on it.

The general household traditional tools e.g. cooking utensils and food items. The Hausa traditional attire and make-up such as xinke-xinke, takalma and the Hausa traditional make-up e.g.,aski/kitso, shafe-shfe, kayan qyalli. And the General over view on the technology and modern influence on Hausa Material culture

**Objectives**

The objectives of the course are to:

1. Identify Hausa traditional and adopted Hausa architecture

2. Explain the basic knowledge on the traditional furniture, “jere” custom and western influence.

3. Identify the genteral household tools of the Hausa people (including cooking utensils and food items).

4. Clarify the Hausa attire and food items

5. Elucidate the traditional Hausa make-up

6. Describe the general overview on the technology and modern influence on Hausa Material culture,

**Leaning Outcomes**

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

1. Identify the traditional and adopted Hausa architecture;
2. Explain the traditional furniture, “jere” custom and western influence;
3. Identify and explain the genteral household tools of the Hausa people (including cooking utensils and food items).
4. Explain the Hausa attire and western influence:

* Xinke-xinke;
* Takalma;

1. Explain the Hausa make-up:

* Aski/kitso;
* Shafe-shafe;
* Kayanqyali, etc.

1. Identify and explain the General over view on the technology and modern influence on Hausa Material culture.

**Course Contents**

1. Introduction: The Hausa society
2. The Hausa architecture and its history
3. Types of Hausa architecture: permanent and temporary
4. Details on permanent Hausa architecture
5. Details on temporary Hausa architecture
6. Hausa traditional furniture (Jere) and its history
7. Identifying Hausa furniture (Jere) i.e., traditional and modern
8. Identifying and distinguish of the genteral Hausa household traditional tools
9. Hausa traditional food items and their important in human body
10. Hausa traditional attire and the modern attire
11. Hausa traditional and modern make-up: Aski/kitso,Shafe-shafe,
12. Hausa traditional and modern make-up: Kayanqyali etc.
13. The influences of Hausa neighbors on Hausa material culture
14. The important of Hausa material culture on economic development
15. The general over view on the technology and modern influence on Hausa traditional material and their uses.

**BUK-HAU311: Hausa Social System  (2 Units Core: LH= 30)**

**Senate-approved relevance**

Training of high-quality graduates (specifically Hausa culture) who are highly skilled, well trained and knowledgeable in the field of Culture and Cultural studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Hausa social system is a very fundamental course in Hausa studies. It is the study of Hausa life in social system such as traditional indices of Hausa status and pattern of stratification, the system of upbringing including Hausa life cycle. The nature and pattern of settlement, social mobility, and a study of tribal marks. Socializations process with emphasis on verbal art. Hausa mannerism and gesture and a study of Hausa taboos.

Also, the course is focused on the study of cultural diversity in Nigeria and the role of federal and state councils for art and culture in improving Hausa culture. The influence of other cultures on Hausa culture and the emergence of national culture and the role of Hausa culture and the place of Hausa in Nigeria’s national policy.

**Objectives**

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

1. Explain the traditional indices of Hausa status and pattern of stratification;
2. Describe the system of upbringing including Hausa life cycle;
3. Identify the nature and pattern of settlement, social mobility, and a study of tribal marks;
4. Explain the socializations process with emphasis on verbal art;
5. Identify and explain the Hausa mannerism and gesture and a study of Hausa taboos.
6. Illustrate the cultural diversity in Nigeria
7. Explain the role of federal and state councils for art and culture in improving Hausa culture;
8. Demonstrate the influence of other cultures on Hausa culture.
9. Examine the emergence of national culture and the role of Hausa culture and the place of Hausa in Nigeria’s national policy;

**Leaning Outcomes**

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

1. Explain the traditional indices of Hausa status and pattern of stratification;
2. Explain the system of upbringing including Hausa life cycle;
3. Identify and explain the nature and pattern of settlement, social mobility, and a study of tribal marks;
4. Explain the socializations process with emphasis on verbal art;
5. Identify and explain the Hausa mannerism and gesture and a study of Hausa taboos.
6. Study the cultural diversity in Nigeria;
7. Explain the role of federal and state councils for art and culture in improving Hausa culture;
8. Explain the influence of other cultures on Hausa culture.
9. Explain the emergence of national culture and the role of Hausa culture and the place of Hausa in Nigeria’s national policy;

**Course Contents**

1. Introduction: the general over-view on Hausa social setting
2. The traditional indices of Hausa status and pattern of stratification
3. The over-view of some scholar on Hausa status and pattern of stratification
4. The system of upbringing including Hausa life cycle: Haihuwa, Aure, Mutuwa da Rabon Gado
5. Details on Haihuwa (Birth) and its tradition
6. Details on Aure (Marriage), classification and its traditions
7. Details on Mutuwada Harkokin Rabon Gado (Death and inheritance) traditionally and Islamically.
8. The nature and pattern of settlement, social mobility, and a study of tribal marks
9. The socializations process with emphasis on verbal art
10. The Hausa culture and mannerism
11. Gesture and a study of Hausa taboos.
12. Study the cultural diversity in Nigeria
13. The role of federal and state councils for art and culture in improving Hausa culture;
14. The influence of other cultures on Hausa culture.
15. The emergence of national culture and the role of Hausa culture and the place of Hausa in Nigeria’s national policy.

**BUK/HAU 407: Functional Linguistics (2 Units Core: LH= 30)**

**Senate approved relevance**

Training of high-quality graduates (Functional apparatus in Linguistics) who are highly skilled, well trained and knowledgeable in systemic Linguistics, especially studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Functional linguistics is an approach to studying language concerned with systematic functions performed by users. It is functional in its interrelated senses of its interpretation: (1) texts, (2) of the systems, and (3) of the elements of linguistic structures of how language is used.

It considers language to have evolved under the pressure of the particular functions that the language system has to serve. Functions are therefore taken tohave left their mark on the structure and organisation of language at all levels, which is said to be achieved via metafunctions.

**Objectives**

The objectives of the course are to:

1. Describe the functional structure of language in use in a specific Hausa social context;
2. Identify the system and models of language use in Hausa;
3. Examine language as a set of interlocking choices for expressing meaning rather than combining words and sentences.
4. Illustrate the treads of Functional Linguistics
5. Show the applicability of systemic grammar to Hausa corpus.

**Learning Outcomes**

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

1. Demonstrate a sound understanding of functional linguistics with respect to its evolution and development;
2. Distinguish the aspects of language strata, language elements, semiotic systems and metafunctions in Hausa;
3. Understand the relationship between the grammatical system, semantics, social semiotics and personal needs of language use.

**Course Contents**

1. An overview of functional linguistics
2. What is text?
3. Register: Mode, Tenor and field
4. Clause Complex
5. Issues on Ideational Metafunction
6. Transitivity
7. Issues on Interpersonal Metafunction
8. Issues on Textual Metafunction
9. Cohesion and Coherence
10. Semantic choices
11. Lexico-grammatical resources
12. Nominalization
13. Modality
14. Semiotics
15. Systemic functional Linguistics and Discourse analysis

**BUK/HAU 408: Applied Linguistics (2 Units Core: LH= 30)**

**Senate approved relevance**

Training of high-quality graduates in Linguistics who are highly skilled, well trained and knowledgeable in the field of language and delivery and The Applied linguistics studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Applied linguistics is concerned with increasing understanding of the role of language in human affairs, thereby providing knowledge about language-related problems in the classroom, the workplace, the law court, or the laboratory to achieve some purpose or solve some issues in the real world. The course is designed to build the capacity of students and their understanding on language and technology, language cognition and brain research, language planning and policy, and language assessment and evaluation.

It is also designed to introduce students to various language learning and teaching strategies and educate them on the dynamic areas of applied linguistics, such as communicative language teaching (CLT), Data-Driven Learning (DDL), computer assisted language learning (CALL), statistical approaches in language research. The objectives of the course, learning outcomes and contents are provided to address this need:

**Objectives**

The objectives of the course are to:

1. Describe the structure of language in use in a specific Hausa context;

2. Identify current empirical tools, such as computerized databases (corpora), to

study Hausa language use;

3. Classify the statistical techniques for the Hausa language-related research;

4. Explain the theoretical issues in applied linguistics.

5. Examine applied linguistics role in language teaching, learning and assessment.

**Learning Outcomes**

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

1 Reveal good knowledge of the evolution, development and interrelationship of

areas in applied linguistics;

2 Distinguish the aspects of grammar, language use, language learner, language

skills and assessment in Hausa settings;

1. Explain and understand the essential areas of inquiry in applied linguistics,

given the strong emphasis on Hausa settings;

1. Demonstrate appropriate language pedagogical knowledge and possible links between language policy and planning;
2. Understand a variety of language teaching methods and learning strategies.

**Course Contents**

1. Evolution and development of applied linguistics
2. Theoretical issues
3. Essential areas of inquiries
4. Second language acquisition
5. Language teaching strategies
6. Language learning strategies
7. Language learning styles
8. Issues in corpus-linguistics
9. Issues in computational linguistics
10. Issues in forensic linguistics
11. Statistical approaches in language research
12. Language and assessment
13. Language planning and policy
14. Language and technology
15. Language and the law

**BUK-HAU 409: 19th Century Hausa Poetry to Date (2 Units Core: LH= 30)**

**Senate Approve Relevance**

Training of high-quality graduates (specifically Hausa jihadic poetry) who are highly skilled, well trained and knowledgeable in the field of Jihadic movement and early Islamic scholarship and studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates that are to be beneficial to society.

**Overview**

This course introduces the students the historical background and development of the 19th Century Hausa Poetry from inception to present. An account of the jihad of Shehu Usman Xanfodio and the influence of the poetry to the jihad.

Accordingly, Shehu’s writings, and those made by his siblings Nana Asma’u ‘Yar Shehu, Isan Kware, and disciples Dikko Dan Bagine, Abubakar Mai katuru and so forth. These are primarily done on Islamic theology. The later poetic writings on mundane topics should be studied.

**Objectives**

1. Acquaint the students with early poetic writings on Islamic beliefs.
2. Identify the students appreciate the essence of Jihadic movement.
3. Explain the importance of Sokoto Caliphate and the Fulani jihad.
4. Illustrate the history Islamic writings in Hausaland.
5. Analyze The involvement indigenous Hausa People in the Sokoto Jihad

**Learning Outcomes**

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

1. Ascertain the background and development of the 19th Century Hausa Poetry from inception to present;

2. Discover the influence of the 19th Century Hausa poetry to the jihad;

3. Identify biographical study of selected poets and examination of some of their works;

4. Explain the theme, content and style of the said poetry.

5. Explicate other topics on worldly affaires

**Course Contents**

1. Definition of the 19th Century Hausa Poetry.

2. An outline on 19th Century jihad.

3. Some factors that led to the 19th Century jihad.

4. The emergence of 19th Century Hausa Poetry with special reference to group, *Islamiyya* and other *boko* schools.

5. The impact of 19th Century Hausa PoetryMadahu verses such as;

- *Usshaqu Nabiyi*

- *Ahbabu Rasulullahi*

***-*** *Zumratul Madahu*

***-*** *Fityanul Ahbabu, etc.*

6. Significance of 19th Century Hausa Poetry to the jihadists

7. Biographical study of selected poets (Islamic and/or political verse).

8. A critical examination of some of their works.

9. Comparative study of 19th Century Hausa and Hausa political verse with various examples from their texts.

10. A concise study of the themes of the 19th Century Hausa Poetry.

11. A concise study of the contents of the 19th Century Hausa Poetry.

12. A concise study of the style of the 19th Century Hausa Poetry.

13. To apply selected/appropriate techniques/literary theory *(Ra’i/Mazahaba)* of functionalism by Xangambo (2007).

14. Application of literary theory *(Ra’i/Mazahaba)* of structuralism by Gusau (2003).

15. Application of literary theory *(Ra’i/Mazahaba)* of style by Mukhtar (2010) and so on.

**BUK-HAU 410: Hausa Semantics (2 Units Core: LH=30)**

**Senate-approved relevance**

Training of high-quality graduates in Linguistics who are highly skilled, well trained and knowledgeable in the field of meaning and its function in Hausa semantics development in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

The Hausa semantics is a course that teaches students about meaning and its intricacies. Meaning is complex and very vital in all communications. Understanding the way meaning changes and develops over time is a key requirement to the students who aspire to learn Hausa language.

This course fills the gaps and introduces almost all the needed academic inputs, such as the issue of synonyms, antonyms, figures of speech, ambiguity and how the play vital roles in shaping the meaning of lexical items in the language.

**Objectives**

1. Explain the definition of semantics with its relevance to Hausa language;

2. Identify the two major theories, features and content of semantics in Hausa;

3. Clarify some vocabulary of semantic terms and their various shades of meaning;

4. Confer the relevance of semantics in Hausa and its contents in respect to meaning and its various shades.

5. Illustrate a strong sense of comprehension of Hausa lexical items and how they change in respect to context and nature of utterance.

**Learning Outcomes**

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

1. Explain the definition of semantics with its relevance to Hausa language;

2. Identify two majorly theories, features and content of semantics in Hausa;

3. Clarify some vocabulary of semantic terms and their various shades of meaning;

4. Discuss the relevance of semantics in Hausa and its contents in respect to meaning and its various shades.

5. To establish a strong sense of comprehension of Hausa lexical items and how they change in respect to context and nature of utterance.

**Course Contents**

The course content can be summarily presented as follows:

1. Introduction to theconceptofsemantics

2. TherelevanceofsemanticstoHausalanguagestudies.

3. Basicterms and terminologies in general semantics

4. Terms and terminologies of semantics inrespecttoHausalanguage;

5. Continuation of 4 above

6. Vocabularyofsemanticterms;

7. Discussions ontherelevanceofmeaning

8. MeaningofmeaninginHausa,with

9. FurtheranalysisonsemanticsanditsshadesinHausalanguage.

10. The basicsemanticmodelsfromtheinterpretivesemantics.

11. Continuation on the discussions on semantic models

12. Thetreatmentofsententialstrings and relation to Hausa semsntics;

13. Furthercasegrammarexposition,

14. Tagmemics

15. Naturalgenerativegrammar and semantics.

**BUK-HAU411: Modern Hausa Economic System (2 Units Core: LH=30)**

**Senate-approved relevance**

Training and grooming qualified graduates with solid and sound background knowledge in self-reliancevia entrepreneurship.The emphasis on modern and online businesses for creating jobsin agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

The modern Hausa economic system is designed to expose students to study various modern businesses, such as the role of economy on socio-political traditions of the Hausa people. The Capital generation and investments (traditional and modern) the Islamic influence on Hausa economic system.

Consequently, the Western and Technological influence on Hausa economic systeme.g., online businesses such as; bitcoins, using social media handles for businesses and hawking, POS, hire purchase, foreign exchange etc.

**Objectives**

The objectives of the course are to:

1. Describe the role of economy on socio-political traditions of the Hausa people

2. Explain the Capital generation and investments (traditional and modern)

3. Explain the Islamic influence on Hausa economic system;

4. Identify the Western and Technological influence on Hausa economic systeme.g., online businesses such as; bitcoins, using social media handles for businesses and hawking, POS, hire purchase, foreign exchange etc.

5. Study some online businesses such as; bitcoins, using social media handles for businesses and hawking, POS, hire purchase, foreign exchange etc.

**Leaning Outcomes**

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

1. Explain the role of economy on socio-political traditions of the Hausa people
2. Explain the Capital generation and investments (traditional and modern)
3. Explain the Islamic influence on Hausa economic system;
4. Identify and explain the Western and Technological influence on Hausa economic systeme.g., online businesses such as; bitcoins, using social media handles for businesses and hawking, POS, hire purchase, foreign exchange etc.

**Course Contents**

1. Introduction: The history of Hausa economic system and its development
2. The general over-view on modern Hausa economic system
3. The role of economy on socio-political traditions of the Hausa people
4. The traditional methods of capital generation and investments
5. The modern ways of capital generation and investments
6. The Islamic influence on capital generation and investments
7. The Islamic influence on Hausa economic system
8. The Western and Technological influence on Hausa economic system.
9. Study on how make online businesses
10. Study business of bitcoins
11. Creating social media handles for source of income
12. Using social media handles for businesses and hawking
13. Study of POS and sales of data
14. Study of hire purchase and foreign exchange

1.5 How to blend some traditional business into the modern ways.

**BUK/HAU 412: Hausa Oral Songs (2 Units Core: LH= 30)**

**Senate Approve Relevance**

Training of high-quality graduates (specifically Hausa jihadic poetry) who are highly skilled, well trained and knowledgeable in the field of Jihadic movement and early Islamic scholarship and studies in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates that are to be beneficial to society.

**Overview**

Understand leadership hierarchy and qualities. Accordingly, the literary theories and literary criticisms on Hausa oral song with particular attention to; The origin of song (Salsalar waqa), Performance pattern (Yanayin Aiwatar da waqa).

In addition, the course will introduce students the mode of composition, some figurative speech (Adon Harshe) and its components in Hausa Hausa oral songs, and the use of language (Sarrafa Harshe) such as; - Choice of words (zaven kalmomi) and the dialect (karin Harshe) among others.

**Objectives**

1. Explain the Hausa modes of poetry.
2. Identify the ways in which students to involve in the study of Hausa poetry.
3. Illustrate the principles of composing Hausa poetry.
4. Show early documents on Hausa poetic composition.
5. Examine hoe to compare and acquaint the students early scripts writings.

**Learning Outcomes**

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

1. Identify Hausa oral poets, frequent appearances and their distinct native places;

2. Explain the mode of hierarchical leadership among Hausa oral poets;

3. Evaluate some literary criticism of Hausa oral songs; and

4. Make out the colossal value fasten to Hausa oral songs nowadays.

**Course Contents**

1. The concept of Hausa oral songs and its significance to the society.

2. Who are the Hausa oral poets and their contributions to the general public

3. Hausa oral poets with particular reference to historical background (classification of names and towns), from ancient Hausa society to present.

4. A study of the characteristic appearance of Hausa oral poets.

5. The mode of performance of Hausa oral poets.

6. Some musical instruments used by Hausa oral poets.

7. Distinctiveness of Hausa oral poets (in group or individuals).

8. Rhyme and melodic pattern (Qafiya da Raujin waqa).

9. The theme of the song (Turken waqa).

10. Oral formulaic pattern (Awon Baka).

11. Communicating pattern (Yanayin Sadarwa).

12. Figurative speech (Adon Harshe) and its components in Hausa Hausa oral songs.

13. The use of language (Sarrafa Harshe) such as;

- Choice of words (Zaven Kalmomi)

- The dialect (Karin Harshe)

- Sentence structure (Ginin Jumla) and

- Idioms (Maganganun Azanci) and so on.

14. The position of Hausa oral poet; the period of rising, improving and falling from ancient Hausa society to date.

15. Study of life history and works of selected Hausa oral poets giving much emphasis on their differences in distinctiveness and classification.

**BUK-HAU413: The Study of Hausa Traditional Medicine (2 Units, Elective: LH=30)**

**Senate-approved relevance**

Training and grooming qualified graduates with solid and sound background knowledge on traditional medicine for self-reliance. Specialities in Hausa traditional medicine; the general practitioner, the herbalist-native doctor, native gynaecologist, midwife, traditional surgeon, the bone-setter and message osteopath for creating jobs in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.

**Overview**

The Hausa traditional medicine is designed to expose students to study philosophy and principle of traditional medicine. The specialities in Hausa traditional medicine; the general practitioner, the herbalist-native doctor, native gynaecologist, midwife, traditional surgeon, the bone-setter and message osteopath.

Also, there is tsibbu and its branches in Hausa medicine, the work of *‘yantsibbu* such as fortune-telling, dream interpretation, palmistry, astrology, astronomy, supplication, etc. Study the Modernisation and Hausa traditional medicine.

**Objectives**

The objectives of the course are to:

1. Explain brief history of medicine in Hausa society and the philosophy and principle of traditional medicine.

2. Illustrate the specialities in Hausa traditional medicine; the general practitioner, the herbalist-native doctor, native gynaecologist, midwife, traditional surgeon, the bone-setter and message osteopath.

3. Identify the tsibbu and its branches in Hausa medicine, the work of *‘yantsibbu* such as fortune-telling, dream interpretation, palmistry, astrology, astronomy, supplication, etc.

4. Examine the Islamic influence on Hausa traditional medicine

5. Show the Modernisation and Hausa traditional medicine.

**Leaning Outcomes**

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

1. Study the general over view on traditional medicine such as; a brief history of medicine in Hausa society and the philosophy and principle of traditional medicine.
2. Identify and explain the specialities in Hausa traditional medicine; the general practitioner, the herbalist-native doctor, native gynaecologist, midwife, traditional surgeon, the bone-setter and message osteopath.
3. Identify and explain the tsibbu and its branches in Hausa medicine, the work of *‘yantsibbu* such as fortune-telling, dream interpretation, palmistry, astrology, astronomy, supplication, etc.
4. Study the Islamic influence on Hausa traditional medicine
5. Study the Modernisation and Hausa traditional medicine;

**Course Contents (35)**

1. Introduction: definition of medicine and its history
2. The philosophy of Hausa traditional medicine
3. The principle of traditional medicine
4. The specialities in Hausa traditional medicine
5. Study the general practitioner, the herbalist-native
6. Study thenative-doctor, e.g., gynaecologist and midwife,
7. Traditional surgeon, the bone-setter and message osteopath
8. The tsibbu and its branches in Hausa medicine
9. The work of *‘yantsibbu* such as fortune-telling and dream interpretation,
10. The work of *‘yantsibbu* such as palmistry and astrology
11. The work of *‘yantsibbu* such as astronomy, supplication, etc
12. The Islamic influence on Hausa traditional medicine
13. The modern influence and modernisation of Hausa traditional medicine
14. The methods of combine traditional ways and Islamic ways
15. The methods of combine both traditional ways, Islamic ways and technology