CASE STUDIES FOR THE TEACHING OF POLITICAL SCIENCE CONCEPTS AND ISSUES IN THE SOCIAL STUDIES PROGRAMME IN ADVANCED TEACHERS COLLEGES.

BY

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CERTIFICATION

This project work entitled Case Studies For Teaching Political Science Concepts and Issues in the Social Studies Programme in Advanced Teachers College, by Salamatu Mohammed Bala meets the regulations governing the award of the degree of Master of Education in Curriculum and Instruction (Social Studies) in the Department of Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DECLARATION

I hereby declare that this project has been written by me and that it is a record of my own research work. It has not been presented in any previous application for higher degree. All quotations are indicated by quotation marks and the sources of information are specifically acknowledged by means of references.

Salamatu Mohammed Bala

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Finally I wish to thank my colleague Yunusa A. Babando for his contribution to this work.

DEDICATION

This work is dedicated to my husband Sulaiman whose interest in my education has made this work possible.

ABSTRACT

Since Independence Nigerians have become more and more politically aware of political issues and developmenti in the country. The rapid change of government and the increasing participation of various groups in political processes have greatly contributed to such awareness. As a result of this increasing level of awareness and participation, various concepts are being employed to explain some of the political processes or development. Various Issues ere being raised and discussed at different national and International for a.

In this work some selected concepts and Issues fcom the Nigeria Certificate in Education (N.C.S.) Syllabus for Social studies are presented for discussion and analysis to students. It is hoped that if students are guided in using the concepts and analysing the issues they will become more efficient Social Studies teachers when they graduate. Guidelines have been given to teachers on how they can develop, select and use case studies.

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Chapter 1.

INTRODUCTION

Nigeria is one of the many African Countries which have gone through many political turmoils. Since independence there has been series of changes in the political leadership of the country. These changes in the political leadership in the Country have raised in the minds of many Nigerians that there is something wrong with the political machinery of the Country. It is in realization of this inherent problem that the President, Ibrahim Babangida had set up a bureau (Political Bureau) to find the most viable political system for Nigeria.

The federal government has spelt out its national goals as building of:

1. A free and democratic society;
2. A just and egalitarian society;
3. A United, strong and solf-relient nation;
4. A great and dynamic economy;
5. A land of bright and full of opportunities for all citizens, N.P.E. 1981.

The philosophy for education which emanates from the national goal, emphasizes integration of the individual

into a sound and effective citizen. It also spells out that the quality of instruction should be geared towards incultating the following values:

1. Respect for the werth and dignity of the individual;
2. Faith in mans ability to make rational decisions;
3. Moral and spiritual values inter-personal and human relations;
4. Shared responsibility for the common good of the society;
5. A land of bright and full of opportunities for all citizens, NPE 1981.

To achieve these goals, education is expected to be geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national conciousness, national unity.

The government has been all along emphasizing the role of the individual in the betterment of himself and the nation at large. Social studies is a subject which aims at teaching such values to the Nigerian youth. Through a variety of methods of teaching, pupils will acquire the right type of values.

One of the concerns here is that of responsibility and participation of the individual in public affairs. To feel responsible and also participate in public affairs of the country, pupils must understand certain political concepts. Quite often the concepts that the individual needs to understand very well in order to cope with his environment are being neglected in the teaching of social studies. As a result, participation in politics is very minimal. The recent debate on the future politics in Nigeria is a case in point here. Out of a population of one hundred million, only 27,324 people made submissions to the bureau. Based on discussion in the media, a lot of Nigerians display their ignorance of the subject matter. Consequently discussions were centred around minor issues.

Since education is geared towards making the individual as effective citizen, the content of study should be such that will equip the individual to be effective citizen. To be an effective citizen one must know his rights and responsibilities. He should also participate in the affairs of the country. It is sad to note that many people in this country are quite alienated. People see themselves as quite different from the government. Hence they feel that discussions on public issues do not concern them. The number of submissions received by the political bureau is a

pointer to this assertion. When a public officer is seen tempering with public property, nobody is concerned. To them, this has nothing to do with them. His problem is with the government. People do not realize that there should be public accountability. That it is the responsibility of every citizen to make sure that public property is well taken care of.

To what extent do our youths understand this responsibility? It is the researcher's belief that the content of social studies though taught in schools, are not taught in the way students will link the subject to their daily activities. To this end the teacher needs to use varieties of method to enable him help the children understand the political life around them. Quite of ten when people talk about politics it is often thought to refer to politicians and their activities only. It is not uncommon therefore to hear a person remark "I have nothing to do with politics," when the term is mentioned. When teachers endeavour to teach by using methods which may be rich in providing awareness to their pupils such remarks will be minimised.

The N.C.E. (Nigeria Certificate in Education) Programme for social studies for colleges affiliated to University of Maiduguri has made provision for the

teaching of social science concepts. Under this, social cultural concepts, political concepts and economic concepts have been considered. The concern here is with the political concepts.

Political concepts can be quite complex. Sometimes the explanation may depend on the situation. As has been mentioned else where, the understanding of some political concepts is very important to the political and social life of the people of any society. This study is focused on the case study approach to teaching these concepts. This choice is based on the nature of the approach entails examination, analysis and diagnosis of complex real world relationship especially in social work or politics. This approach creates an active, participatory teaching/learning situation in which the su subject matter closely mirrors the outside world. The choice of this method is based on the fact that it helps to remove the artificial barriers of the classrooms situation. It also examines the students' ability of analysis, synthesis and general reasoning which is required of every individual if he is to be able to grapple with life problems.

1.1 Statement of the Problem

Social studies as a subject is relatively new in Nigeria. As a result of that many of the teachers of the subject are not specialists in the field.

The deductive approach and other traditional approaches to teaching have often been used. Teaching h, s therefore often proceeded in an abstract manner. This is indirect contrast to the objectives of teaching social studies as provided in the National Policy on Education. Some of the provisions of the National Policy on Education include - inculcation of man's ability to make rational decision; shared responsibility for the common good of society. However, the teaching of social studies in many schools cannot help in the realisation of such philosophy.

1. In what ways has the teaching of this subject fail to realise the national goals? One of the ways in which the researcher thinks there is a failure is in the approach to teaching.

2. In what ways can the teacher be helped in approaching his teaching so that the goals of the nation can be achieved?

3. How can the pupil be helped in linking what he has learned in school with what happens to him in the real world?

These are questions which the researcher sought to answer through the development of materials which are activity based. Some case study method has been suggested for the teacher.

1.2 Assumptions

This study is based on the following assumptions:

1. The current method used by teachers of social studies divide rather than unite students.
2. Teachers of social studies have poor background in political science concepts.
3. A lot of text written do not see the importance of conceptual framework in the study.
4. Goals such as national unity, national participation and responsibility can be best achieved by using the case study approach to teaching concepts in political science.

1.3 Purpose of the Study

The purpose of this study is to guide the teacher of social studies in:

(i) The preparation of lessons in social studies.

(ii) Looking at an alternative way of teaching political science concepts in social studies.

(iii) Guide the teacher towards making use of approaches to teaching which will foster better understanding and use of the concepts learned.

(iv) Bring to the attention of the teacher to examine and help his students to interprete concepts in relation to the circumstances which they are used.

(v) Give broader perspectives in which concepts can be used.

(vi) Help the pupils to develop more interest in social studies through interesting activities.

1.4 Significance of the Study

In teaching, it is required that the teacher should be knowledgeable in his subject matter. Apart from that another most important aspect of teaching is that the teacher should clearly be able to communicate this knowledge to his pupil. To do this, he must therefore use a variety of teaching methods.

Not only that, he must select a method that is appropriate for the subject but also for the topic he is going to teach. Ability to clearly communicate to the pupils also requires that the teacher should cultivate and maintain interest in his pupils. This study is therefore important to teachers in general, and social studies teachers in particular so that they try to:

(i) Vary their method of teaching.

(ii) Create sufficient activities to motivate their pupils and sustain that motivation.

(iii) Pay attention to the fact that teaching social studies is seen as not examination oriented but helping the individual to acquire knowledge which will make them

cultivate sound judgement, decision making, skills in solving social problems.

(iv) This study is also important in making the teacher to be resourceful. Not only that, resources that are within the environment can be meaningfully utilised by the teacher.

(v) It helps the teacher to develop in his pupils the use of imagery and imagination.

1.5 Limitations of the Study

The case study approach has been used as a method for teaching concepts and issues in social studies. This does not mean that it is the only approach to teaching concepts and issues in social studies. There are other varied approaches that can be used to teach concepts and issues in social studies. In this study the researcher users the case study approach to teaching selected concepts and issues in political science.

There are many concepts in the social sciences such that it is difficult for a study like this to attempt to deal with all. This study has therefore limited itself to political science concepts and issues.

The objectives of this study is to prepare a guide to the teacher of social studies for teaching concepts and

issues in political science. It is hoped that the guide will help teachers to develop activities using the case study approach to teaching concepts and issues in political issues have been selected and used here. The concepts are based on the syllabus of social studies of College of Education .

Chapter 2

REVIEW OF LITERATURE

INTRODUCTION

Education in Nigeria has recently under gone many changes in which social studies has come to have a place in the School curriculum Social studies being a new subjects has not stood the test of time like other subjects. For any meaningful discussion on curriculum development to be made and accepted, one has to understand the nature of the subject itself and the history of this discipline in Nigeria. Social Studies has to be seen as a resultant child of the struggle between the Colonial systems and the African liberation at the down of independence. It is also seen as a natural development that comes as a result of cultural flow and transfer of ideas.

For the teacher of social studies in Nigeria to do justice to the subject, not only has he to understand the problems faced by this new subject but he also has to know the nature of the subject.

2.1 Historical Development Of Social Studies in Nigeria.

Our transition from colonialism to nationhood brought about Social changes and ills. Our culture is being eroded steadily and was undermined by imported

cultures. The only machinery for salvaging the Country lies in training young Nigerians in a manner that their experiences, aspirations, desires and interest can catch up with the new problems of change.

Innovations in a society no matter how useful they may be are often plagued by controversies and resistance. Philosophers like Aristotle were burnt to death for bringing new ideas. In Nigeria, the introduction of modern mathematics generated a lot of controversies which led to its end. The controversy that greeted social studies in Nigeria is therefore not an exception. The controversy which sarrounded the subject was in three areas: the name, the concept, its place in the university and schools.

The term social studies can be said to be an importation from United States of America. The name came with its controversy. Until recently, there had been many views in the U.S. that the social sciences or social education be used in place of social studies. The first controversy of the name in Africa came up at a conference in Britain on the subject social studies in Africa in 1967. This conference came up as part of the programme for development of education in the third world. The task of the conference was to explore the needs in the development of the social studies curriculum in Africa and to see how the various international

organizations represented in the meeting could help. These organisations were made up of educational development centre (EDC), Centre for curriculum Renewal and educational Development overseas (CREDO), United States Aid for international Development (USAID), Ford Foundation and the British Council. A number of issues were agreed upon from this conferenpe.

1. That the development of Social Studies programme for Africa was overdue.
2. That a machinery be established to handle the programme and coordinate the work going on in different parts of the Continent.
3. That such an organization be based in Africa and be run by Africans.
4. That a follow up conference be held in Africa where all interested parties and African nations in particular may have the opportunity to attend, and where final decisions would be taken on the nature and organization of the programme.

Udo (1980)

Following this conference, the first conference of African Educators on Social Studies was held in Mombasa, Kenya in 1968. All the organizations which attended the Oxford Conference were present including UNESCO. Sixteen African Countries were represented including Nigeria. As a result of this conference, the African social Studies programme (ASSP) was born.

Meetings were held and such meetings lend themselves to discussions on general issues and problems. Among them was discussion on the objectives of social studies in African Countries. There were three propositions "The Nation", the "Individual" and "man". The subject was to be structured as an independent course of study from other social science subjects. To achieve this, conceptual foundations had to be made clear and explicit. The conference however recognised the need for each country's programme to be guided by the national Educational goals. It came out with the objectives of the subject as:-

i) to develop conciousness of the preliminary forces of economic and political development,

ii) to promote national conciousness and democratic practices and institutions;

.iii) to produce individuals with self confidence and initiative, based on their understanding of their worth and essential dignity of man;

iv) to create in man the spirit of international understanding;

v) to help in teaching of concepts and methods and thereby develop skills essential for fullness of the individual's life in his environment.

Udo (1980)

From those objectives social studies was thus defined as "The study of man and his interactions with his Social and Physical environment". Udo(1980) It was from this conference that the name social studies was accepted and that it should be taught as an indepe.dent subject with its own method.

Social studies as a subject was first taught in Nigeria in 1958. This effort was made by the Ford Foundation of America in cooperation with Western region Ministry of Education. The programme was based in comprehensive high school Aiyetoro on experimental basis by 1963. In 1965 principals of Western Nigeria met and reached an agreement to outline a social studies syllabus for classess 1 and II. This task was given to the teachers of Aiyetoro comprehensive high School. They planned, organised and produced a book on social studies. The work which was done was presented to the conference organised by CESAC in Lagos in 1968.

At about the same time the "Ohio project" in Northern Nigeria was attempting to introduce the subject. But this had met serious hostility by teachers of History, Geography, Religious knowledge. The materials that were produced were titled "Concepts in Education but the books that were produced in the Western region in 1965 was titled Social Studies. At that time the books that were produced consisted of units of history, Civic,

government and geography without any attempt at integrating them.

The lack of enthusiasm that was shown by Nigerians at that time was not without reasons. The period was a troubled period in Nigeria and there was great suspicion of foreign influences in the country especially in the area of Education and political socialization. For an American organization to come and introduce a subject which is culture bound and politically loaded is bound to be faced with suspicion. The content of the course did not help the situation either. The content consisted of selected units of the social sciences. There was nothing there therefore which could be appealing to educational authorities and teachers. The lack of new things in the subject could not make it, be included in the secondary school curricula.

The recommendation of the 1969 curriculum conference in Nigeria generated a lot of interest and enthusiasm in the area of curriculum reform in almost all subjects. The federal Ministry of Education had accepted the recommendations and is embarked upon a national curriculum reform. Social Studies was to be made a subject of study. CESAC therefore organised an evaluation workshop in 1970 to examine the work done on social studies so far and the materials produced and tested in the trial schools.

The then chief adviser on education D.S.J. Cookey and the executive Secretary of the N.E.R.C. Mr. A. Akintola visited the institute of education A.B.U. Zaria and found that social studies was already being taught in the Primary Schools in Northern Nigeria. Thus Social studies was included in the 1971 curriculum workshop organised by N.E.R.C.

The Social studies Association of Nigeria (SOSAN) was formed when Social Studies was included in the school curricula. The objective of the association was to promote the teaching of social studies in Nigeria. It organises various seminars and conferences in order to find ways and means of mobilizing Nigerians to take active part in civic responsibilities community and national development and be more patriotic Nigerians. The recommendation of this organisation ranged from making every Nigerian to participate effectively and fully in the life of his locality or state in which he resides and in turn give an opportunity to enjoy all social services provided by the state.

The role of social studies in the country has been emphasised by the former head of State of Nigeria Lt. General Olusegun Obasanjo in a new year message in 1976 said: "the carkerdworm of undiscipline with all its attendant evils has eaten deep into the fabric of our society, and this trend must be nipped in the bud

through a dynamic and vigorously persued citizenship education".

2.2 Concepts

The N.E.R.C. has defined concept as "a generalised idea of a class of objects. It is made up of ideas about a class of objects and the attributes or characteristics of those objects that differenciate the class from all other classes of objects". While Banks (1974) says a concept is an alostract word or phrase that is useful for classifying or categorizing a group of things, ideas, or events".

Ovlosky (1978) says concepts enable us to interpret the objects and events and laws. Our concepts are the categories in which we classify the objects and events of our world and thereby render them untelligible. They also enable us formulate laws and principles". Encylopaedia Britanica defines concept as "a general idea derived from and considered apart from the particulars observed by the senses".

Banks (1974) states that the identification of the key concepts which the social science disciplines "enables the decision maker to use the most powerful generalizations which constitute the social sciences and which can make the greates contribution to the resolution of personal and social problems".

Callahan (1966) argues that "through the acquisition of concepts, learners acquire the raw materials from which decisions are made and behaviour is improved". Individual behaviour is determined by the traces of meaning that result from experience. The mental pictures in the mined of the learner give direction to say what he does. He went on to say that determing how one referent relates to another is basic to the development of well-rounded concept. Receiving an object quite apart from other objects is important, but meaning is added when the object is viewed as having a particular function in relationship to other objects. The functional relationship is called intergration.

Nwagwu (1981) gave three reasons why we teach concepts, values and attitudes as:-

1. The development of concepts, values and attitudes help to reduce the complexity of the environment. There is plenty of information and stimuli in our environment forcing us to think, act or respond. It is not only because we can easily put things, people and ideas into categories or classes that we are alble to cope with our environment, we are able to see similarities and differences even in new experiences. Therefore concepts help us to identify objects of the world around us

and consequently enable us to develop appropriate attitudes towards them after placing some values on them.

2. Concepts, values and attitudes reduce the necessity of constant learning and infact make instruction possible. This is because they provide direction for instructional activity. Once we are able to place an object or idea in the right class, we are able to make important decisions about values and our attitudes. If we develop the concept democracy or interdependence by mastering its characteristics, we can apply the concept over and over again without further learning. We can talk about democratic society democratic government, democratic administration of our school without much difficulty. Our students will progressively acquire increased amounts of knowledge by building one new concept on top of a known concept. With concept developed, we are saved the effort of covering all the old territory again each time we want to introduce a new area of knowledge.

3. We teach concepts, values and attitudes so that the students can know in advance the actions they can take in given situations. They provide us with the power to analyse an unexplained situation. They are very useful in problem solving situations since we have to cope with choosing between alternative lines of actions. We are able to judge probable consequences of each decision or solution because we have classified our experiences, values and attitudes. Concepts and generalizations free us from viewing or treating every objects or event or idea as completely discrete and unique. They therefore save us from always acting in trial-and-error manner and the consequences of taking decisions or adopting values and attitudes, the full implications of which we do not foresee. It is very important for the teacher to use concepts in teaching properly. The understanding of the use of concepts is an important part of the thinking process of the individual. It

allows the individual to sort out great variety of objects, events, ideas, and stimuli with which he comes into contact daily. Ability to under stand concepts help to reduce the complexity of environment by seperating the great amount of data to be processed by the brain to more manageable portion.

2.3 How Concepts Are Learned

Concept formation consists of the ability to sort out a group of observations on the basis of one or more common characteristics, to abstract and generalise these descriminating features and to apply a word or phrase to the observation that appropriately names or labels it on the basis of its descriminating characteristics. Conceptualization therefore involves categorising classifying and naming a group of objects.

Teaching concepts should not be seen as introducing a completely new thing to the learner. From his early life, the child begins to form concepts. By the time children enter primary schools, most of them have a speaking vacabulary that include

many concepts. Such concepts are mainly the ones found within his environment such as persons, food, clothes, utencils etc. But most of the concepts learned at this stage are normative.

But it is very important to know how people, especially children learn concepts. The child learns concept by the experience through which the concept is taught, the number of imstances presented, the sequence of examples and non examples, the distinctiveness of relevant cues and the complexity of examples. Because the school must provide many opportunities for children to gain experience with the events represented by the concept. Younger children will need frequent experience with concrete realities that can be seen, heard or manipulated. Older children also need experience with events or phenomena involved but the materials may be more abstract or symbolic.

2.4 Political Science Concepts

Behavioral sciences are often characterised by describing their unique perspectives and organising concepts. But it is difficult to define the nature political science by describing its key

concepts. This is because the many different political scientists ask different kinds of questions and make use of a wide variety of key concepts. In other words, there are diverse approaches within the discipline. But within these diverse approaches we can talk about the elements which unite them to make up political science.

Charles S. Hyneman (1969) sees political science as "the study of legal government of the state". It is also seen by Vernon Van Dyke (1960) as "the struggle of competing groups for power". David Easton however says that political science is the study of authoritative allocation of values for a society". Easton's definition delineates the boundaries of the discipline more clearly than the other definitions. His definition takes into consideration legal government, formal institution and non formal organizations. However even Easton's definition has been critized. Consequently political Science became an amalgam of different and often conflicting approaches to the study of politics.

Because of the differences in approaches within the political science descipline it is difficult to identify the key organising concepts. Each approach employs a unique set of concepts. Although political science does not have definate key concepts, the concepts used in this study is based on the social studies programmes for Nigeria certificate in Education(N.C.E.) College of Education, Jalingo.

2.5 The Role of Social Studies

The goal of social studies is to . help students develop the ability to make decisions so that they can resolve personal problems and shape public policy by particippting in intelligence social action. The role of social studies is based on the assumption that man will always face personal and social problems and that all citizens should participate in making public policy in our society. It is also assumed here that ability to make rational decisions involve a set of skills that can be identified and systematically taught. Man can therefore be trained to reflect upon problems before acting on them.

Learning to become decision-makers alone is not enough for students. They must also in addition to that develop the ability to make rational decisions. But this rational decision making must be consistent with societal goals and values. The social studies curriculum will prevent chaos and destructive instability within a society and at the same time provide means and methods whereby new generations can shape their own destinies and create new legitimate life-styles and values using those aspects of traditional society which are consistent with their needs.

2.6 The Nature of Social Studies

The principle of social studies is to help the individual to understand his society and adjust to its problems and changes. This therefore calls for the embodiment of national educational aims and the problems of human development and useful existence in the society. The nature of social studies is an outcome of human relationships in the society. This relationship involves individuals, as well as individuals and groups, and between groups

the interplay between him, his environment, and the effect of science and technology". Dubey et al (1980) say social studies is the investigation of human activity. It studies man at home, at work, at workshop, in politics, at play in the village, in the nation, everywhere engaged in his busy programme of living". They went on to explain that it is particularly interested in man's problems and encourages you to try to help him solve them. It shows you how to examine man's programme for life and to appreciate the many problems he has about which decisions must be made. Social studies enables you and the children you teach to participate in decision - making process, so that in learning the process of resolving real issues of great importance to living, children will develop competencies to make intelligent and responsible decisions in the problems which face them in their own lives. What social studies does in essence is to study human life so that children are given the opportunity to practice solving problems of crucial importance both for the individual and society.

Social studies is based on an integrated curriculum. The action of man involves many things. For instance a man may join a club or professional association. He may derive personal satisfaction out of this association but he may also have some gains which have economic value. The understanding of man's action therefore requires looking at it from many conceptual angles and perspectives. This in effect means applying the concepts of the various disciplines in the course of such an analysis. Social studies as a result, says Udoh, operates on the basis of the three conceptual categories the substantive, the value, and the methodology. The relationship between social studies and other subjects because of this is much wider than that between the rigidly structured traditional subjects.

The most outstanding feature of social studies which makes it different from other fields of study is fact that their grouping and organisation of facts and information are restricted to particular conceptual headings. But social studies has methodological concept of integrated educational and social experiences. Its information and data arise from and are based on the facts of human relationships and actions in the society and its concepts are of man's functional existence within his environments.

Social studies is therefore not designed to pick bits and pieces from the other social sciences but as a programme integrating their various concepts.

Summary

In this chapter the historical development of social studies was discussed.

An explanation of the idea of concept has been made which is generally seen as something to do with the interlect and its attempt at simplifying ideas for easy use by the individual. Concepts are learned. This knowledge help the teacher in organising how to teach concepts. Attention was also given to political science concepts with their diverse nature. The role of social studies has been examined too since the subject is aimed at helping the individual to solve his problems.

Chapter 3

USING CASES IN THE TEACHING OF SOCIAL STUDIES

INTRODUCTION

Curzon (1977) says that case study mode of instruction is based upon the examination, analysis and diagnosis of a real or simulated problem. It is aimed at the creation of an active participatory teaching/learning situation in which the subject matter closely mirrors the outside world; the improvement of the students' ability to identify underlying principles and to apply their insight into the unravelling of complex knot of relationships and events; the testing of students' carry-over of his learning to novel situations involving many constraints.

The purpose of case study put in Dubey (1981:)

> "is to determine the possible consequences of decisions we might take; asking ourselves whether we are prepared to accept the consequences we might take; we look at all the alternatives; solutions must be suitable to those involved in the consequences of the action taken". The case study is also used to develop skills in examining and clarifying values.

Case study as a mode of instruction is a link with reality. It removes artificial barriers of the classroom

situation. While it makes demands on a student's power of analysis, synthesis and reasoning, it also makes the student to be highly interested in what he is doing. It makes the student to detect and to reject irrelevances, consideration of possible results of a decision and the evaluation of alternative procedures.

3.1 Types of Cases

1. Narratives

In this type of case, a story or event which occured previously is recounted. This can be presented as a description of real event or in a fictionalysed form. The purpose is to illustrate situations with conflicts which will require decision making. The advantage of a narrativer is that it can be used to illustrate conflict values regarding various issues that affect them in life. Narratives make the students emotionally involved. When narratives involve, such cases in history, it has the advantage of making students to assess actions taken by individuals or the consequences of events. This reduces the boredom of lesson by just learning about the events.

2. Open ended Stories.

This type of case consists of unfinished stories. The student is expected to complete the story in anyway he likes but the student is expected to give reasons why he thinks the story ended that way.

The advantage of open ended story is that it boosts the student's power of imagery and imagination. It also helps the student give reasons for looking at an event or phenomena in a particular perspective. It also gives varying and sometimes conflicting views on issues by students in the class. This type of case study encourages independent thinking in students.

3. Case studies based on eye witness account.

This is based on a description of an event as was observed by someone. The writer gives an accurate account of what has happened. The description is based on different aspects of social life of people. It records behaviours of people and how they react to situations.

4. Court cases.

These types ofcases are based on legal discussions made in the courts. Cases that deal with such issues

as protection of individuals under the law, enforcement of law and order upon law breakers to maintain peace are used in teaching. These types of cases are particularly useful to students of law. Court case enable students to appreciate how the human being is always striving to resolve conflicts. It also clearly points out how decisions are taken devoid of emotions. It enbles the students to see the difference between legal justice and social justice.

5. Interpretive Essays.

Interpretive essays are used for case studies so that a survey can be made of the writer's interpretation of an issue. Such cases usually take the form of editorials, articles or monographs. Such essays usually try to influence the reader by making anologies. This gives the students the opportunity to see an interpretation of an event or issue based on the individual's perception and his frame of reference.

It is therefore not uncommon to see different anologies of the same issues by different writers. These types of cases give good opportunity for students to make analysis of issues and to take into consideration when making such analysis the impact of

their frame of reference on their perception. This interpretive essay help the students to understand the techniques used to influence reader's thinking. When they read between the lines, it enables them to be more objective in their assessment. It also enables students to see how a person's frame of reference can influence his interpretation of events. Frame of reference can therefore be seen as a very influential factor in perception of events.

6. Case Studies based on documents.

The materials found in the documents are speeches made by either politicians, professionals, historians, or other personalities. These types of cases serve as means of introducing a problem or an issue. These cases help students to identify the writer's feelings. The speeches made by people can also be used as a starting point for investigation.

7. Chronicles.

The chronicle is a historical record of events written in order of time. Chronicles are particularly good in dealing with issues of cause and effect. A study of records of events when Nigeria was twenty-five years there was documentation of political

events since independence. Such documents are very good for students of social studies. It gives them the opportunity to analyse Nigeria's development since independence. It even gives them the chance to make predictions of the future based on the study of such events. It also allow the students to give explanations of the present based on the past events.

8. Memories

A document based on personal experiences and memories. This type of document reflect the attitude and opinion of the writer. These types of cases are good for the development of feelings and attitudes of students in social studies. Memoirs make good cases for the study of conflicting values and decision making.

3.2 Guide lines for the Selection of Case Materials

Case materials are varied and many. In choosing them, certain guidelines need to be followed:

1. The teacher when using the case method should consider the backgrounds, organisational positions, age, sex and social class in the learning group and example if the students can identify with

some in the case.

2. The teacher has to prepare his students to think about a vicarious experience instead of being concerned with only their immediate problems. Find out what are their problems and see if they are related to the problems in the case. Find a way of bridging the two sets of problems.

3. The teacher must be aware of the reasons why he is using the case at this particular time and what to him is the main issue. This will guide the teacher in selecting a case that includes aspects that will contribute rather than distract. from the objectives of the session. Those variables that are likely to distract the class from the objectives can be explained by the teacher. This saves much time.

4. Another guidelines for selecting case material is consideration of time. Sufficient time should be allocated for discussion of intricacies and complexities of a case. If a case discussion is done hurriedly and superficially, it will be of little value. It will not give enough challenge to the group in the first place, the students can only arrive at general snap judgements and categorizations in the time alloted.

As a result of this, learning for future action is minimal.

3.3 Preparation for the Case Presentations

The case study method is one that is not frequently used by teachers in the classroom. To introduce that to the students therefore requires some clarification. The teacher should create an environment where the students will not expect ready made answers. The arrangement of the students may therefore not be in the usual classroom manner. Arrangement should be made where everyone can see and hear everyone else. This should be followed by an explanation that the lesson will not be that of question - and - answer method with correct or wrong answer. In other words the students should not expect somebody to have right answers. The discussion should be a problem solving approach where the topic will be explored by all.

The students must be trained to express their opinions, listen to others and reach to their opinions, extrapolating facts, and distinguishing between facts and opinions. The teacher has to note that a haterogenious group with different points of view have more potential for a lively, and enriched discussion. This does not however mean that a homogenous group will not be lively. Rather, it means

that the teacher has to identify which type of group he is dealing with and prepare accordingly. The homogenous group will require more stimulation for opposing points of view.

To avoid exchange of ignorance during discussion and lack of readiness, the teacher should provide them with facts and knowledge that are needed to tackle the complex human relationships.

3.4 Techniques for Presentation

The most common way of presenting case material is in writing. Every student is given the case for preparation at home. Having the case at hand also helps the students for reference during discussion. The case should contain meaningful details with regards to characteristization of people and the situation in the case.

Teacher may give abstracts or synopsis to help the students remember the main issues. There should be enough facts and details which will guide the process of thorough discussion.

With adults, the case may be given as an assignment so that they can put their views in writing. This technique is very suitable with descriptive cases

which require thorough analysis, and consideration of many details with complex issues.

Brief cases dealing with basic issues can be read to a group or one copy given to sub groups or team of participants. The opeque projector can be used for brief cases too. A film or tape can also be useful. The case can also be dramatized. This type of presentation makes more impact on the group. There may be more understanding due to emotional involvement, empathy and identification when a case is dramatized.

3.5 Follow - Up Discussion

Actual learning takes place through thinking or discussion about a case. This is done through guided and directed questions of the teacher. The nature of the follow up discussion depends on the nature of the case. For instance, in descriptive cases, the discussion consists of analysis of factors contributing to the situation, possible reasons for people acting or reacting in a given way etc. Sometimes discussion explores possibilities of actions and various consequences of such actions.

The discussion that follows a case, should be systematic. The teacher should not discard a case

because the students feel that there are no additional information.

Instead, let them suggest the additional information needed and how they can be obtained. This type of case is presented in realization that in real life, sometimes decisions have to be made without having all the necessary facts. The important point which the teacher must always take into consideration during discussion is: that there is not just one correct answer whether for analysis of a case history or solution to a problem.

36 Role of the Teacher

During discussion the teacher stimulates the students. Not only that, he also interacts with the group on a comparative level. He raises questions and encourages the exchange of experiences and ideas. Further more, he assists members to make their own decisions and learn to make better decisions in the future.

The teacher should be sensitive to what is taking place in the class. He must first make the group members to be aware of the feelings and attitudes they bring to the discussion. There should be variety of experiences in the group and the need for the members to think for themselves at all times.

The teacher is concerned with the learning achievement of each individual. He must therefore help individual student to become involved in the case discussion. The teacher should act informally especially when pointing out the facts the students may need, reviewing the elements involved. Partinent comments should also be made on similar situations and what was also done; recommending services sources of further information such as reports, publications, groups and individuals who may have facts or experiences to provide.

The teacher should help the group to focus on the issues and the case questions by summarising the progress of the problem from time to time. On such occasions, care must be taken by the teacher not to give his own opinion but what was said.

When evaluating, the teacher has to observe and assess the performance of each participant throughout the lesson. If the case is on group basis the teacher has to evaluate each group to find out if they are working together as a group.

3.6 Summary

This chapter dealt with types of cases. It examined eight different cases focusing on their purposes and

advantages. Guidelines on how the teacher may select his case material is also given. The teacher is given some suggestions on how to prepare for case presentation. The techniques for case presentation is also examined with follow-up discussions. The role of the teacher in the use of case study is discussed. The discussion in this chapter is aimed at giving useful hints and guide to the teacher. The teacher may wish to alter the organisation to suit his own particular needs.

Chapter 4

POLITICAL CASES FOR THE TEACHING OF SOCIAL STUDIES CONCEPTS AND ISSUES

4.1 Introduction

The concepts and issues developed in this chapter are based on political concepts and issues. They are drawn from the Nigerian Certificates in Education (NCE) syllabus for College of Education, Jalingo.

The concepts and issues developed here are not only based on one particular course, but also based on units of different courses in the social studies syllabus for N.C.E. one to three. The reasons for this wide selection are: apart from the methodology courses, the other course units are integrative in nature based on history, geography, sociology, economics and political science divided into units taking into consideration the above disciplines. The wide selection also gives teachers, the opportunity to use this method in teaching different courses. In this chapter, ten political concepts and fifteen political issues are selected and used. The case studies have been developed using the following guidelines:

1. Concept or Issue
2. Objectives
3. The case material

4. Questions for developing discussion
5. Follow-up activities.

The concepts used in this study are:

1. Underdevelopment
2. Colonialism
3. Fundamental human rights
4. Patriotism
5. Nationalism
6. Coup d'etat
7. Corruption
8. Constitution
9. Independence
10. Aparthied

And the Issues are:

1. Political socialization
2. ECOWAS (Economic Community of West African States)
3. Budget
4. Traditional rulers
5. Election
6. A case for Wage Adjustment for Nigerian Workers
7. Religious Fanaticism
8. Military regimes
9. Organisation of African Unity (O.A.U.)
10. Use and misuse of power
11. Revenue allocation
12. State creation

13. Freedom of speech

14. Census

15. Non-alignment

4.1 Concept: Underdevelopment

Objectives: By the end of the lesson the students should ~~by~~ be able to:

a. analyse the causes of underdevelopment in the third world countries.

b. to suggest ways by which underdeveloped countries may overcome the problem.

c. to analyse the role of multi-national corporations in shaping the economics of the third world.

Case: WHO OWNS WHAT? THE MULTINATIONALS AND NIGERIAN SUBSIDIARIES - Extract from The Analyst of June 1986 page 5.

Loved and hated, praised and criticised in the same measure feared at the same time as they are seen as unavoidable, the big combines, or the multinationals as they are now better known, have achieved a notoriety matched only by their dominance of especially the world capitalist economy.

They are everywhere and into everything - and becoming wealthier and more powerful by the day. Here, exciting passion and coming under fire, there welcome and given a free hand, and in most other places tolerated as a necessary evil, these multinationals have become a dominant factor in

Third World politics and economy. ---

Allying with the dominant classes, and putting, or helping to put, paid to the tenure of any government that poses a threat, these multinationals exert - sometimes directly but more often through their subsidiaries - a tremendous control over affairs in many Third World countries. Through this control, the multinationals determine and shape the lives of hundreds of millions of people. - - -

In Nigeria, this control is exercised through subsidiaries, which are fairly wellknown and whose dominance over the Nigerian economy is now becoming more widely known. - - -

The United African Company (U.A.C.) Shell, John Holt, Dunlop, Glaxo, ITT and many other subsidiaries of multinationals operating in Nigeria, are familiar names. - - -

But just who own these multinationals themselves? And what is the specific nature of this control that these multinational exercise over their subsidiaries in Nigeria, and over our lives?

It is commonly thought that this control is exercised primarily through bribery and kickbacks. And stories abound of millions of naira or dolllars or pounds sterling exchanging hands between representatives of multinationals or their Nigerian subsidiaries and top government officials. - - -

But important and real as such corrupt practices are, and true as some of the stories are, this is far from being the primary way in which the multinationals are able to control and direct the operations of their Nigerian subsidiaries even when their (multinationals) shareholding is only 40 per cent or less. - - -

This control, well-organised and well-entrenched, is exercised primarily through the multinationals' control of the shareholders, directors and managers, and other Nigerians who they hire services, land, offices, vehicles or building from and give dealership and contracts to.. - -

The major interest of these Nigerian shareholders, directors, managers, landlords, transporters, dealers, lawyers, accountants and contractors, is to make as much money as possible, and keep most of this abroad, in the countries of these multinationals. Through their control over these people, these multinationals control those who run the governments of Nigeria, from the highest councils to the lowest functionaries. - - -

Other means through which these multinationals control their Nigerian subsidiaries is through the integration of the organisational and financial structure of these subsidiaries into their world-wide operations, and through their control of machinery, spare parts, raw materials, patents and technology, and the training and orientation of

their Nigerian staff. - - -

In all these ways the multinationals in Nigeria ensure that even these enterprises, like NNPC, NITEL, and NEPA and others, which are owned by Nigerian governments, are intended to serve Nigerian interest, actually serve the multinationals interest. - - -

Since these multinationals determine and shape our lives so much, we should know who owns them.

Questions for developing discussions:

1. Can the problems of underdevelopment be overcome?
2. Are the European multinational corporations solely be responsible for the underdevelopment of Africa?
3. What impact do the European multimatiopals corporations have on the economics of Third World countries like Nigeria?

Follow-up Activities

- Discuss the view that underdevelopment in the Third World is due to lack of skilled manpower, low level of technology and the scarcity of natural resources.

- Compare and contrast the political and economic structures of Cuba and Nigeria and show which of the two is underdeveloped.
- Outline the strategies which Third World countries sould adopt in order to develop.

4.2 Concept: Colonialism

Objectives: By the end of the lesson the students should be able

a. To analyse the effects of colonialism on the development of African societies.

b. To suggest ways by which colonialism can be brought to an end.

c. To enumerate the causes of colonialism.

Case: ENDLESS NEGOTIATIONS (NAMIBIAN) Extract from *Africa* No. 174 February 1986 page 24.

One of the main stumbling blocks in the talks for Namibian independence is the insistance of South Africa and the US to link Namibian independence with the prior withdrawal of Cuban forces from neighbouring Angola. The Cubans were invited to Angola by the MPLA government to help overcome the threat of invasion by South Africa and to withstand the South African and US-backed UNITA rebels, headed by Savimbi, who have been fighting the Angola government since independence in 1975. From originally

categorically rejecting this linkage, the Angola government has now agreed to a partial withdrawal of the Cubans, provided South African troops are also withdrawn from Namibian.

Namibia is in an unenviable position suffering a brutal regime under German colonialism between 1884 and 1915, it then came under South African military rule until 1920 when it was placed under a League of Nations Trusteeship Mandate, to be administered by Pretoria, with the aim of eventual self-determination. Even at this early stage Pretoria was not prepared to ease the way to independence and instead effectively gained control of the territory. The Mandate, which was continued by the UN, was revoked in 1966 and five years later the International Court of Justice at the Hague ruled that the continuing South Africa presence was illegal. Despite this until the present, South Africa has retained control and shows no concrete desire to pull out of Namibia, which it rules with an iron fist.

Namibia is also used as a springboard for armed incrusions by South African troops in Angola. Under the pretext of chasing members of SWAPO, who have been engaged in armed struggle aginst South Africa for the liberation of Namibia since 1966, South African troops regularly cross into Angola to support UNITA operations against the MPLA government.. More sinister, South African troops have

actually carried out operations against Angola in the name of UNITA, as was shown beyond doubt last year. when South African commandoes, under the guise of UNITA rebels, were foiled in an attempt to sabotage the Gulf Oil complex in Cabinda. - - -

Even while the latest round of talks were taking place. South African troops in Namibia moved 150km north over the border into Angola and kidnapped two Angolan militia members. In this latest raid three battalions were deployed. The Angolan government denies that SWAPO has any bases on Angolan territory, and therefore rejects South African claims that the attacks are against SWAPO rather than the MPLA government and the Angolan people. Interestingly, this latest attack took place against the background of Angolan government operations against UNITA in Huambo, where several rebels were killed and large quantities of rebels arms and ammunition seized.

The quagmire surrounding Namibian independence and its linkage to the withdrawal of Cuban troops in Angola deepens with the possible resumption of US aid to UNITA, following the repeal of the Clark Amendment (which suspended US support to UNITA in 1976) in the US House of Representatives last year. If the Americans do decide to aid and therefore strengthen UNITA, this is tantamount to ensuring that the Angolan government will not wish to lose Cuban assistance.

Questions for developing discussion

1. To what extent has colonial domination brought about the underdevelopment of Africa?
2. In what ways can African countries end colonialism?
3. Why was colonial domination imposed on Africa?
4. How far have African countries been liberated from colonialism?

Follow-up Activities

- Discuss the reasons which enabled the European countries to colonize Africa.
- Examine the view that European colonialism integrated Africa into the world capitalist system.
- Outline the role played by any liberation movement in the decolonization of Africa.
- Assess the role of the U.N.O. in the decolonization of African countries.

4.3 Concept: Independence

Objectives: By the end of the lesson the students should be able

a. To discuss how Nigeria became independent.

b. To identify the achievements of Nigeria since independence.

c. To analyse the role of independent Nigeria in the liberation of Africa from colonial domination.

d. To examine the differences between colonial Nigeria and independent Nigeria.

e. To say how people perceive independence.

Case: GLIMPSES OF NIGERIA. Extract from Newswatch October 1985 page 4.

Modern Nigerian history appropriately begins on January 1, 1914, when two disperate territories - Northern and Southern British protectorates - were amalgamated. What were before then known as Northern and Southern protectorates came under a unitary administration presided over by a governor-general, Fredrick Lugard. It was Lugard's Lady who fished out the name Nigeria for the amalgated territory which was, for the purpose of administrative convenience, divided into four administrative areas, viz, the Colony of Lagos. Northern, Eastern and Western provinces. ...

In 1922, the colonial authorities fashioned out a constitution which introduced the principle of direct election into the legislative council, although such direct elections were limited only to representatives from Lagos and Calabar. There was more agitation for the expansion of the franchise and when another constitution was enacted in 1946, it was to confer on the provinces the authority to advise the central government on matters affecting them (the provinces). The 1951 constitution, however, enhanced the authorities of each province as each was empowered to discharge the functions of regional government. ...

Six years later, that is in 1957, the Eastern and Western regions were granted self-government, while the Northern Region attained that status two years later. On October 1, 1960, the entire country lowered the British Union Jack, marking the conclusion of colonialism and raised the green-white-green Nigerian flag to announce the country's admission into the club of politically independent nations. ...

But the British monarch was still the titular head of Nigeria, and it was not until October 1, 1963, when Nigeria gained republican status that the country cut off political links with the British crown, although it remained, and still remains, a member of the Commonwealth, a body of countries that had colonial ties with Britain.

Questions for developing discussion

1. How did Nigeria achieve its independence?
2. How far has independence brought about economic development to Nigeria?
3. Discuss the process by which Nigeria became independent.

Follow-up Activities

- Outline the ways in which the economic and political system have transformed since independence.
- Examine the differences between colonial Nigeria and independent Nigeria.

4.4 Concept: Fundamental Human Rights

Objectives: By the end of the lesson the students should be able

a. To explain what fundamental human rights mean.

b. To discuss the limitations of fundamental human rights.

c. To assess the values of fundamental human rights.

d. To compare the differences of what constitutes fundamental human rights among various countries.

Case: 1992 POLITICS OF PRODUCTION. Extract from This Week Vol. 5, No. 10 August 24 1987 page 46.

What is human rights. We don't see any human rights policy except on TV and radio. What is clear is that students are killed when they want to demonstrate, the labour unions are not allowed to demonstrate, the court processes are abruptly terminated without any respect. We know that what people say they are is not necessarily what they are. It is from their actions that we judge. The most important thing is that it is not clear now whether we are being governed by laws or by injunctions from the federal government. In a situation of human rights, it is the laws that prevail.

Questions for developing discussion

1. What do you consider to be fundamental human rights in Nigeria?

2. What are the limitations of fundamental human rights?
3. What are the values of fundamental human rights?
4. Are fundamental human rights universally the same?
5. Who should define fundamental human rights?

Follow-up Activities

1. Discuss fundamental human rights as outlined by the U.N.O. or O.A.U.
2. Make a list of violations of fundamental human rights in different part of Africa.
3. Suggest ways in which fundamental human rights can be enforced in Nigeria.
4. Examine the view that military dictatorships in Africa give respect to fundamental human rights than the civilian regimes.

4.5 Concept: Patriotism

By the end of the lesson the students should be able:

Objectives:

a. To define patriotism.
b. To evaluate the importance of patriotism for national integration.
c. To identify some examples of patriotic acts.

Case: TWISTED PATRIOTISM. Extract from Newswatch March 16 1987 page 4.

George Okoro - remember him? - a veteran Nigerian journalist whose last port of call was Nigerian Statesman, and who from all indications, is a committed patriot, was saying the other day in the Vanguard, with a bit of righteous indignation, that the Nigerian media should be held responsible for the bad publicity that has battered Nigeria's image abroad. He said that it is from the "mass media in Nigeria that foreign journalists in Nigeria lift most of the crime stories about Nigeria which they file with so much gusto". And because so much crime is reported in the Nigerian media and so many crime stories are lifted by foreign correspondents for their respective media back home, investors in the countries are scared stiff; they do not want to come to Nigeria to invest. - - -

What to do? Nigerian media should stop reporting crime. They should hear no evil, see no evil and report no evil, and this land of ours, struggling for rapid economic development, would become a paradise on earth, a safe haven for foreign investors who, we are told, have the answer to our economic problems off the sleeves of their piece suits. How come we did not know this before. Possibly, there would have been no need for economic emergency, structural adjustments programme and the second-tier foreign exchange

market. We could have been content with only one market operating through on window. We should have known that the problem has been the Nigerian media and Nigerian journalists. Unemployment, the high cost of living, the inaccessible essential commodities, all these because foreign investors are scared of Nigeria. And because of the impetuous Nigerian press. - - -

There is no iota of doubt that Okoro means very well. No member of the committee of Patriots can really be faulted when the good of this country is being discussed. Their 18 karat patriotism is as solid as the rock of Gibraltar. They are unshakeable in their commitment to the good and well-being of this great nation. To that extent, Okoro's views should be given a sympathetic hearing. - - -

But there is a danger in swallowing what he had to say on this occasion, arts and all. If he is taken seriously, we might continue as we have always done, to chase the shadow, giving scant attention to the substance. The media are not the problem, unless Okoro and other patriots are saying that it is the media that create the events that they report. It is not the media that introduced armed robbery into our society. It is difficult to hold the newspapers and the magazines responsible for all the violent crimes that are being reported with so much gusto. - - -

It is not even true that the crime rate in Nigeria is so high that investors have found the country an inhospitable

place to do business. Okoro himself punctured the argument by saying that no American has been killed or strangled to death in Nigeria of recent, while not a year passes in which some Nigerians do not meet with a violent death in America. And Nigerians have not stopped trooping to the US on account of so much insecurity to lives and limbs. - - -

Nigerian press is only a mirror of the society. It cannot mirror that does not exist. What they report and what they leave out is entirely the responsibility of the media, guided by their own philosophy and the ethics of the profession and above all, the law of the land. There is no law that says the newspapers or the magazines should not report crime. If the media do not think it offends their social responsibility and ethic to give so much space to stories of crime witnessed by their preoccupation with Anini and Yemo, they should be let alone to do what catches their fancy. Those who are averse to what they publish can do one simple thing: boycott them. A newspaper that thrives on the murk may not catch the attention of the murk haters and the serious-minded. Such newspapers have their place in the society, in any open and liberal society. - - -

What scares away foreign investors are not common crimes, armed robberies and burglaries. Not even murders. These things happen in all countries. The more advanced the society, the higher the rate of crime and the more sophisticated

the method. Crime in the whole of Nigeria can't add up to the one in New York City alone and that city is not the worst for it economically. Italy has its red brigades. Right now, despite the high mortality rate of governments, that country is witnessing an astonishing economic recovery. - - -

Britain is not the most developed industrially, but it is not the poorest. A day hardly ever passes without one bizarre case of murder or the other in the big cities like London, Manchester, Liverpool and Glasgow. And they are routinely reported in the popular press without any thought given to the possibility of investors being scared away. The patriots there have more lofty things to worry about. - - -

What scares away investors from developing countries is frequent change of government through military coups resulting in discontinuity of policies. Political instability inevitably gives birth to a hostile economic climate. The more unpredictable a society is, the more it poses problems for those investors who believe in long term business plans. What Nigeria should strive to achieve is a stable political culture devoid of frequent militaty coups. Once that is achieved, enough confidence would have been generated for investors to come flocking in because what attacts them is a hospitable political and economic climate. - - -

If President Ibrahim Babangida pursues his current political and economic programmes vigorously enough, the nation might be assured of a better future. It is all well and good to rally Nigerians round him to ensure the success of the programmes. Nothing, however, will be gained by diverting attention to such trivial matters as what the press chooses to report and what it chooses to ignore. That some newspapers choose to give considerable attention to stories of crime does not make the journalists less patriotic and their action cannot in any way scare away the so-called foreign investors without whom we appear doomed. To ask the press to see no evil, hear no evil, and report no evil, where evil is predominant is to ask it to embrace twisted patriotism.

Questions for developing discussion

1. How would you define a patriot?
2. What is the importance of patriotism in National Integration?
3. Identify those who have performed acts which you consider to be patriotic and state your reasons.

Follow-up Activities

1. Discuss the view that to refuse to give information to the police in cases such as traffic offences is not unpatriotic in Nigeria.
2. Assess the significance of acts of patriotism for national security.

4.6 Concept: Nationalism

By the end of the lesson the students should be able

Objectives:

a. To define Nationalism

b. To appreciate the role of nationalism in the processes of liberation struggles in Africa.

c. To evaluate the impact of nationalism in political mobilization.

d. To develop spirit of nationalism.

Case: SAHRAWI ARAB DEMOCRATIC REPUBLIC: TEN YEARS LATER

Extract from Africa February 24 1986 page 408.

The proclamation of the SADR followed years of organised resistance by Sahrawi people in the Western Sahara, an area of land allocated to Spain at the Berlin conference in 1884, when European powers carved up Africa. Spain responded to many demonstrators, however, by massacring them. The Polisario Front was formed in 1973 by a small group of Sahrawi intellectuals who adopted armed struggle as the instrument to deconlonise the territory. To try and pacify Polisario's fierce war of liberation, Spain then assured then Sahrawis that their right to self-determination will be respected. - - -

Meanwhile, from 1956, Morroco had been claiming that vast areas of territory, including the Western Sahara,

Mauritania and part of Mali were all part of the "Morrocan empire". Although Morroco gradually dropped its claims to Mali and Mauritania, in 1975 it applied to the International Court of Justice in the Hague for support of its claim to the Western Sahara. The court, however, ruled that neither Morroco nor Mauritania - which was also claiming the territory - had any right to sovereignty and that the "inhabitants have an economic and social organisation under the authority of their leaders". Self-determination should therefore be implemented. - - -

However, despite the verdict of international law, King Hassan II, in an effort to save his shaky throne, marched 350,000 of his subjects into the Western Sahara to claim the territory for Morroco. The Green March, which took place in October 1975, was in reality a military invasion, because from then, the Royal Moroccan Army entered directly into action. The Green March, however, aroused strong patriotic feelings within Morrocco and the war escalated with Mauritania, now Morrocco's accomplice, invading the south of the country a month later.

In November, 1975, as General Franco lay dying, Spain reneged on its promise to the Sahrawis, and partitioned the Western Sahara between Morrocco and Mauritania in the Tripartite Agreement. - - -

On February 26, Spain pulled out its forces and Morroccan and Mauritanian troops replaced them. The fighting meant that about 100,000 Sahrawis fled into neighbouring Algeria, where over 23 camps have now beeh established. Two days after the Spanish withdrew their troops, the Polisario Front announced the birth of the Sahrawis Arab Democratic Republic in the liberated areas of the Western Sahara and declared war against the colonialists. On this date it announced "to the entire world, on the basis of popular free will, founded on the principles of the democratic opinion, the birth of a free state, independent, sovereign, governed by an Arab democratic national system, of progressive unionist orientation and of Islamic religion named the Sahrawis Arab Democratic Republic." - - -

Following the declaration of the independent state, the third congress of the PolisariorFront set about starting the task of nation-building and raising the political awareness of the population. The Polisario congress adopted a constitution and laid down the political orientation of the movement and the tasks it had to face. The Sahrawis based its organisation on the previous system of government it had used before the Spanish invaded in the 19th century, updating it to 20th century needs.

The supreme body of the state, the Command Council of the Revolution, was set up with a government and democratically elected National council, empowered with extensive legislative

powers. At its disposal, is the Sahrawi popular Liberation Army. Peoples committees have been created in all the camps (known as wilayas) where about 165,000 people now live, and wilaya representatives attend daira (area) congresses. The National Union of Sahrawi Women and the General Union of Students play an important part in increasing political awareness and in organising the camps. - - -

While building a semblance of a nation in the desert, the Polisarion Front continued its fierce fighting and by 1978, had brought down Mauritania, causing the downfall of the Ould Daddah regime in a coup d'etat. The new military leaders signed a peace treaty and withdrew their territorial claims, leaving Morrocco alone to fight Polisario. - - -

King Hassan's gamble of quick victory, when he sent his subjects on the Green March, has failed. Eleven years later the war continues and Morrocco has had to plunge vast resources of money and troops - about $.00m. a year and 130,000 soldiers - into the areato maintain its hold, behind its five defence walls. Food price riots in recent years and armed uprisings show that the Morrocco people are not willing to see their poverty endure for ever, with the continuation of the war, King Hassan has also had to contend with increasing pressure from the OAU and UN for direct negotiations between the two parties, declaration of a ceasefire and a referendum of self-determination without any military or administrative restraints. The SADR's

admission into the OAU in November 1984 has been the state's most significant achievement, and the election of Mohammed Abdelaziz as OAU Vice-President in 1985 signalled that the state is fully recognised by the majority of African countries. Morrocco's response, which has repeated reaped little success, was to leave the organisation and look for support elsewhere.

Although the war itself has reached a stalement with Polisario continuing to carry out guerrilla attacks on parts of the defensive walls, while French, American and Gulf money pours into Hassan's coffers, the sixth Polisario Front congress held last December reaffirmed their determination to vigorously puruse the struggle for "national liberation." Having fought against Spain's disrespect of the rights of the Sahrawis and against Morrocco's belief that the SADR was not viable, the Sahrawis intend to show on the tenth anniversary that their struggle continues. With material support from Algeria and relief agencies, not only have they survived the ten years under difficult circumstances, but as a nationa, progress has been made in the organisation of the camps, in the education of the people, and in international recognition of the rights of the Sahrawis, with 63 countries now recognising the state.

Questions for developing discussion

1. From the activities of the Polisario, how will you define Nationalism?
2. Mention any nationalistic activities you know.
3. What is the impact of nationalism in political mobilization?

Follow-up Activities

1. Discuss the role played by the press in cultivating the spirit of nationalism in Africa.
2. Assess the impact of the imprisonment of Nelson Mandela on the nationalist activities in South Africa.

Source: West Africa February 24 1986 page 408

4.7 Concept: Coup d'etat

Objectives: By the end of the lesson the students should be able to:

a. discuss what coup de'etat is.
b. describe the reasons that can lead to coup d'etats.
c. evaluate the importance of coup d'etat.

Case: WHY THEY STRUCK

Extract from This Week 27th July 1987 page 9.

Our economy has been hopelessly mismanaged. We have become a debtor and beggar nation. There is inadequancy of food at reasonable prices for our people who are now fed up with endless announcements of importation of foodstuffs; health services are in shambles as our hospitals are reduced to mere consulting clinics without drugs, water and equipment. Our educational system is deteriorating at an alarming rate. Unemployment figures including the undergraduates have reached embarrassing and unacceptable proportions. In some states, workers are being owed salary arrears of eight to twelve months and in others there are threats of salary cuts. Yet our leaders revel in squandermania, corruption and indiscipline, and continue to proliferate public appointments incomplete disregard to our stark economic realities. - - -

"After due consultations over these deplorable conditions I and my colleagues in the armed forces have, in the discharge of our national role as promoters and protectors of our national interest, decided to effect a change in the leadership of the government of the Federal Republic of Nigeria and form a federal military government. This task has just been completed."

Questions for developing discussion

1. What is coup d'etat?
2. Why did the military take over power in 1983?
3. What was the social and economic life like in 1983?

4. Compare the life of citizens in 1983 and the present one.

5. What are the effects of coup d'etats in the socio-economic life of the people.

Follow-up Activities

1. Make a survey of your community and from the deplorable conditions enumerated make a list of areas of improvement and identify areas where improvements still need to be made.

4.8 Concept: Corruption

Objectives: By the end of the lesson the students should be able to:

a. identify the causes of corruption.

b. say its effects on the socio-political system.

c. examine the role of universities in shaping the country's political culture.

d. suggest ways by which corruption may be curbed.

Extracted from African Concord 10th February 1987 page 29.

How can a student be protected from a lecturer's victimization through the examinations process? Many schools in the country have checks protecting the students. Some of these checks are not being strictly applied, allowing for loopholes. One of the major loopholes is found in what

some students have described as "the solidarity among lecturers".

The request for a second opinion is usually the basic approach taken by a student who feels aggrieved. But when the second opinion happens to be in alliance with the first or third or fourth, the students comes up against thick wall.

To Dr. Princewell Alozie, acting Chairman of ASUU Uniport branch, the situation depicted above could arise only in the present multilated educational system being operated in the country. It is a system which he said allows for unqualified lecturers and "all sorts of people" particularly of loose academic morals to be employed. He insisted that a high quality academic would not sacrifice academic objectivity because of personal grudges.

Dr. Alozie seemed to be in agreement with the opinion of a Uniport former student leader. He explained off the present situation where many lecturers' corrupt the examination process in return for sexual favours thus: "The whole thing is a reflection of the larger society. And no surgical operation internally would work except there is a total restructure of the large society".

Dr. Alozie was more specific on broad solutions for this problem which has been adveresely effecting the quality of graduates from various universities. He suggested an improvement in the quality of lecturers in the quality of students and the overall system.

On students, he described the quota system as breeding corruption as merit is kicked aside. Primarily because of this and the circumvention of the admission-by-merit-process by powerful persons, he said most students are not even sure of themselves. As a result many of them are even afraid to call for a remarking of their scripts when occasions demanded for such.

"We are operating a very corrupt system, a capitalist system. People want to make it by all means," especially where a degree is a sort of ticket to a lot of luxuries. Dr. Alozie described Nigeria as a "nation afraid to take a stand", implying that the country's mixed economy status has brought mixed woes on its educational system. He quoted that the absence of a national "philosophy of education" is responsible for the prevalence of ideological discrimination in examinations in some universities in the country.

On more technical grounds, many lecturers agree that one immediate way of demystifying examinations in Nigeria and thereby reduce malpractices is for a greater use of classwork as a determinant of the final certificates to be awarded to students.

Questions for developing discussion

1. What are the causes of corruption in the Nigerian universities? Identify the areas of corruption in the university system.

2. What are the implications of such corruptions on the country's socio-political system?
3. In what ways shall the educational system help to fight corruption in the society?
4. Outline the ways by which the corruption can be eliminated.

Follow-up Activities

1. Name any area of Nigerian economy where you think there is corruption and outline ways you think it may be eliminated.

4.9 Concept: Constitution

Objectives:

By the end of the lesson the students should be able to:

a. identify what a constitution is.
b. describe how a constitution is drafted.

Case: Extracted from Newswatch September 21 1987 page 13

At the inauguration of the constitution Review Committee (CRC), the Head of State, the President, Babangida stated that his desire is "to build a society that is free, democratic, and just; anchored on the rule of law, equality before the law and wide spread opportunity for personal self-advancement and the general good of our society". He asked them to examine and suggest ways by which religious intolerance and

tribalism may be curtailed through constitutional provisions and retain the provision which forbids the country from adopting any religion as state religion including the retention of the provision on human rights.

Questions for developing discussion

1. What is a constitution?
2. Assume that you are a member of the Constitution Review Committee (CRC); what will be your contribution on the following issues - Religious intolerance, tribalism, and human rights?

Follow-up Activity

1. Read the Nigerian constitution of 1979; identify areas of weakness in the constitution and suggest ways in which they can be improved.

4.10 Concept: Apartheid

Objectives:

By the end of the lesson the students will be able to:

a. Define apartheid.
b. Relate the problem of apartheid to economic phenomenon.
c. Say the main supporters of apartheid regime.

Case: Mudu received a letter from his Pen friend in South Africa. In answer to his question about apartheid, this is what his friend wrote.

In South Africa the white population has been encouraged to believe that the eventual success of 'separate development' would be achieved by the creation of'independent Homelands. The so-called independance of the first of the Homelands was supposed to constitute the beginning of a new era of racial peace. One of the Homelands called the Transkei is seen to offer a watershed in the affairs of the Republic of South Africa. In 1963 Transkei was declared to be an independent state, and it ceased to be part of South Africa. All citizens of Transkei were suppose to have been independent of South Africa.

This policy of independent Homelands was suppose to balkanize South Africa along racial lines. Apart from Transkei ather independent Homelands that were created included: Bophutu, Tswa, Cickei and Venda. The strategy for'independent' Homelands was based on the assumption that all black people will cease to be citizens of white dominated Republic of South Africa. Each Homeland would be made up of citizens who are ethnically related to a particular area. Thus, in theory, the white republic will in time lose all its black citizens retaining only whites, Indians and coloured. Those blacks who choose to work and live in the white republic

will rank as migrants - even urban blacks who may have lost contact with their tribal Homelands will loose their citizenship of South Africa. The policy of separate development has only aggreveted and deepened racial crisis in South Africa. The level of violence is escalating very rapidly in the Republic.

The Kwa Zulu Homeland which was suppose to have been a model for 'independent' Homelands has not been recognised by any country in the world. The coloured and the Indian communities also represent the greatest political dilema for the white South African regime. Like the blacks the Indian and coloured communities are not allowed to intermarry with the whites nor are they allowed to live in the same residential areas or hold sensitive political posts.

South African Minority rule poses the greatest challenge to human civilization and morality today. It is a society on the verge of war and total disintegration. But without outside support South African racism shall not survive.

Questions for developing discussion

1. What is apartheid?
2. To what extent is apartheid an economic phenomenon?
3. Who are the main supporters of the apartheid system and what are their motives?

Activities

1. Examine the ways by which Nelson Mandela has confronted the South African Minority regime.
2. Discuss the roles of the Organisation of African Unity (OAU) and United Nations Organisation (U.N.O.)
3. Assess the impact of Soweto uprising on the international community.
4. What has been the impact of ANC in the Liberation struggle of South Africa?

4.11 Issue: Political Socialization

Objective:

By the end of the lesson, the students should be able to:

a. analyse the role of MAMSER in the socio-economic and political transformation of Nigeria.
b. identify their role in propagating the ideas which MAMSER is set out to achieve.
c. identify ways in which the problems that MAMSER may face be overcomed.

Case: MAMSER. This passage is extracted from Sunday New Nigerian 8 November 1987 page 3.

On the economic front, the directorate is to evolve an appropriate framework for mobilising and educating the people

to see virtue increasing domestic production using local factors as much as possible through increased hardwork, initiative, innovativeness and resourcefulness; while doing this, to vehemently resist all foreign tastes and influences thus avoiding waste and vanity which this taste outsidedness engenders, and to fight all internal external domination of our enormous resources by a few individuals or groups.

On the political front (the distinction is fairly arbitrary), the directorate is to awaken, and on a continuous basis, raise the consciousness of all categories of the people so that they can effectively identify, ask for, fight for and pursue their rights from all levels of government and to appreciate their obligations to those government and try to fulfil them.

Commit themselves to social justice, fairplay, participation in national and local affairs, and to tenaniously resist all forms of misuse of all forms of power so as to ensure that power is not just used for its own sake but that it is not even sought in and-for-itself.

Commit themselves to and promote national integration patriotism and nationalism thus doing away with ethnic chauvinism, selfish cum sectional aggrandisement and religious bigotry.

To become capable of assisting the directorate to create a framework for the basic institutions and norms, of a new democracy and a new social and economic order. And to ensure that the media works in consonance with the objectives of the presidential mandate.

On the moral-ethnical front, the directorate is to propagate the need to eschew corruption, dishonesty electoral and census malpractices and all the rest or the catalogue of moral vices that have crippled the entire state machinery and society.

Obviously this job is almost impossible. But we see the directorate as a sudden large channel along with the mass of the people may become able to influence the state, its policies and its various functions and agencies. This is especially so because all the other crucial functions and units of the state at present like NOM, MAMSER, rural development, employment, youth, sports information etc are, according to the mandate, to be drawn into the orbit of the directorate.

This is as it should be and is one effective way of ensuring the gradual entry of the broad mass of the people into the arena of political activity and the process of social change. Yes, we forsee a remarkable democratic transformation of this country from the functions of the directorate even though it may not resolve the main

contradictions inherent in the socio-economic order we maintain.

Questions for developing discussion

1. What are the main objectives of the MAMSER?
2. To what extent can the Directorates at both the State and national levels be able to implement the programmes of MAMSER?
3. Outline the problems that MAMSER shall face and suggest ways in which the problems can be resolved.

Follow-up Activities

1. Make a sample of peoples attitudes and opinions towards MAMSER in your locality.
2. Write an essay on the circumstances that led to the establishment of MAMSER by the Government.
3. Make a survey on the performance of MAMSER since it came into being.

4.12 Issue: ECOWAS

Objectives:

By the end of the lesson the students should be able to:

a. identify the achievements of ECOWAS

b. identify the achievements and problems of ECOWAS.

c. discuss Nigéria's role in the organisation.

Case: Extracted from This Week Magazine 27th July 1987 page 10.

In the recently concluded ECOWAS summit in Abuja, the Secretary General, Momodu Mumu - has this to say. - - -

Quite a number of decisions were taken during the course of the conference. A decision was taken on the need to create a West African monetary zone. A resolution was adopted by the summit calling on member states to take a regional approach in their debt negotiations with the industrialised world and, at the same time, asking the industrialised world to give massive resources to the development of the Economic Recovery Programme. Added to that is the decision to create a West African Women's Association (WAWA) and the adoption of its status to become a specialised institution of ECOWAS. If these decisions are well implemented by member states, they will have a far reaching effects on the lives of the people of the sub-region.

Questions for developing discussion

1. To what extent do you think the decisions taken at the summit will be implemented?
2. If a monetary zone is created in the region, what impact will it have on Nigeria?
3. What will be the effect giving massive resources by the industrialised world to the region?

Follow-up Activities

1. Find out the objectives of ECOWAS.
2. To what extent have the objectives been achieved?
3. What has been Nigeria's role in ECOWAS since its inception?
4. What problems confront the organisation.

4.13 Issue: Budget

Objectives:

By the end of the lesson the students should be able to:

a. appreciate the political nature of sharing scarce resources.
b. describe how policy statements made during budget speech affects the life of everybody in the society.

Case: Interest groups brandish swords as '88 budget unfolds.

Extracted from The Economist 23rd December 1987 page 10

As preparations for the 1988 budget hot up, it is real brandishing of swords by various government department and major interest groups in the society. Most Nigerians are not likely to know and therefore appreciate the amount of dialogue, consultations and confrontations as well as conflicts and compromises that precede the making of an annual budget for the nation. The points of confrontation in this year's budget are several. There are the minor inter departmental skirmishes as to whose budgetary allocations should be cut, whose to be increased and by how much; which Ministry's allocation should be beefed up or scaled down; which new project to undertake and which to shelve and all that. Then there are the differences between the states and the Federal Government about spending priorities and the sharing of funds, the extent of Federal assistance to the poor states, the new states and the mineral producing states . - - - The Annual budgets contain policy statements and governments actions that have wide-ranging implications for the lives of entire populace, even those of the seemingly neglected rural majority.

Questions for developing discussion

1. In what ways do you think revenue should be shared among the states? Why?

2. Read the 1988 budget speech: In what way will the budget affect the ordinary man in your village?

3. What policies do you think should be changed and why?

Follow-up Activities

Assume that you are a Governor of either a new state or a poor state, prepare a budget proposal to be presented to the Armed Forces Ruling Council (AFRC) outlining why your state should get more revenue.

4.14 Issue: Traditional Rulers

Objectives: By the end of the lesson the students should be able to:

a. identify the relationships of the bureaucratic system of government and traditional rulers.

b. discuss the relevance of the traditional rulers in contemporary Nigerian society.

Case: Extracted from African Concord 3rd April 1986, page 17.

Although it has been suggested that traditional institutions should be scrapped, the new local councils system has carved out a role for traditional rulers. Each council will have emirate or traditional councils which will advise it

on its various activities; and albeit in tax collection. The traditional councils will also help to determine customary law and practice, religious, land tenure and chieftaincy matters.

This is the second time a military administration had initiated major reforms of the local government system. The first was in 1976 when a blueprint for local government reforms was published. The reforms established 299 councils, abolished the old British created divisional councils, recognised the new councils as distinct third tier levels of government.

Fundamentally both the 1976 reforms share striking resemblances. Both of them provided for a five man management committee, with a chairman and four supervisory councillors to oversee the several departments of the council. Both reforms provide for the establishment of traditional councils and subordinate area authorities or councils. The major difference is that, whereas the 1976 reforms were immediately followed by elections to fill the councils posts, elections will not take place this time around. Governors will determine who will represent the people at the grass roots. This puts into question the validity of government's hopes that the new regimes reforms will allow "the people some participation in the decision-making process at the local levels."

Questions for developing discussion

1. Who are the traditional rulers?
2. What is their relationship with the bureaucratic system of government?
3. From the new roles curved out for traditional rulers, in what ways will their action affect the lives of people in the community?

Follow-up Activities

1. Identify the roles of traditional rulers in your community.
2. What is their relationship with the people?
3. To what extent would you want them to participate actively in the Third Republic?
4. Study the reforms made since 1976 and list the achievements of traditional rulers in each of these reforms in your local government area.

4.15 Issue: Election

Objectives: By the end of the lesson the students should be able to:

a. explain how local governments affect the daily activities of most people in Nigeria;

b. discuss how the local government fund are being used;

c. explain the necessity for a popularly elected representatives;

d. assess peoples power through 'fair, free, and direct democratic elections.

Case: Local Government Election

Extract from The Analyst Vol. 2, No. 6, 1986.

a. Rules from the cradle to the daily life of most Nigerians come under the local government. Land, marketw, education, health, security and even cemeteries and all such needs of Nigeria's vast majority fall, for the most part, under the actual control of local government.

b. This apart, there is the important matter of the money, and the power, at stake in these elections. The Nigerian people who come into contact with local governments know just how powerful this level of government is. But

only a few Nigerians have a good idea of how much goes to the local government. Infact, the conventional wisdom in the country is that local governments are not living up to expectations, principally because because they are being starved of funds. This is rubbish! Such thinking is far from the reality on the ground.

b. Revenue Misuse Of

Consider this fact: between 1979 and 1986, ₦8.3 billion was disbursed to the local governments by the federal and state governments. ₦8.3 is, by any stretch of the imagination, a lot of money. It is more than the yearly budgets of several African Countries put together, and certainly enough to significantly transform basic services in rural and urban Nigeria. But today there is hardly anything to show for these billions except the fat cheeks, fat bellies, fat bank accounts, and 'fat' limousines and palatial - mansions of the federal, bureaucratic and military elements who control the local governments and misuse and embezzle most of the billions. As a result these have only been impoverishment and not improvement in the lives of Nigeria's teaming millions. In the rural and urban areas alike, conditions have only been worsening and things falling apart. As usual, the billions have only given to enrich a few

people, as countless probes into the affairs of local government in various parts of the country, have shown and as we bring out in our cover story.

c. Election & Obstacles

Important and welcome as they are, however, the December, polls have some very serious limitations. It takes little or no effort to see, for instance, that the dice is heavily loaded against the toiling people of Nigeria - the peasants, workers, artisans, petty traders, progressive professionals and intellectuals. Besides, the ban on politics, there are repressive decrees, the high deposit the candidates have to pay, the unfair requirement that those working must resign in order to contest election. If these conditions favour any one it is certainly not the ordinary farmer or the worker, but the tycoons, the contractors the middlemen, feudal elements and such other parasites; the same people who have been using the local government structures to exploit and oppress the Nigerian people.

But even more seriously, there is the terrible condition of the ordinary people vis-z-vis their oppressors and exploiters. The farmers are not only poor, insecure and unemployed, but are also powerless, have no control over land, markets, police, judiciary, the media, or even cemeteries where they bury their dead.

All power is in the hands of their exploiters. With all this, and the fact that those who are known to have organised massive election rigging in the past are still very much in powerful positions and control a lot of money, the people of Nigeria are indeed terribly dis-advantaged ... It appears that some rich and powerful elements are being allowed to use official positions and official media to peddle religious, regional and ethnic sectionalism in order to get their candidates elected.

d. Peoples Power

There is massive support among Nigerians for free, fair, direct and democratic elections. Such elections are on an elementary requirement for a stable and progressive future for this country. The people of Nigeria are clearly ready to come out and ensure this. This, they have to do. For what is at stake in these elections is not just their billions of Naira looted and wasted for decades. What is at stake is their right to begin to assert people's power to control their daily lives, their communities and their nation.

Questions for developing discussion

1. The Local Governments are expected to satisfy the basic needs of the people. Identify these

needs and show the extent to which the local governments have met these needs.

2. In what ways can the local governments be made to perform effectively and satisfactorily?
3. Assess the performance of the local government in your areas and suggest ways of improving upon such performances.
4. Outline the major obstacles towards conducting a democratically elected local government officials.

Follow-up Activities

1. Read the recommendations of the committee on Local Government.
2. Discuss the federal government's white paper on Dasuki Report.
3. Evaluate the Report of the Political Bureau on Local Government Reform.

4.16 Issue: A Case For Wage Adjustment For Nigerian Workers.

Objectives: By the end of the lesson the students should be able to:

a. analyse the advantages and disadvantages of wage increase for workers in Nigeria.
b. identify the group asking for salary increase.

Extracted from a memo presented to the Federal military government by the Nigerian labour congress(NLC)

Case: There has never been and there will never be a buyers' market because manufacturers producing at higher cost are unwilling to reduce prices despite low demand. Indeed we should note that it is the manufacturers that are now arguing for wage increase, so as to stimulate demand for their unsold goods.

What we know is that money economy such as Nigeria's necessarily generates inflation and the policy of deregulation of this administration encourages this. For instance, the Second-tier Foreign Exchange (SFEM) has resulted in Naira devaluation such that ₦125 is now less than ₦34 in terms of its purchasing power. Furthermore, removal of petroleum subsidy hiked transport fares while house rents have always been on the increase. Attempts to also privatise public services will necessarily affect the price level.

On the basis of the foregoing it becomes imperative that Congress now makes a demand for upward review of salaries and wages.

In doing this, the NLC is guided by the aspiration of workers for a decent living. The first thing here is undoubtedly, food consumed by the average Nigerian workers is very inadequate. And it is not uncommon to hear workers crying nowadays that "we are hungry". Most workers live on starch and seldom feed on items containing adequate quality of protein and vitamin. Those workers who try to live above

this standard of living often find themselves in great financial difficulties. When the effects of poor food are added to the distress of poverty the resultant evil is apparent. The worker's capacity is hampered and his productivity is low. This is why the average worker must earn enough and decent wage to feed himself and his family. This is why the average worker must earn enough and decent wage to feed himself and his family, accommodate himself and his family in order that he may be well equipped to play his full part in the productive task of nation building. Government should therefore lift the ban on collective bargaining to allow workers demand for a just wage.

Questions for developing discussion

1. Outline the advantages and disadvantages of salaries adjustments to the Nigeria workers and peasants;
2. Assess the contributions of the NLC and other pressure groups in bringing about wage increases to the workers.
3. What has been the effects of the salary increase on the domestic industries?

Follow-up Activities

1. Make a table showing the following: Year, salary increase, per centage of the increase.
2. Draw a graph showing the rise of prices of commodities such as food, clothing, building

materials etc. during the period of wage increase.

3. Evaluate the extent to which the Nigerian workers and peasants have benefitted from the wage increase.

2.17 Issue: Religious Fanaticism

Objectives: By the end of the lesson the students should be able to:

a. discuss the implication of religious fanaticism in a multi-religious society.

b. suggest ways of handling religious issues in the society.

c. identify the impact of religious fanaticism.

d. discuss the role of religion in a society.

Case: The Religion Question. Extracted from This Week February 8 1988 Vol. 7, No. 28 page 14.

Only few issues are as volatile as religion. History is repeated with great wars fought in God's name. The crusades and the jihads happened in the attempt to win souls for God. In the end, they turned out as frightening events, ensuring the perdition of millions of lives. In northern Ireland, 2,628 lives have been lost through sectarian violence since 1969. With the living example of Ireland and, of course, Lebanon, it becomes highly instructive that modern-day statesmen should be wary of the charged world of religion. - - -

Nigeria's ill-advised flirtation with the Organisation of the Islamic Conference (OIC) in 1985 nearly tore apart the thin fabric of the nation's unity. The country has managed to survive a considerable number of heated religious clashes between diverse sects. What is instructive is that religious intolerance stands as a prime foe of peaceful co-existence in the country.

Open up the window very gently, very early in the morning. What do you hear? The voices rush in a deafening staccato. From the east, in a nearby mosque, comes a compelling crescendo of Arabic. From the west, through the throats of some animated christians, booms a barrage of Latin. Coming from the north are the esoteric chants of the charged converts of the sects of the oriental hue. And from the south issues a medley of engaging incantations. In all, the Nigeria's ears and brain are woed from all corners by a potpourri of religious sects.

On the campuses, at public squares, in newspapers, pulpits and literally everywhere, the diverse denominations and sects are daily advertised. It would appear as if the different groups are in a shouting match, seeking to drown each other with the din of their widely broad-cast presence. But then, one suddenly discovers that not all the sects shout. The one at Onipanu, Lagos, is completely different: the converts do talk! They worship dumb.

Only one word unites the diverse faiths: God. Whether called Allah, Jah, Jehovah or any of the million variants of his name, the Supreme Being wilds an astounding influence in the society/history and the geography of the Nigerian nation. And from all available statistics, God's influence in this land of rivers Niger and Benue is bounding up geometrically, everyday. This rise of religion raises some crucial questions. Firstly, why is the nation seemingly turning more towards Gods? Secondly, why has the issue of worshipping God brewed schisms within and between the different sects? Fundamental as these questions are, they have led THIS WEEK into a spirited reappraisal of the country's religious history and conscience.

Questions for developing discussion

1. What do you consider to be the negative and positive consequences of religious fanaticism in Nigeria?
2. How would you control religious crisis in places such as Northern Ireland and Lebanon?
3. To what extent is religious fanaticism related to the economic structures of a society?
4. Do you consider the vatican and Iran as religiously fanatical states?

Follow-up Activities

1. Examine the effects of religious fanaticism in Lebanon.
2. Discuss the role which religion should perform in the society.
3. Suggest ways of preventing religious crisis in Nigeria.
4. Make a list of countries where religious fanaticism has undermined their political and economic stability.

4.18 Issue: Military Regimes

Objectives: By the end of the lesson the students should be able to:

a. discuss how military regimes are established.
b. assess the differences between the military and the civilian regimes.
c. evaluate the impact of the military regimes on the socio-economic and political structures of the African society.

Case: Calm in a Trubulent Sea . Extracted from Newswatch August 19, 1985 page 14.

Just last April, the end came for Gaafar el-Nimeiri of Sudan after sitting in the saddle of power for 16 years during which he survived not less than 20 coup attempts.

His overthrow followed one week of strikes and demonstrations led by workers and students over the earlier withdrawal of government subsidies on food and fuel, imposed an attempt to satisfy IMF conditions. It is in to note, however, that Nimeiri's overthrow went beyond the withdrawal of subsidies. The remote causes were his 16 years of oppressive rule and insensitivity, and lately his introduction of an Islamisation policy which did not go down well with the hungry Sudanese.

Causes of military coups in Africa are as varied as the different geographical units that make up the continent. They range from purely ideological motives to the blantantly frivolous excuses of settling personal scores like the recent coup attempt in Guinea. In some others, coups appear inevitable to save a country from drifting into catastrophe. For example, the recent Ugandan coup, according to Bassillio Okello who led it, was organised in order to end "the divide and rule policy of Obote", which he said, had plunged the country into a mess.

Since the typical army in Africa today has an aggravated sense of importance as the most important power broker, if not the ultimate power-giver, many a crisis of rule has been resolved, albeit, violently, through the barrel of the gun. Benin Republic, formerly Dahomey, is a shining example of how the military has constituted itself into arbitrator in political crisis.

In 1960, shortly after independence, the country was engulfed in a series of political unrests which was eventually resolved with the formation of a provisional government jointly led by Hubert Maga, Migan Apithy and Justine Ahomadegbe. By 1963, General Christopher Soglo had staged the first military coup. He ruled for one year before handing over to Apithy again as head of state and Ahomadegbe as head of government. But in 1965, Soglo stepped in again to retrieve the power he had earlier relinguished.

In Nigeria, the July 29, 1966, coup remains a classic example of a putsch lacking in ideological commitment save for the singular motive to balance the equation with the January 15, 1966 coup which was perceived then in some quarters as an anti-north uprising because of the "imbalance" in the casulty figure.

The history of coups in Africa is full of similar examples where violent changes of government have occured mainly to satisfy parochial yearnings rather than nationalist and broad-based ideological aspirations. It is as a result of such myopic visions that coups and counter-coups have reduced many African countries to banana republics.

Questions for developing discussion

1. What are the causes of military coups and counter-coups?

2. How far have the military regimes enjoyed popular support from the civilians?
3. To what extent have the military regimes been able to solve some of the socio-economic problems of their countries?
4. In what ways can the frequency of military coups be prevented?

Follow-up Activities

1. Discuss the types of claims the military makes to justify its coups in Nigeria or in any other African country.
2. Assess the relationship between the civilian ruling elites and the military top brass.
3. Examine the claim by the military regimes that they are more development oriented and more democratic than the civilian regimes.
4. Make a list of African countries which are presently under military regimes.

4.19 Issue: O.A.U. (Organisation of African Unity)

Objectives: By the end of the lesson the students should be able to

a. outline the problems confronting African States.

b. discuss the role of the O.A.U, in finding solution to the problems facing Africa.

c. evaluate the achievements and failures of the O.A.U. since its inception.

d. assess the role of O.A.U. in liberating African states, still under colonial domination - to suggest ways refugee problems may be solved.

Case: The Missing Link. Extracted from Africa No. 167 July 1985 page 11.

The OAU summit due in Addis Ababa this month, should be a conference with a difference. It is being held against a background of unprecedented economic difficulties and undisguised threat to life for millions of starving Africans. As such, the outcome of its deliberations ought to reflect the unique seriousness of the continent's current plight. Our leaders demonstrated good sense, commendable in its timelines, when last November they decided that their next meeting should be an "Economic Summit", to take common cause Africa's a faltering fight for economic security.

Thus, for the momentous struggle ahead, we seem at last to have mastered the necessary will. Now, success depends entirely on finding the right way. To do so, we must first find answers to the following nagging questions. Why - the break up of the East African Community with all its openly acknowledged economic advantages for the three countries involved? Why - the frustrating stagnation with which economy-oriented ECOWAS is currently contending? Why - the embarrassing lack of progress in the implementation of the otherwise perfect recipe for Africa's economic development - the Lagos plan of action? All three answers reveal a common denominator - these economic arrangements lack the vital protection of an appropriate political umbrella! ...

Today, the painful irony of our situation is that Africa's true political and economic independence can only be safeguarded through an arrangement that deliberately encroaches upon the concept of absolute sovereingnty of African states. It is often argued that what is required to attain our objective is simply the establishment of an organ for economic co-operation, either on a continental scale or, on broad regional basis. But the decision to build even such modest economic foundations has in itself to be political. To construct roads and rail lines to link our communities more effectively; to federate our airlines or shipping companies; to co-ordinate our economic

policies and systems; to remove artificial obstacles which hinder free movement of goods and people across the continent all these will have to be done through clear and binding political decisions.

Those who accept the need for a common economic policy, without a suitable political set-up to back it, see only the super-structure of the desired African edifice but ignore the unavoidable infrastructure upon which it must rest. You cannot have a common economic policy that is expected to survive the political strains of a composite community outside the framework of a clearly defined and agreed political arrangement. Can we imagine a country with one economic policy but with its component provinces totally politically independent of one another? How reliable will a common economic policy be in the United States of Africa, for example, if the fifty-odd states that make up that union were each, like African states are today, totally politically independent? In the case of American continent, a political union in the North and the absence of such a union in the South has contributed significantly to create the enormous difference between the economic and political power of the United States vis-a-vis the equally potentially rich but politically desparate states of Latin America. ...

What we need now is a union of African states, with a central government that has specific and exclusive powers

over such subjects as overall economic planning and development, foreign policy and external trade, continental defence, the liberation struggle and the fundamental human rights of every African. Such a body will provide the missing link between the mere idealism of unity - the OAU's declared objective - and the actual realization of it. It will give our disfigured continent the right political image and weight in the community of nations. It will provide the basis for a new African self-confidence born of collective strength, upon which we can build with definite hope respectable and meaningful economic future. ;..

We can begin modestly with such an arrangement as a loose federation of our present states, accepting and applying within the union the rule of the majority in the greater interests of African peoples. In every one of our countries, where democracy still survives, the citizens are governed by laws which depend on the will of the majority and not on unanimity of opinion. Our august leaders feel morally justified to enforce laws on all citizens irrespective of the differing views of some of these citizens regarding such laws. This is done in the greater interest of the nation which everyone assumes - and corectly so - should prevail over the petty interests of certain individuals. All we ask for now is that we adopt the same golden rule for Africa as a whole, in order to secure our shaky political and economic independence. Surely a medicine which is considered fit

for 500 million Africans in our various countries should be good enough for the 50 leaders who prescribe and administer it?

Every good ting has a price, African unity is not an exception. In the face of the continent's aggravating economic difficulties, African leaders have a special responsibility to look beyond the ephemeral attractions of their personal empires. If we had a view of Africa that made it one instead of several states, it would be inconceivable that the present scourage of drought and starvation could continue to ravage human life, while in other parts of the continent things continue as if nothing has happened. The liberation struggle has made little progress since we declared a fight against racism over two decades ago. An African union will mean that our approach to the struggle against aparthied will alter to a point where every state will become an active participant in an all-out all-African fight to eliminate racial indignity from our continent. Similarly, the overall protection offered by the central government would, where necessary, further guarantee the human rights of citizens in our various states.

For us, it is now a matter of choice as to which should prevail: ineffectual mini-sovereignties, currently violated at will even by South Africa, thus making an international mockery of our independence or one inviolable African sovereignty, which effectively guarantees the political and

economic security of all our peoples. For any informed and serious-thinking African, should there really be the slightest difficulty in making such a choice?

As an earnest of our will to move forward and to mark the start of a new and active era for the OAU, the Summit should appoint a Constitutional Communittee, made up preferable of non-governmental African experts, to re-examine the Charter of the Organisation and make recommendations on ways and means of giving practical effect to our desire for meaningful political and economic unity.

Questions for developing discussion

1. What are the basic problems confronting the O.A.U?
2. How far has the O.A.U. succeeded in forging unity among independent African states?
3. How far has the O.A.U. contributed to the liberation of Africa from colonialism and neo-colonialism?
4. What is the difference between the O.A.U. and other regional groups such as the ECOWAS and the E.A.C?

Follow-up Activities

1. Suggest ways in which the O.A.U. can contribute in finding solution to the refugee problem in Africa.

2. Discuss the strategy which the O.A.U. should adopt in the economic integration of Africa.
3. Outline the areas of success and failures of the O.A.U. in the liberation struggle for Africa.
4. Critically examine the relationship between the O.A.U. and other international organisations such as the C.A.S., U.N.O. and the Non-aligned movement.

4.20 Issue: Use and Misuse of Power

Objective: By the end of the lesson the students should be able to:

a. demonstrate how the power apparatus of the state can be misapplied.
b. explain the necessity of using state power judiciously.
c. assess the role of Nigerian prison in re-educating prisoners.

Case: Whence the Prisoner? More prisoners abound outside the Prison system. Extracted from African Concord June 23 1987 page 12.

In a sense, everyone is a prisoner. There are those who are prisoners of vice and there are those who are prisoners of virtue. Neither prisoners can boast of a more appealing life for the essence of prison is the inability to savour the true

meaning of liberty. The policeman who barks out illegitimate order and proceeeds to the employ of illegitimate force on other citizens is a prisoner of his uniform, of greed and of power. The naval personnel who discerns in his uniform a certain form of supremacy over his non-uniformed country-man is a slave to the worst forms of illogicality and suffers from delusions of granduer. ...

A judge who for none, contravenes natural justice and denies the rule of law to railroad an opponent into jail not only self-destructs but is also an ignorant prisoner of venality. A president who uses executive fiat to pre-empt the due processes of the law, to harry political opponents into disrepute and to intimidate his subjects is a prisoner to his powers. . . .

Since laws are made to regulate men's conduct in a society, the contravention of any of such laws attracts certain penalties. Outside the misuse of executive and police powers as a result of which numerous people are wrongly herded into police cells or framed into jails, a man who breaks the law and is convicted in a law court becomes, in many cases, a prisoner. ...

Ideally, prisons should serve both punitive and reformatory purposes with emphasis laid on rehabilitating the offender to make him a useful member of the society. ...

However, just like prisoners of power are left in bondage of their passions, the conventional prisoner in Nigerian prisons is more often than not ignored and forgotten. Upon regaining his freedom, the prisoner had neither been reformed nor punished. His sojourn in the inhospitable environment of the prisons has transformed him into a connoisseur of crime. He therefore, comes out twice more dangerous than he went in and thrice more poised to sink into recidivism. ...

His counterpart in uniform, free to roam the streets, fingers eternally curled around triggers and nearly always immuned to prosecution, kicks and punches minor offenders, locks them up for days illegally or when in drunken stupor, shoots their heads off. He takes refuge in "accidental discharge' or 'stray bullets". And all is often forgiven. In short, what seems to be the norm is that there are prisoners within and without the prisons with no one eager to claim responsibility of reform or punish them. An adequate response would not only be to provide a good diet for those within prison walls, bend their backs and their will hard-labour or teach them a trade, it also involves liberating the kinked and reprobate minds of those outside the prison walls with the determination to make all sane and useful members of the society. Crime can no more be curbed when law breakers, law givers and law enforcers break the law at will any more than prisoners can be tamed when there is no

realistic response to the challenge of social deviancy.

At a higher level, the shackles that prevent the equal and timely interchange of power will have to be broken to liberate the minds of the rulers. It is only by so doing that their authority can be preserved and the society will benefit from order, justice and good governance. If these were not so, if there was nothing fundamentally wrong with our social system, if the conventional approaches to crime and prisoner-rehabilitation were all sound, there would be a low rate of redivism and ego, our judges would be wearing white globes as a mark of the complete sanitization of our social system. ...

At present, however, the conventional prisons are much more corrupt than the prisoners they are supposed to reform. Very rough and dehumanising practices that exclude reform by any definition are rife. Excessive profiteering which the contracting out of prison food supplies to businessmen and women related to prison officials also ensures that the dietary habits of prisoners are well below the minimum standard. Consequently, except prisoners procure the help of relatives to buy themselves into a limited liberty of decent feeding, they are more apt to come out nearly senile, often gaunt and wasted. Those who manage to come out convinced of the folly of a life in crime are traumatised by the stigma of life in jail with the state-inforcing the relunctance of potential employers to sign on ex-jail birds.

since Nigeria is not a welfare state but a brutish society where there is an unhealthy competition for wealth and sustenance, former prisoners stand the worst chances of making a living.

Questions for developing discussion

1. To what extent can it be justified that "everyone is a prisoner"?
2. Why are the prison institutions not able to adequately reform the characters of the convicts?
3. How can you improve the role of prison system in Nigeria? Should every convict go to jail?

Follow-up Activities

1. Outline the type of life which is found within the prison walls in Nigeria.
2. Discuss the methods by which ex-convicts can be properly re-integrated into the society.
3. Examine the role which the prison system perform in South Africa.
4. Assess the view that all prisoners are social deviants.

4.21 Issue: Revenue Allocation

Objectives: By the end of the lesson the students should be able to:

1. explain the problems of revenue sharing.
2. say how revenue should be shared.
3. choose a formula for allocation and be able to give reasons for the choice.

Case:

A debate on revenue allocation came up in the constituent assembly. Members gave various formulae for allocation of the nation's wealth to states. Some of the contributions of members is summerised thus.

... States that are poor and especially the newly created states should have more share in the nation's wealth. One of the reasons for this suggestion is that these states are poor, they don't have industries, there are no sources of wealth other than the money which comes from the federal government. Consideration should therefore be based on needs only unless we want to make the rich richer and the poor poorer.

There is going to be no formula that will be satisfactory unless it is considered on the basis of derivation. It is no fault of others that some states are poor. Consideration should be based on how much contribution each state has made in the baking of the national cake. Most of the nation's

disasters come from the mineral producing states. People are exposed to so many health barzards as a result of the extraction of these minerals. Apart from that, land is also another area where the people suffer loses. Sometimes a whole community has to move out of an area if minerals are to be extracted. Migration has many social effects on the people. Where people are not moved out of their environment, the problem they suffer is pollution. The only source of water which people in the villages around the riverine areas have is the river. When the water is poluted people can no longer drink it. Those who depend on fishing are deprived of their means of livelihood. Unless adequate provision is made the people of these states will suffer.

Population is not something that should be taken for granted when considering any allocation of resources. One of the determinants of a peoples might is their population. Unless the country wants its people to starve allocation of revenue should be based on population.

Questions

1. What are the problems of revenue sharing in this country?
2. How should revenue be shared?
3. Which one of the suggestions made in the text is more important for allocating revenue and why?

Follow-up Activities

Prepare a memo to be sent to the constituent assembly in relation to revenue allocation. Indicate the ratio that should be used in relation to needs, derivation and population. Give reasons for the selection of the ratio.

4.22 Issue: State Creation

Objectives:

By the end of the lesson the students should be able to:

1. Identify the need for state creation.
2. Say whether the creation of more states will foster unity.
3. Discuss its effects on the political system.
4. Say whether Nigeria is economically strong to support more state.

Case:

A community who feel they want a separate state of their own wrote a memo to the President of Nigeria. A summary of the reasons they gave for giving them a state went like this.

The people living around this area have lived together for many years. They have learned to live with each other as one people. They understand each other well. The area is a large one with reasonable population.

Despite the fact that the area is large, the provision of amenities is very little. The area is backward in terms of structural development.

The area has a lot of potentials that we feel if it becomes a state it will be beneficial not only to the people but the country at large. Moreso most of the present states are made up of the former provinces and we were a province.

Questions

1. There are already twenty-one states in Nigeria do we still need more states to be created? Why?
2. What is your view on the issue of state creation in relation to national unity?
3. What is the effect of creating more states on the political system?
4. What is the economic implication of creating more states? Can Nigeria afford it?

Follow-up Activity

With the help of a ketch map of Nigeria, identify areas that you think states ought to be created from, giving reasons for your suggestion.

4.23 Issue: Freedom of Speech

Objectives:

By the end of the lesson the students will be able to:

1. explain what freedom of speech is.
2. Discuss the need for freedom of speech.

Case:

Is it the right to just talk? Does one need permission before he or she can speak? Do we really always say what we want to say or do we take into consideration other people's feeling?

Two friends met at a village market and were talking about the recent debate on freedom of speech. This is what they said.

Garba : How can somebody determine whether I should say what I want to say or not? What is this country becoming? Why do people have to discuss whether one is free to talk or not? Why did God give us mouth if we can't talk? Are we suppose to be dumb? What is the difference between man and animal then?

Bashir: Now Garba, it's not as bad as that. The issue being discussed is whether people can critise the political system or not.

Garba: I see, but what is wrong with telling somebody that he is walking on the wrong road if he actually is? Why should we elect people if we can't tell them that they are wrong when they are?

Bashir: That is the issue. But don't you think that if everybody says what he wants to say at anytime there will be chaos?

Questions

1. What does freedom of speech mean to you?
2. Discuss and explain the need for freedom of speech in a country.

Follow-up Activity

Prepare a debate about what Bashir said about chaos if everybody is allowed to say what they want to say.

4.24 Issue: Census

Objectives:

By the end of the lesson the students should be able to:

1. identify the value of census to the Nation.
2. identify the reasons for unsuccesful census since 1953.
3. suggest the best way an acceptable census can be conducted.

Case:

A country as big as Nigeria cannot boast of having an accurate data on its population. The present figure of one hundred million is only based on arithmetical estimates of births and deaths since the 1953 census. This cannot be said to be a true population of Nigeria. Some people think it is more than one hundred million while others feel the population is not up to that.

How can a nation's scarce resources be shared equitably if nobody knows the exact number of people within his community. Has election anything to do with census? Can census help in any way with the problems associated with elections in Nigeria?

Questions

1. Of what use is census to us in Nigeria?
2. Why has the nation failed to come out with an agreed statistics of the people in Nigeria?
3. How can we arrive at an acceptable census figure?

Follow-up Activity

Draw out a plan and procedure that you think will be the best for having an accurate headcount.

4.25 Issue: Non-alignment

Objectives:

By the end of the lesson the students should be able to:

1. Assess the role which the non-alignment organization play in promoting international peace and security.
2. To evaluate the successes and failures of the organization.
3. To recommend ways by which the movement can be made more effective.

Case:

A newspaper commentary captioned, "How Non-aligned Are We?" suggested that Nigeria should pull out of the non-aligned movement. This issue triggered many comments from the public.

Sabo Isa had this to say:
The non-aligned movement has no influence on global politics at all. In the first place, the so-called non-aligned movement is mostly made up of countries of the thirdworld. These countries are dependent on the world powers economically. Will they take any measures that will displease these countries.

Silas Martin wrote - The movement of non-alignment gives the impression to the two power blocks that the third-world countries do not intend to allow themselves to be pulled here

and thereby the big powers. It makes the world to realise that even if a country is weak it can take decision about an issue that it sees best. The impact of the movement may not be much but it certainly indicates that there is a group that can refuse to follow blindly. This position also makes members to make conscious effort to make policies in their countries along that line. These countries will consciously have trade relations with many countries without allowing one country to dominate the trade. In this way the power of one country interfering in the internal affairs of other countries is usually minimised.

Thomas has this to say: Is there any country that is really non-aligned? In this world there are two power blocks - the east and the west. You are either in the orbit of the east or the west. There is no sitting on the fence. It is hypocracy to say that Nigeria is non-aligned or Ghana or India. Infact the nature of the economy of these countries indicate clearly where they belong to.

Questions

1. What is the role of non-alignment in promoting international peace?
2. To what extent has the movement succeeded in making its impacts felt by the world super-powers?
3. How far is non-alignment practicable?

Follow-up Activity

Recommend ways which the movement should adopt in dealing with international conflicts which involve their members.

SUMMARY

Ten concepts and fifteen issues are selected and used in this chapter. The materials used are based on newspapers, magazines, documents and fiction. Case materials are developed based only on political issues and concepts. Selection of case materials is deliberately based on Nigerian and African political issues.

These sources are relevant because they deal with current and re-current issues. The issues they contain are more easily accessible and have wide audience. Sometimes they reflect official positions and popular attitudes. This is not the case with the conventional text books which generally reflect the opinion of the author and some few individuals. Generally, the issues they raise generate more controversy than textbooks.

The teacher using these cases in teaching is advised to give a lecture with a few basic information on the topic before the case materials is presented. Or be prepared to give or direct the students to other sources for information.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Participation by students, decision making and change of attitudes were the concerns of this study. Ten concepts and fifteen issues were picked from N.C.E. social studies course outline of college of Education Jalingo. Focus is made on political issues and concepts. The project gives explanations on how teachers can design and use case studies. The case study approach has been used in order to inculcate inquiry approach to teaching social studies.

The use of the case study is by no means the only approach to teaching social studies concepts and issues. Rather it is an attempt to suppliment the usual lecture method of teaching. From the writer's experience, students of college of Education Jalingo tend to use the lecture method of teaching when they go out on teaching practice. They tend to use the same method that they are taught to teach children in the Junior Secondary schools. The use of the case study method therefore gives the students the opportunity to see how other

methods of teaching could be used.

Some of the cases are written around facts from extracts from magazines and newspaper. The sources of such cases are indicated at the beginning of the case material. The guide line used for the cases took the following form:

1. Concept or issue stated
2. Objectives.
3. The case material.
4. Questions for developing discussion.
5. Follow - up activities suggested.

Guidelines are given to the teacher for the use of case study as a method. The teacher is expected to make adjustment in the organisation of case study method to suit the circumstances. Various types of cases have been discussed to give the teacher ample choice of case materials. The fact that not all types of cases discussed have been used here does not mean that some types of cases are not important.

5.2 Conclusions

The case study method has been used to suppliment the lecture method used in teaching. Apart from diversifying the methods of teaching, the case study method helps the students to develop the skills of decision making. Activities have been developed to give students opportunity to contact further sources and be able to collect useful

information themselves. This helps them develop abilities of making judgements, take decisions and be able to defend their views with facts. The materials are also deliberately designed to evoke the feelings and attitudes of the students.

The success of the use this method depends on the skills and tactfulness of the teacher and also the active cooperation of his student.

5.3 Recommendations

The writer heavily relied on newspapers and magazines for case materials because usually, those who write on such issues cut across the segment of the society so that there is a variety of opinion on the same issue at the same time. This may not be the case with textbooks which are usually works of intellectuals. However, after useful discussions in the class, opportunity is given to the students to make use of other sources such as textbooks in order to get more information.

It is important to note that some of the concepts and issues chosen did not necessarily fall within the political domain ordinarily.

At a glance, some of the concepts may bear economic or social conotations rather than political but when you examine them, these find their meaning in the political group. It is important for the teacher to note that while

the issues and concepts he is teaching are political, discussions in the class should not be restricted to such. This is because most issues that are prevalent in the society have impact in the socio-economic life of the people.

Furthermore, most of the socio-economic problems that develop in the society are usually resolved politically. Consequently, issues which are economic or social in nature find their significance when they are politically expressed.

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APPENDIX

SOCIAL STUDIES DEPARTMENT
COLLEGE OF EDUCATION JALINGO.

YEAR I

Semester	COURSE NO.	COURSE TITLE	UNITS
I	SS 001	Definition, nature, scope concepts and issues in Social studies	2
	SS 002	Man and his Environment	2
	SS 003	Environment problems and their possible solu.	2
II	SS 004	Nigeria as a National entity	2
	SS 005	Social Studies Methodology I	2
	SS 006	Concepts in Social Sciences An interdisciplinary approach	2
III	YEAR II		
	SS 101	Social Studies Methodology II	2
	SS 102	The changing structure of Nigerian Society.	3
II	SS 103	Social Studies Curriculum Development	2
	SS 104	Political Socialization in Nigeria	1
	SS 105	Inquiry/Research Techniques in Social Studies	2

Semester	COURSE NO.	COURSE TITLE	UNITS
	YEAR III		
I	SS 201	Nigeria and the global Society	2
	SS 202	The Development Process	2
II	SS 203	Social Studies Curriculum Workshop	1
	SS 204	Decision making and valuing in Social Studies	2
	SS 206	Social Studies and citizenship Education in Nigeria.	2

ix. Trade relations e.t.c. YEAR II

Emphasis will be made on attempts to apply these concepts to contemporary issues, situations and problems.

SS 101: Social Studies Methodology II.

A. What are Educational objectives?

i. Behavioural objectives-General, specific.

ii. Objectives based on Bloom Taxonomy.

a) Cognitive domain

b) Affective domain.

c) Psychomotor domain.

B. Developing instructional objectives in social studies

a) Content/product objectives.

b) Learning process.

c) Traditional/paper and pencil.

C. Evaluation Techniques in Social Studies

a) Essay type

b) Objective/Multiple choice.

c) Short answer.

d) Check list.

D. Over - view of social studies.

a) Primary school curriculum.

b) Junior/Senior Secondary school curriculum.

c) Teachers college curriculum

E. The syllabus could be examined under the following:-

a) Objectives.

b) Content.

c) Methodology.

d) Evaluation.

F. Criteria for evaluation social studies material.

i. The use of social studies, materials in teaching.

ii. Micro - Teaching.

SS 102: The Changing Structure of Nigerian Society.

A. Political structure and organization in Nigeria precolonial post colonial administration.

i. Traditional political system and the position of the traditional rulers.

ii. Constitutional development in Nigeria.

iii. Political parties - U.P.N., N.P.N., C.N.P.P., N.P.P., P.R.P., and N.A.P.

iv. Military leader.

B. Social and cultural system.

i. Social stratification in the Nigerian Society.

ii. Agents of social stratification.

a) The school

b) Occupation.

c) Government.

iii. Inequality to access of opportunity in Nigerian Society.

C. iv. The Changing family structure.

v. Our value and systems.

vi. Appreciation of our cultural artifacts.

C. Economic structure and organization.

i. Subsistence economy.

ii. Marking role of middlemen traders.

iii. The changing nature of industrialization.

iv. Areas of inefficiency: Public utilities.

v. Indigeneration politicies.

D. Communication and Transport as a means of national integration.

i. The development of transport and communication in Nigeria.

ii. Sample study of the community.

iii. The case for a national language.

E. Transport as a means of balanced development of economy.

i. Transport network as a means of transporting goods and services.

ii. The role of different means of transport in the economy.

F. Problems of Transport and communication and their effect on our lives.

i. Inadequacies of the available services.

ii. Inefficiency of those services.

iii. Care on our roads.

iv. Better tele-communications as a relief to transport congestion.

SS 103: Social Studies Curriculum Development.

A. Social Studies Curriculum development.

i. Definition of curriculum.

ii. Components of curriculum.

iii. Objectives.

b. Content

c. Methodology.

d. Evaluation.

B. Problems and revision of curriculum.

C. Types of curriculum models.

D. Curriculum planning for social studies.

i. Historical perspectives.

ii. World over view.

iii. African social studies problems (ASSP).

iv. Nigeria curriculum conferences and workshops on social studies.

E. Conceptual frame work.

i. Conceptual approach.

ii. Inter disciplinary approach.

iii. Integration approach.

F. Organization of learning experience.

G. Social Studies Curriculua.

i. Conceptualization of social studies.

ii. The Nature of social studies programme development.

iii. A mode for programme development.

a) Determing concerns and selecting decision makers.

b) Preparing a rationale.

c) Planning stage.

d) Determing the scope of the programme.

e) Enumerating objectives.

f) Choosing instructional strategies-Methodology.

g) Choosing content.

h) Identifying materials and resources.

i) Implementation stage.

j) Installing and maintaining.

k. Revision stage.

i. Modifying the programme.

SS 104: Political Socialization in Nigeria.

A. The concept of political socialization.

i. The concept of politics in Nigeria.

ii. Man as a political animal the political self.

iii. The Nigerian political culture and political behaviour.

B. The process of political socialization.

i. Age and development of political self.

ii. Learning political behaviour.

iii. Methods of political learning.

iv. Social change and the educational process.

C. The agents of political socialization.

i. Family peer groups.

ii. School education.

iii. Political learning.

iv. Social grouping.

v. Political experience.

vi. Communication/mass media.

SS 105: Inquiry/Research Techniques in Social Studies.

1. Identifying a research Problem.

2. Gathering and organizing information.

3. Methods of investigation.

4. Writing a research report.

5. Social studies project practical work on Research project emphasis to made on social ;roblems with the society).

PROJECT:

This is to enable the students do some practical work which will expose them to the modus operandi of researchers. Teachers in the Department will help to supervise the project. The project work is a compulsory aspect of the entire N.C.E. social studies course.

YEAR III

SS 201: Nigeria and the Global Society.

A. Nigeria and the African Nation.

i. Economics cooperation among African Nations ECOWAS, EAC, OCAM, e.t.c.

ii. Problem of African Unity (OAU, Arab in Africa).

iii. Liberation struggle in Africa.

iv. The South-African delima(racism and appertheid).

v. Nigeria in African Affairs.

B. Man in the international community.

i. Problems of co-existence.

ii. Reducing world tension through super-national organizations UNO, and its specialized agencies; EEC, OPEC, and OAU.

iii. Militarism and balance of power.

C. Power blocks and political arguments.

i. USSR/USA becoming super powers

ii. Patterns of alignment.

iii. The Third world and the concept of non-alligment.

D. Race and Race relations.

i. Different races of the World.

ii. Racial discrimination and political unrest- south Africa, USA, Britain etc.

iii. Restoring harmony among nations.

E. Current issues in World Politics.

i. Military rule in Africa.

ii. Black world Festival of Arts.

iii. Neocolonialism and dependence.

iv. Military aggression(Tanzania, Uganda Tohad).

v. Capitalism and communism.

vi. The petroleum factor in world politics.

vii. Other issues that interest the person handling the course and which are relevant to students understanding of contemporary world issues.

SS 202: The Development Process)

A. Factors contributing to development.

i. The concept of development.

ii. Measuring development and underdevelopment.

iii. National integration-communication, transport ect.

iv. Technology.

v. National and human resources.

B. The development process in developed nations.

i. Conquest expansion and Trade.

ii. Technological advancement.

iii. Industrialization and foreign investment.

iv. Neo-Colonialism.

v. Multi-national cooperation and foreign investment.

C. Development strategies in developing nations.

i. Economic regional economic communities, development plans cartels (i.e. OPEC ect).

ii. Social: Education and Health.

iii. Political: Ideology foreign policy, non-alignment.

D. A case study of one developed and one underdeveloped country. Nigeria is compulsory.

SS 203: Social Studies Curriculum.

i. Writing behavioural objectives in social studies,

a. What are behavioural objectives?

b. Learning the skills of writing behavioural objectives (cognitive, affective and skill).

c. Learning the skills of selection learning activities.

3. Leaving the skills of selecting resources.

4. Learning the skills of designing evaluation activities.

5. Learning the skills of lesson planning.

6. Learning the skills of writing and identifying questions.

7. Learning the skills of evaluating social studies. Curriculum materials.

SS 204: Decision making and Valuing in Social Studies

A. The role of social studies.

B. Criteria for rational decision making.

C. Sequencing the development of the competent skills of decision making.

D. Identifying important social studies issues and problems.

E. Teaching Decision making problems units.

i. Identifying the decision problem.

ii. Social Science inquiry.

iii. Organizing for instructions.

SS 205: Social Studies and Citizenship Education in Nigeria.

A. The concept of citizenship.

B. Different forms of citizenships.

C. Social Studies and citizenship.

D. The traditions in social studies.

i. Social studies taught as citizenship transmission.

ii. Social studies taught as social science.

iii. Social studies taught as reflective inquiry.

E. Evolving and designing a citizenship programme in primary and post primary institutions in Nigeria.

F. What make one an effective Nigerian citizens?

G. What can I do to help Nigeria development.