POS 102:

PRE-COLONIAL AFRICAN POLITICAL SYSTEM

UNIT 1   AN OVERVIEW OF THE AFRICAN SOCIETY

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1.0   INTRODUCTION

Africa was the birthplace of the human species between five million and eight million years ago. People across the continent are extraordinarily diverse in language, practice hundreds of distinct religions, live in a variety of types of dwellings, and engage in a wide range of economic activities. Europeans first settled in Africa in the mid-17th century near the Cape of Good Hope, with time more Europeans immigrated during the colonial period. Systems of social organization in Africa range from highly centralized states to non-centralized communities.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- locate the main regions on the map of Africa;

- identify some tribes and people groups in Africa; and

- explain briefly the systems of social organization in Africa.

2.1   ACTIVITY

As you read through this unit, it will be helpful to you to:

1. Try to think about the past events as if they were in the present.

2. Read through the entire unit with the belief to appreciate the sequence and interrelatedness of its parts.

3. Make use of African map to locate the main regions designated by the United Nations.

4. Task yourself of the possible skills you will acquire from the entire unit.

5. Attempt all the activities in this unit, without assuming you have read about the issues raise before.

2.2 How to Study this Unit

1. Carefully study this unit , noting and mastering the major points.
2. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

2.3 WORD STUDY

Colonize: Establish a colony over some people.

Social system: A social structure general in nature, complex and permanent providing a framework of interaction for the entire society (social system), or its parts (economic and political system).

Culture: A set of values operating at the most general level of society, and regulating the action of all members of that society in all imaginable situations.

Neo-colonialism: The state of formal political independence but concrete economic dependence existing in the majority of the ex-colonial countries which constitute the third world**.**

3.0 MAIN CONTENT

3.1 An Overview of the African Society

Africa was the birthplace of the human species between five million and eight million years ago. Today, the vast majority of its inhabitants are of indigenous origin. People across the continent are remarkably diverse in the following ways: They speak a vast number of different languages, practice hundreds of distinct religions, live in a variety of types of dwellings, and engage in a wide range of economic activities. The vast continent of Africa is so rich and diverse in its culture

Over the centuries, peoples from other parts of the world have migrated to Africa and settled there. Historically, Arabs have been the most numerous immigrants. Starting in the 7th century A.D, they crossed into North Africa from the Middle East, bringing the religion of Islam with them. Another, much later, wave of movement of Arabs etc into East and Central Africa occurred in the 19th century. Europeans first settled in Africa in the mid-17th century near the Cape of Good Hope, at the southern end of the continent. The Dutch immigrated to Southern Africa, and others came during the subsequent colonial period, particularly to present-day South Africa, Zimbabwe, and Algeria. South Asians also arrived during colonial times. Their descendants, often

referred to as Indians, are found largely in Uganda, Kenya, Tanzania, and South Africa.

The vast continent of Africa is so rich and diverse in its culture. Changes do not only occur from one country to another but within an individual country many different cultures can be found. Much of Africa's cultural activity focuses on the family and the ethnic group. Thus, there are many different people groups and tribes across the continent of Africa with their culture varying from tribe to tribe. Art, music, and oral literature serve to reinforce existing religious and social patterns. The Westernized minority, influenced by European culture and Christianity, first rejected African traditional culture, but with the rise of African nationalism, a cultural revival occurred. The governments of most African countries foster national dance, music groups, museums, and to a lesser degree, they also develop artists and writers.

3.2   Tribes and People Groups

There are many different people groups and tribes across the continent of Africa with their culture varying from tribe to tribe. Below are some examples:

Afar: The Afar people live primarily in Ethiopia and the areas of Eritrea, Djibouti, and Somalia in the Horn of Africa.

Anlo-Ewe: The Anlo-Ewe people are today in the south-eastern corner of the Republic of Ghana. They settled here around 1474 after escaping from their past home of Notsie.

Amhara: The Amhara are the politically and culturally dominant ethnic group of Ethiopia. They are located primarily in the central highland plateau of Ethiopia and comprise the major population element in the provinces of Begemder and Gojjam and in parts of Shoa and Wallo.

Ashanti: The Ashanti live in central Ghana in western Africa approximately 300km. away from the coast. The Ashanti are a major ethnic group of the Akans in Ghana, a fairly new nation, barely more than 50 years old.

Bakongo: The Bakongo people (the Kongo) dwell along the Atlantic coast of Africa from Pointe-Noire, Congo (Brazzaville) to Luanda, Angola.

Bambara: The Bambara are a large Mande racial group located mostly in the country of Mali. They are the largest and most dominant group in that country.

Bemba: The Bemba are located in the north-eastern part of Zambia and are the largest ethnic group in the Northern Province of Zambia.

Berber: Berbers have lived in Africa since the earliest recorded time. References date back to 3000 BC. There are many scattered tribes of Berber across Morocco, Algeria, Tunisia, Libya, and Egypt.

Bobo: The Bobo people have lived in western Burkina Faso and Mali for centuries. They are known for their masks which are worn with elaborate outfits for

celebrations. Primarily agricultural people they also cultivate cotton which they use to trade with others.

Bushmen/San: The 'Bushmen' are the oldest inhabitants of southern Africa, where they have lived for at least 20,000 years. Their home is in the vast expanse of the Kalahari desert.

Chewa: The Chewa, also known as the Cewa or Chichewa is an African culture that has existed since the beginning of the first millennium, A.D. They are primarily located in Zambia, Zimbabwe, with the bulk of the population in Malawi.

Dogon: The Dogon are a cliff-dwelling people who live in South-eastern Mali and Burkina Faso. Among the people groups in Africa they are unique in that they have kept and continued to develop their own culture even in the midst of Islamic invasions which have conquered and adapted many of the current people groups.

Fang: The Fang are especially known for their guardian figures which they attached to wooden boxes containing bones of the ancestors. The bones, by tradition, are said to contain the power of the dead person, in fact, the same amount of power that the person had while still alive.

Fon: The Fon of Benin, originally called Dahomey until 1975, are from West Africa. The Fon are said to have originated in the area of Tado, a town in Tago, at approximately the same latitude as Abomey, Benin.

Fulani: The Fulani people of West Africa are the largest nomadic group in the world, primarily nomadic herders and traders. Through their nomadic lifestyle, they established numerous trade routes in West Africa.

Ibos: from Nigeria, the Ibos live in villages that have anywhere from a few hundred to a few thousand people comprised of numerous extended families.

Kikuyu (Gikuyu): Having migrated to their current location about four centuries ago, the Kikuyu now make up Kenya's largest ethnic group.

Maasai: The Maasai, famous as herders and warriors, once dominated the plains of East Africa. Now however they are confined to a fraction of their former range.

Mandinka: The Mandinka are an ethnic group that live in West Africa, primarily Senegal, Gambia, and Guinea-Bissau, but some also live in Burkina Faso, Mali, and Cote d'Ivoire.

Pygmies: There are many different 'Pygmy' peoples – for example, the Bambuti, the Batwa, the Bayaka and the Bagyeli ('Ba -' means 'people') – who live scattered over a huge area in central and western Africa, in the Democratic Republic of Congo (DRC), Congo (Brazzaville), Cameroon, Gabon, Central African Republic, Rwanda, Burundi and Uganda.

Samburu: The Samburu are related to the Masai although they live just above the equator where the foothills of Mount Kenya merge into the northern desert and slightly south of Lake Turkana in the Rift Valley Province of Kenya.

Senufo: The Senufo are a group of people living in northern Cote d'Ivoire and Mali. They are known as excellent farmers and are made up of a number of different groups who moved south to Mali and Cote d'Ivoire in the 15 and 16th centuries.

Tuareg: The Tuareg people are predominantly nomadic people of the Sahara desert, mostly in the Northern reaches of Mali near Timbuktu and Kidal.

Wolof: The Wolof are one of the largest people groups that inhabit modern-day Senegal. They live anywhere from the desert area of the Sahara to the rain forests. Traditionally many Wolof lived in small villages governed by an extended family unit but now most Wolof move to cities where they are able to get jobs.

Yoruba: The Yoruba people live in Southwest Nigeria and Benin. They have developed a variety of different artistic forms including pottery, weaving, beadwork, metalwork, and mask making.

Zulu: The Zulu are the largest ethnic group in South Africa. They are well known for their beautiful brightly coloured beads and baskets as well as other small carvings.

SELF ASSESSMENT EXERCISE I

1. Identify six tribes and people groups in Africa

2. List any three ways people across the African continent are remarkably different.

The Main Regions of Africa

Regional Map of Africa showing the main regions designated by the UN
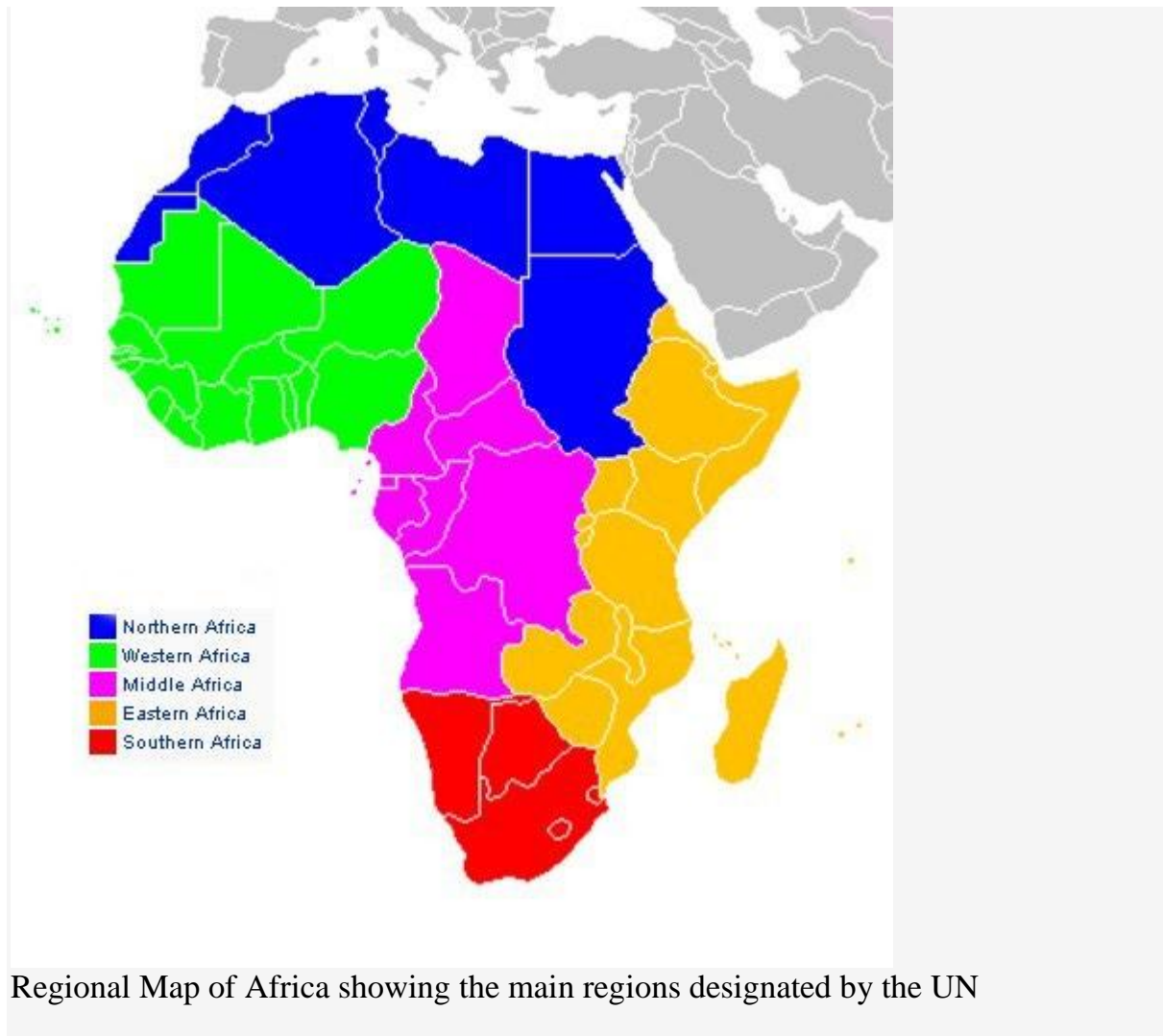
- ➤ **Northern Africa** (shaded blue on the map) includes: Algeria, Egypt ,Libya ,Morocco ,Sudan ,Tunisia , and Western Sahara.
- ➤ **Western Africa** (shaded green on the map) includes: Benin, Burkina Faso, Cape Verde, Côte d'Ivoire (Ivory Coast), Gambia, Ghana, Guinea, Guinea-Bissau ,Liberia, Mali, Mauritania, Niger ,Nigeria, Senegal, Sierra Leone, and Togo.
- ➤ **Eastern Africa** (shaded yellow on the map) includes: Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Mozambique ,Rwanda ,Seychelles, Somalia ,Tanzania , Uganda ,Zambia ,and Zimbabwe.
- ➤ **Middle (Central) Africa** (shaded purple on the map) includes: Angola, Cameroon, Central African Republic, Chad, Democratic Republic of the Congo, and Equatorial, Gabon, Republic of the Congo, and São Tomé and Príncipe.
- ➤ **Southern Africa** (shaded red on the map) includes: Botswana, Lesotho, Namibia, South Africa, and Swaziland.

SELF ASSESSMENT EXERCISE II

1. List any two countries each from the five main regions.

2. State the total number of countries that make up the African Continent.

3. List any two regions on the African map

3.3   Geographical Facts about Africa

- There are fifty-three (53) countries in Africa.
- Sudan is the biggest country in Africa (almost 100,000 square miles)
- The smallest African country is the Seychelles, these are islands off the east coast of Africa.
- Cairo is Africa's biggest city with over 9 million inhabitants (16 million if "greater Cairo" is included).
- Nigeria has the largest population at over 100 million inhabitants.
- The tallest African mountain is Mount Kilimanjaro in Tanzania which stands at 19,340 feet.
- Africa's largest lake is Lake Victoria in East Africa.
- The longest river in Africa is the Nile River which runs for over 4000 miles.
- Africa's biggest island is Madagascar which lies in the India.

SELF ASSESSMENT EXERCISE III

1. Identify the longest river in Africa.
2. List any twenty countries in Africa.
3. Which country has the largest population in Africa?

3.4   Changes in the Contemporary African Society

African society has been undergoing a process of profound changes affecting all aspects of its traditional life. Most of these changes directly affect the family which is the logical product of marriage.

For natural and human reasons, the standard of life in Africa, did not improve since independence in many cases and for most people. This is because of the ever increasing cost of life, it contributes to the fact that many people live in poverty. Thus, it prevents them from fulfilling their traditional obligations.

Christianity brought some challenges to traditional African practices such as polygamy by associating it with adultery and sin. It also encourages monogamy as the only morally accepted type of marriage. Monogamy, though present and practiced in traditional Africa, was not as widely spread as polygamy.

Other changes referred to by various scholars that affect directly or indirectly the concept of wider family are:

- Westernization of the African society with its pressure on individual success.
- Competitiveness and financial gain,
- Modern education that often promotes personal values at the expense of communal values.

- Modernization of the society with an increased pace of life demanding more time to be dedicated to work.
- The process of globalization that increases the gap between the rich and the poor.
- The process of urbanization that encourages many people to move to cities in search of work and contributes to the phenomenon of slums.

4.0   SUMMARY AND CONCLUSION

- People across the African continent are remarkably diverse in the following ways: They speak a vast number of different languages, practice hundreds of distinct religions, live in a variety of types of dwellings, and engage in a wide range of economic activities. The vast continent of Africa is so rich and diverse in its culture.
- There are many different people groups and tribes across the continent of Africa with their culture varying from tribe to tribe.
- Systems of social organization in Africa range from highly centralized states to non-centralized communities.
- Centralized systems have a chief or king at the top of a complex and well-ordered political bureaucracy.
- Non-centralized systems are more democratic, in which councils of elders representing each of the families in a community meet to make decisions about the conduct of life

5.0   TUTOR-MARKED ASSIGNMENT

1.   Draw the map of Africa and locate the five main regions.
2.   How many countries make up the Western Africa?

6.0   REFERENCES

Encyclopedia Britannica Inc., (2012) Web. 02 Dec. 2012

Wikipedia: The free encyclopedia on Africa

UNIT 2   THE PRE-COLONIAL PERIOD

CONTENTS

1.0   INTRODUCTION

Pre-colonial African societies were of a highly diverse nature. This indicates that they were self-governing, autonomous entities, and all members took part, directly or indirectly, in the daily running of the tribe; thus, founded on the principles of communalism. In those societies that were not stateless, the chiefs ran the daily affairs of the tribe together with one or more councils. The main feature of pre-colonial Africa was that its societies were not designed to be the all-powerful entities that they are today. Although the pre-colonial indigenous African systems had many outstanding qualities as well as weaknesses, they interacted with one another in various forms.

2.0   OBJECTIVES

By the end of this unit, you should be able to:
• discuss the main features of pre-colonial Africa;
• describe the system of social organisation in Africa; and
• explain the 'principles of communalism'.

2.1   ACTIVITY

1. Read through the entire unit with the view to appreciating the sequence and interrelatedness of its parts.
2. Reflect on the content of this unit as if they were quite recent.
3. Try to read the relevant references for this unit.
4. Attempt all the activities and assignment before you check for the answers at the end of this book.

2.2 How to Study this Unit
   1. Carefully study this unit , noting and mastering the major points.
   2. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

2.3   WORD STUDY

Slave trade: This is the trade in human beings.

Communalism: This is a political and economic arrangement of a community to cooperate and harness their resources for the common good.

Consensus: This is seen as an act of agreement.

Authoritarianism: A form of government in which the subjects are expected to submit blindly to the authority of the ruler.

3.0   MAIN CONTENTS

3.1   The Nature of Pre-Colonial African Societies

Historically, slavery existed in precolonial African societies but in weak forms. Pre-colonial Africa generally progressed beyond the stage of primitive communism. That is, bands of individuals grouped together and lived by hunting and gathering, sharing the common booty or common finds equitably. The uncertainty of the condition of life necessitated overall solidarity based on an almost total fairness.

Pre-colonial African societies were of a highly diverse nature, which implies, they were either stateless, state run or kingdoms, but most were founded on the principles of communalism. This indicates that they were self-governing, autonomous entities, and all members took part, directly or indirectly, in the daily running of the tribe. Land was held commonly and could not be bought or sold, although other things, such as cattle, were owned individually. This made the community to cooperate and harness their resources for the common good of everybody.

In those societies that were not stateless, the chiefs ran the daily affairs of the tribe together with one or more councils. These councils simultaneously informed the chief, checked his powers and made policy by reaching unanimous decisions. If agreement was not reached, a village assembly would be called to debate the issue and majority ruling would now apply. The chief would listen silently to all queries during such meetings and every male adult was free to criticise him. The role of the chief during such meetings was to sum up what had been said and attempt to form some consensus among the diverse opinions. Hence the chief did not rule or dictate but led by consensus. Many tribes, especially those that were stateless, had no central authority and no class system, and many of those that did could depose a chief that was thought to have abused his power.

One of the main features of pre-colonial Africa was that its societies were not designed to be the all-powerful entities that they are today, hence the abundance of confederation-type societies. One reason for this was that the villages and tribes commonly owned the land, a fact that destabilised the basis for a market economy and a landed aristocracy. Besides, there was an abundance of available land to which discontented individuals or groups could move. The creation of a market economy in Southern Africa was further weakened by the area's lack of regular markets and trade fairs that flourished elsewhere in Africa, as well as in medieval Europe, and thus the potential for continuous economic development.

SELF ASSESSMENT EXERCISE I

1. Identify the features of pre-colonial African societies.

2. Briefly explain what you understand by 'Principles of communalism'.

3.2   Mode of Production in the Pre-Colonial African Societies

Many precolonial African societies belonged in the family of the Asiatic mode of production existing at that time namely:

i)   Tribal or tribo-patriarchal societies.
ii)   Class societies

The former is seen simply as societies in transition between the primitive community and class societies. As a result there was the possibility of a surplus and hence too the possibility of exploitation. It seems that these societies persisted above all in regions with low agricultural productivity, as was the case, for example, in the dense forest zones where difficulties in clearing land considerably reduced productivity. In addition, the very nature of the products (plantation crops more difficult to conserve) did not make it easy to accumulate a surplus.

The savannah environment with its cereal agriculture and the necessity, imposed by the seasonal climate, to build up reserves with the facilities of circulation, trade and diffusion of techniques that it involves, lent itself particularly well to the deepening of social conflicts.

In other words, these were stateless societies, because in them classes were not truly formed - in which the surplus product and productivity were extremely low and in which, therefore, the level of productive forces was still very low and the division of labour still early. The consequence of all this was that there was little exploitation of man by man, with even prisoners of war not being true slaves, that is men who had the right to live only in order to work for others. This type of social organization is said to have existed among the Fang in Cameroon, the Manssangou in Gabon, the Kissi in Guinea, etc.

While pre-colonial indigenous African systems had many outstanding qualities, something that has been widely encouraged, if not practised, by several post-independence African leaders and Africanists. On the contrary, they have some obvious weaknesses when attempting to build a centralised state around them. For example, the fact that chieftaincy is mostly based on kinship makes it difficult because of the exclusive nature of leadership that it entails, which is especially problematic in countries with ethnic resentments.

In addition, some of the customs of indigenous African society might have been effective in relatively smaller-scale societies but are less likely to be so in the larger states of present day Africa. For instance, consensus in a large-scale modern African state could make the political process slow, as well as prone to conformity and authoritarianism. This could effectively silence opposition and result in uncontroversial decisions.

Systems of social organization in Africa range from highly centralized states to non-centralized communities. Centralized systems have a chief or king at the top of a complex and well-ordered political bureaucracy. Non-centralized systems are more democratic, in which councils of elders representing each of the families in a community meet to make decisions about the conduct of life. Therefore, family is considered a basic cell of the society. All social and cultural practices are connected with the notion of family. Thus, family plays a crucial role in Africa. Even though, many peoples lack the political organization or authority beyond the family.

SELF ASSESSMENT EXERCISE II

1. Identify the two modes of production in the precolonial period.

2. Briefly explain the social organisation in the indigenous African society.

4.0   SUMMARY AND CONCLUSION

- Historically, slavery existed in precolonial African societies but in weak forms. Though, Precolonial Africa had generally progressed beyond the stage of primitive communism.
- The main feature of pre-colonial Africa was that its societies were not designed to be the all-powerful entities that they are today.
- The very nature of the products (plantation crops more difficult to conserve) did not make it easy to accumulate a surplus.
- Some of the customs of indigenous African society might have been effective in relatively smaller-scale societies but are less likely to be so in the larger states of present day Africa.
- In those societies that were not stateless, the chiefs ran the daily affairs of the tribe together with one or more councils.
- Social organization is said to have existed among the Fang in Cameroon, the Manssangou in Gabon, the Kissi in Guinea.

5.0   TUTOR-MARKED ASSIGNMENT

Find out the functions of traditional rulers in the pre-colonial political system.

6.0   REFERENCES

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International Encyclopedia of the Social Sciences. "Colonialism."(1968). Retrieved August 06, 2014 from http://www.encyclopedia.com/doc/1G2-3045000216.html
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UNIT 3   THE COLONIAL PERIOD

CONTENTS

1.0   INTRODUCTION

Almost all African countries were under one colonial master or the other in the first half of the twentieth century. The scramble for Africa by European countries led to the partition of Africa after the Berlin conference of 1884-1885. Most of the territories in Africa and elsewhere were colonised by Germany, Belgium, Italy France, Britain, Spain, and Portugal. However, Britain colonised Nigeria, Ghana, the Gambia, and Sierra-Leone in West Africa. In the 1950s and 1960s, colonialism virtually came to an end.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- define the term colonialism;

- list any four countries that have colonized African countries; and

- enumerate the factors responsible for colonialism.

2.1   ACTIVITY

1. Before you read this unit, try to read resource materials on indirect rule system in Nigeria and French colonial administration.

2. Find out the factors that led to the end of colonialism.

3. Use atlas maps to locate some named places.

4. Do not assume that you have read and known all the issues raised. Attempt all the activities and assignments**.**

2.2 How to Study this Unit
1. Carefully study this unit , noting and mastering the major points.
2. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

2.3   WORD STUDY

Colonialism: Refers to European political control or domination of African countries.

Indirect-rule: A system of administration adopted by the British to govern her colonies. Through indigenous institutions

Treaties: Agreements signed between states**.**

3.0   MAIN CONTENT

3.1   The Colonial Period

Colonialism refers to the imposition by armed conquest of a more developed culture over a less developed culture aided by colonialist and economic adventurism. This period witnessed economic dehumanisation for the peoples of Africa. The reasons for colonialism includes among others: economic, that is sourcing raw materials for industries in Europe. Slave trade, flourished for long until laws were made to stop it, Civilization, many Europeans claimed that Africa was 'a dark continent', as such they have come to civilise the people. Religion was another reason Christian missionaries in Europe gave in order to spread Christianity all over the world.

In addition, European explorers came to explore Africa in order to discover human and natural resources. Thus, 'the Scramble for and partition for Africa' was seen as the genesis for colonial administration or colonialism. Before the Scramble for Africa, in the early 1880s only a small part of Africa was under European rule, and that area was largely restricted to the coast and a short distance inland along major rivers such as the Niger and the Congo. Others included:

• Britain had Freetown in Sierra Leone from 1807, forts along the coast of The Gambia, a presence at Lagos (1851), the Gold Coast protectorate (1840s), and a fairly major set of colonies in Southern Africa (Cape Colony, Natal, and the Transvaal which it had annexed in 1877).

• Southern Africa also had the independent Boer Orange-Transvaal (Orange Free State).

• France had settlements at Dakar and St Louis in Senegal and had penetrated a fair distance up the river Senegal, the Assinie and Grand Bassam regions of Cote d'Ivoire,

a protectorate over the coastal region of Dahomey (now Benin), and had begun colonization of Algeria as early as 1830.

• Portugal had long established bases in Angola (first arriving in 1482, and subsequently retaking the port of Luanda from the Dutch in 1648) and Mozambique (first arriving in 1498 and creating trading posts by 1505).

• Spain had small enclaves in North West Africa at Ceuta and Melilla (Africa Septentrional Española or Spanish North Africa).

• And the Ottoman Turks controlled Egypt, Libya, and Tunisia (the strength of Ottoman rule varied greatly).

SELF ASSESSMENT EXERCISE I

1. What is colonialism?

2. Identify and briefly explain the factors that encouraged colonialism.

3. Mention any four parts of Africa under the European rule before the 1880s.

3.2   The Scramble for Africa

The period between 1880 and 1914 is known as 'The Scramble for Africa'. During this period the European powers divided the map of Africa amongst themselves without the consent of Africans. Africa held many attractions for the European powers during the late 1890's. Adventurous explorers like Livingstone, Stanley and Speke had mapped out most of the continent during the 1850's, although, much of Africa was not under the direct control of European. But the 1890's marked an era when European powers, notably the British, French, Portuguese and Germans, decided that seizing land for themselves and setting up colonies was an economic and political necessity. Africans did not consent or even realise their land was now in the hands of foreigners and the rose in rebellion against infiltration. In some cases, entire tribes were massacred. Below is a vivid picture of what obtains during the colonization period.

Between 1885 and 1914 Britain took nearly 30% of Africa's population under her control, to 15% for France, 9% for Germany, 7% for Belgium and only 1% for Italy. Nigeria alone accounted for 15 million subjects, more than in the whole of French West Africa or the entire German colonial empire. It was ironic that Britain, the staunch advocate of free trade, emerged in 1914 with not only the largest overseas empire (due to her long-standing presence in India), but also the greatest gains in the "scramble for Africa", reflecting her beneficial position at its inception. In terms of surface area occupied, the French were the marginal victors but most of their empire was covered by desert.

3.2.1 Causes of Scramble for Africa

There were several factors which created the impetus for the Scramble for Africa, most of these were to do with events in Europe rather than in Africa. For example,

1. **End of the Slave Trade**: Britain had had some successes in halting the slave trade around the shores of Africa. But, the story was different inland for example, Muslim traders from north of the Sahara and on the East Coast still traded inland, and many local chiefs were reluctant to give up the use of slaves. Reports of slaving trips and markets were brought back to Europe by various explorers, such as Livingstone, and abolitionists in Britain and Europe were calling for more to be done.

2. **Exploration**: During the nineteenth century barely a year went by without a European expedition into Africa. The boom in exploration was triggered to a great extent by the creation of the African Association by wealthy Englishmen in 1788 (who wanted someone to 'find' the fabled city of Timbuktu and the course of the Niger River). As the century moved on, the goal of the European explorer changed, and rather than traveling out of pure curiosity they started to record details of markets, goods, and resources for the wealthy philanthropists who financed their trips. Henry Morton Stanley, A naturalized American (born in Wales) who of all the explorers of Africa is the one most closely linked to the start of the Scramble for Africa. Stanley had crossed the continent and located the 'missing' Livingstone, but he is more infamously known for his explorations on behalf of King Leopold II of Belgium. Leopold hired Stanley to obtain treaties with local chieftains along the course of the River Congo, with an eye to creating his own

3. **Colony**: (Belgium was not in a financial position to fund a colony at that time). Stanley's work triggered a rush of European explorers, such as Carl Peters, to do the same for various European countries.

4. **Capitalism:** The end of European slave trade left the need for commerce between Europe and Africa. Capitalists have seen the benefits over slavery, but they still wanted to exploit the continent. Thus, the new 'legitimate' trade was encouraged. Explorers located vast reserves of raw materials, they plotted the course of trade routes, navigated rivers, and identified population centres which could be a market for manufactured goods from Europe. It was a time of plantations and cash crops, dedicating the region's workforce to producing rubber, coffee, sugar, palm oil, timber, etc. for Europe. The more enticing, was to set up a colony which gave the European nation a monopoly.

SELF ASSESSMENT EXERCISE II

1. Which period is known as the scramble for Africa?

2. How many percent of Africa's population was taken by Britain between 1885 and 1914?

3. Identify and briefly discuss any four factors that serve as impetus to the Scramble for Africa.

3.3   British Indirect Rule System

This is a system of administration adopted by the British in the governance of colonies under her rule. It involved the use of traditional rulers, the chiefs, and the

traditional political system in place, while, the British officials rendered advice. The following are among the features of indirect rule:

1. Traditional rulers served as the pivot of indirect rule.

2. The traditional political system in place was used.

3. The cultural values of the people were respected by the British officials and unhampered with.

4. The people's customs and traditions played an important role in the administration.

5. The British official resident and district officers were guided by colonial regulation where necessary.

6. Native courts were used for administration of justice.

7. The cost of administration was low because the officials used were paid peanuts.

8. Native police and prisons were used in the system.

9. The whites collected natural agricultural produce as taxes.

3.3.1 Demerits of Indirect Rule

1. This system of governance made traditional rulers autocratic because of the power vested in them. Many were allowed to wild powers they never had before colonial rule began.

2. The system encouraged division between the traditional rulers who are seen as British puppets by the alienated educated elites which enhanced the policy of divide and rule.

3. The system denied the people the power to appoint and depose chiefs which was given to the British governor.

4. Tribalism and sectionalism was promoted at the expense of national consciousness. For example, the north and the south had disagreement on the issue of independence.

5. The system did not indicate how it would change into a central government in Nigeria.

6. The system had no universal application, this was evident when the system failed in Eastern Nigeria, was partially successful in Western Nigeria and succeeded in the Northern Nigeria.

7. Traditional rulers in this system became corrupt and enriched themselves at the expense of their subjects. For example, tax money was embezzled and mismanaged.

8. The system of indirect rule alienated the educated elites in preference to the illiterate ones.

In many parts of Africa, especially in the British colonies where indirect rule was the norm, the indigenous system of government survived and was used by the colonial powers. This is one of the reasons why the structures of such political institutions still exist in Africa today. Although, mostly in a more fixed and static form, due to the colonial powers having rearranged the tribal landscape and employed chiefs as virtual colonial administrators that served as barriers between themselves and the masses.

British indirect rule in countries such as South Africa thereby reduced chiefs to salaried officials, responsible to white magistrates, corrupted by the control of an unsympathetic white government. Where there were elements of participatory democracy and a lack of rigid ethnicity in pre-colonial Africa, these were less likely to be found in post-independence Africa where only Botswana built its society and government on indigenous institutions, and where the rigidities of colonial "invented tradition" and centralised government became dominant.

3.4 French Colonial Administration

In line with the scramble for Africa, the French administration took over its territories in West Africa between late 19th and early 20th century. The territories included: Dahomey (Benin Republic), Senegal, Mali, Ivory Coast (Cote D'Ivoire), Niger, Guinea, Upper Volta (Burkina Faso) and Mauritania. In 1919, the League of Nations gave Togo to France and she was governed differently from the other colonies of France. This is because the League of Nations supervised the administration. The nine colonies formed a Federation with its headquarters at Dakar. The following are among the features of French administration:

1. **Direct rule**: France ruled the colonies directly because it was believed she had enough people who are ready to work in Africa. Besides, France utilized her trusted officials to rule the conquered colonies of Africa in order to instil the best of France's culture and civilization.

2. **Centralised administration**: The nine colonies of France were formed into a federation with a Governor-General at the head, who is responsible to the Minister of colonies in France.

3. **Dual-Citizenship**: West African were divided into citizens and subjects that is citizens must be born in any of the four commune. The French colonial government should be able to testify to evidence of good behaviour and they must have served the French government.

4. **Absence of political parties and associations due to discouragement.**

5. **No respect for the traditional institutions**, that is, French administrators were appointed as chiefs and the traditional rulers as auxiliary officials who mainly collected taxes.

6. **Education was restricted**: Only few schools were built by the French authority, as a result very few people were educated.

7. **Absence of local assemblies** for Africans in their various colonies.

3.4.1 The Policy of Assimilation

The policy of assimilation refers to the official colonial policy of the French administration in West Africa. The system involves the imposition of the French culture on the West African culture. The culture which is the people's ways of life, traditions, customs, beliefs and traditional institutions ultimately give way to a more advanced French culture and civilization. This policy was practiced in parts of Senegal and the four communes (Dakar, Goree, Rufisque and Saint Louis) model towns and villages in colonies as in France. These communes were self-governing, since they were elected bodies with mayors who oversee the local and municipal government affairs.

However, due to intensive oppositions and worldwide condemnation, France abolished the policy of assimilation and embraced the policy of association. The policy has among others the following features:

1. Freedom of assembly and political association was allowed.

2. The policy of forced labour for subjects and non-citizens was abolished.

3. Each colony develops in the acceptable to them.

4. Respect and recognition of the people's culture.

5. The people's traditional political institutions are restored and the French administrators use these institutions to administer the people.

SELF ASSESSMENT EXERCISE III

1. Identify and discuss any four features of French colonial administration.

2. What is British Indirect Rule System?

3. Enumerate five demerits of indirect rule system.

3.5 The Key Components of the Political Legacy of Colonialism

1· Colonial states were weak and lacked capacity. Thus, it was very difficult for the first independent governments in Africa to meet the huge social and economic needs of their countries. However, government's inability to meet the genuine needs of their citizens is a key cause of political dissatisfaction and un-rest.

2· Colonial states were not democratic and had little respect for human rights. Therefore, it was hard, but not impossible, to develop democratic institutions and practices on a "political foundation" that is un-democratic. Moreover, as African leaders faced hostility, partly because of their inability to meet the needs of their citizens, it was easy for them to rely on the un-democratic examples of the colonial states. Many post-colonial governments adopted the same undemocratic practices as the colonial states used to control and deal with opposition.

3·Ethnic conflict is a major political problem in several African countries. This implies that Ethnic rivalry over scarce resources and political power to control resources has led to political conflicts and sometimes to serious violence. Ethnicity and ethnic rivalry are not new developments in Africa, this is because they are frequently entrenched in Colonialism. Remember, the colonial policies of *divide and rule* and *indirect rule*? These practices helped to establish ethnic rivalries that have become a common part of politics in post-colonial Africa.

4.0   SUMMARY AND CONCLUSION

- Colonialism refers to the imposition of a more developed culture over a less developed culture aided by colonialist and economic adventurism.
- Several factors created the impetus for the Scramble for Africa, E.g. slave trade, colony, capitalism and exploration.
- British indirect rule involved the use of traditional rulers, the chiefs, and the traditional political system in place.
- The policy of assimilation refers to the official colonial policy of the French administration in West Africa which imposed the French culture on the West African culture.
- However, due to intensive oppositions and worldwide condemnation, France abolished the policy of assimilation and embraced the policy of association

5.0   TUTOR-MARKED ASSIGNMENT

1. Discuss any three components of political legacy of colonialism in Africa.

2. Explain any three features of British indirect rule.

3. Give one strong reason why France embraced the policy of association.

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UNIT 4 THE POST-COLONIAL PERIOD

CONTENTS

1.0 INTRODUCTION

The states that now comprise Africa are new states, having only achieved independence from colonial rule in the 1960s. The problems this caused for new leaders were clearly numerous. In most cases, political parties had only been created post-1945, and so there was not a strong history of political engagement. One of the most obvious trends in 1960s Africa was towards the one-party state. This unit will examine Politics and government in Post-Colonial Africa through history as one of the keys to understanding politics in post-colonial Africa.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain the term post colonialism;

- discuss the features of post-colonial period; and

- enumerate the factors responsible for underdevelopment in Africa.

2.1 ACTIVITY

1. Before you read this unit, carefully revise the previous unit on Colonialism.

2. Copy or download the national anthem and flag of Nigeria, so that you can read the anthem and note the meanings of the colours of the flag.

3. Look for the following themes: praise for the people and history of the country; calls for national unity and strength; special duties of citizens to their country.

2.2   How to Study this Unit
1. Carefully study this unit , noting and mastering the major points.
3. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

2.3   WORD STUDY

Neo-colonialism: is the continuing influence of the ex-colonial powers in the domestic and foreign policies of the newly independent states.

Nationalism: Strong emotional awareness of belonging to a nation state leading to struggle against foreign rule**.**

Sovereignty: Supreme power and authority of the state over the citizens.

3.0   MAIN CONTENT

3.1   Features of the Post-Colonial Period

The states that now comprise Africa are new states, having only achieved independence from colonial rule in the 1960s. In spite of the inherent differences between African nations, their politics had many common factors in the lead-up to independence. The most obvious of these factors is that they were now mostly all ex-colonial, and therefore searching for new identities as nation-states. Colonial rule had made up only a tiny part of their history, but had alleviated much knowledge of the pre-colonial period. These states were mostly very poor, and had to combine together a variety of peoples from different backgrounds, negotiating tribalism and difference in order to create a coherent state. In the majority of post-colonial African nation-states, the extension of the universal franchise occurred at the point of independence. That is, there was an empowered working class in the cities, many of whom were suffering in shanty towns and were unemployed.

The problems this caused for new leaders were clearly numerous. In most cases, political parties had only been created post-1945, and so there was not a strong history of political engagement anyway. The idea of democracy was undermined further in many of these states by the very fact that for a democracy to function, a degree of education among the populace is assumed. The lack of state institutions was also a problem, given the fact that the majority of African states suffered from a weak private sector which placed more pressure on the state. The gap between the elites and the masses was therefore widened significantly, and the tendency of post-colonial states towards cultures of corruption is clear.

One of the most obvious trends in 1960s Africa was towards the one-party state. That is, away from political pluralism. However, it is evident that there were vast differences in the variants of one-party rule which came about, and it is also true that military coups intervened to prevent this in many cases. Often, the lack of previous party politics created a cult of personality around a leader who often consolidated power into his hands alone. Much of post-colonial Africa claimed some link to socialism, although the ways in which this was practised across the continent was

very different. Few African socialists claimed any affinity to Marxism, but by the mid-1960s, much of the continent was practising some degree of economic socialism, through state-controlled industry.

SELF ASSESSMENT EXERCISE I

1. What do you understand by post-colonialism?

2. Identify the features of post-colonial period

Most works on Postcolonial politics in Africa have been, and is still very much in progress. Prevailing strategies for building prosperous, viable, stable states have obviously changed over the first half century of sub-Saharan Africa's independence, through reliance upon various assumed means to subdue fundamental and prevalent manifestations of political and economic underdevelopment. Leaders of the mass-based nationalist parties that brought their countries to independence projected the first visions of postcolonial politics, focusing upon rapid, egalitarian, state-led political development. These mostly melted political confusion with their objectives largely unrealized. In response, from the 1970s onward, post-independence African countries' engagement in world affairs coincided increasingly with dominant external influence upon the objectives and shape of African politics. This trend has continued in varied and changing forms into the 21st century.

The fast changing plans of late 20th and early 21st century world politics and the global economy have changed, recently with predominant weakness and political decay in African politics as well as widespread economic underdevelopment. These conditions have produced different unexpected formulations of what has been required to overcome them. The influencing changes shaping these formulations have been many, varied, and contrasting. Among them includes:

- Residual legacies of colonial rule along with evolving international regimes enshrining democracy and human rights.
- Competing beliefs in the academy and in policy arenas concerning the nature of the state and its proper roles in development processes.
- African cultural norms, as they have endured and been reformulated in colonial and post-independence times, juxtaposed to increasingly pervasive liberalizing and secular mores of the West, notably with respect to gender and religion.

The study of African postcolonial politics can be properly understood only through an appreciation of the long sweep of African history, including colonial and centuries of precolonial history. The nature and condition of the African state has been perhaps the central problem of the study of African politics in post-independence times, but it has necessarily taken into account the roles and both colonial and precolonial examples. At the heart of the problem of the African state has been the reality that as it is generally understood today the state has been a Western implant in Africa. Meeting the requirements of Western staleness has posed profound, even controversial, challenges for African political leaders and their citizens.

SELF ASSESSMENT EXERCISE II

1. What is at the heart of African's problem?

2. Briefly describe the post -colonial period.

3.2 Politics and Government in Post-Colonial Africa

All African countries, started out as colonies with the exception of Ethiopia and Liberia, and just as with the American War for Independence, some African colonies, such as Angola, Mozambique, Namibia, South Africa and Zimbabwe, also gained their independence only after fighting war against their colonial masters. That is, the majority of African countries gained independence without having to resort to a revolution. Consequently, in every African country, independence was won only after the people organized themselves in a struggle against colonialism.

However, Independence brought great happiness to the people of each country that gained independence. There was great hope that after years of foreign rule political freedom and independence would provide a voice for all citizens in the political process. Moreover, there was the general belief that with independence, the new African governments would be able to utilise political and economic resources to provide their citizens with basic social and economic services such as employment, education, housing, and health care.

The new nation-states of Africa, just like nation-states in other regions of the world, developed special symbols to represent their unity and sovereignty. Two important symbols of nationhood are national anthems and flags. Can you think of other important national symbols? Consider how important the Nigerian flag is to Nigerians. It is flown at almost every public building, including your school.

Government in Post-Colonial Africa

African Independence

3.3   Neo-Colonialism

Neo-colonialism is the persistent influence of the ex-colonial powers in the domestic and foreign policies of the newly independent states. This evident in the economic field where the colonial type economic relations are sustained and improved. Neo colonial tendency have consistently been demonstrated by most African countries through diplomatic ties with either the west or the East blocs. This comes mostly in form of accepting 'Foreign aid'. The dependence on foreign aid determines the skewedness of most African foreign policies in favour of their colonial overlords. Consequently, has resulted in the maintenance of a close tie with their colonial masters. For example the activities of International Monetary Fund (IMF) and the World Bank in most developing countries have neo-colonial tendencies. However, these countries are puppets to IMF and their formal colonial powers. On this basis, they are subject to manipulation by the developed countries.

3.4   Factors Responsible for the Under-Development of Africa

1. **Slave trade**: This is a form of trade in the sale of human beings (slavery).
2. **Colonialism**: This refers to the establishment and maintenance of foreign rule over a set of people for the purpose of getting maximum economic benefits by the colonizing power.
3. **Neo-colonialism**: This describes the survival of colonialism through the exploitation of the resources of an independent country, by a colonial master.
4. **Imperialism**: This is the attempt mainly to design or retain former sovereignty over subordinate political societies.

SELF ASSESSMENT EXERCISE III
1. Briefly explain the term Neo-colonialism.

2. Mention any four factors for Africa's underdevelopment.

4.0   SUMMARY AND CONCLUSION

- Leaders of the mass-based nationalist parties that brought their countries to independence projected the first visions of postcolonial politics.
- African society has been undergoing a process of profound changes affecting all aspects of its traditional life. The standard of life in Africa, did not improve since independence in many cases and for most people.
- Neo-colonialism is the persistent influence of the ex-colonial powers in the domestic and foreign policies of the newly independent states.
- Neo colonial tendency have consistently been demonstrated by most African countries through diplomatic ties with either the west or the East blocs. This comes mostly in form of accepting 'Foreign aid'.
- The states that now comprise Africa are new states, having only achieved independence from colonial rule in the 1960s. In spite of the inherent differences between African nations, their politics had many common factors in the lead-up to independence. The most obvious of these factors is that they were now mostly all ex-colonial.

5.0   TUTOR-MARKED ASSIGNMENTS

1. Spend some time to look at the national anthem and flag of Nigeria.

2. Why is colonialism encouraged by the Europeans after independence in Africa?

6.0   REFERENCES

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UNIT 5   MEANING OF POLITICAL SYSTEM

CONTENTS

1.0   INTRODUCTION

Political system refers to the set of formal legal institutions that constitute a 'government' or a 'state. It is multifunctional in scope e.g. perform all functions necessary for the maintenance of order and good government. Consequently, political philosophers have classified political systems according to the period in which they lived, by the number of people who exercised political power. For example, it could be government by one, few or many persons. Thus, in this unit, you will learn that no political system fits exactly the description above. This implies that government by one person hardly occurs just as in practice there is no rule by many or all the citizens.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

• explain the meaning of political system in your own words;

• state the four kinds of recognized political system; and

• mention any definition of political system.

2.1   ACTIVITY

1. Before you read this unit, revise carefully the units under colonialism and post colonialism.

2. Focus your mind on the concepts that relate to your country.

3. Attempt all the activities and assignment before you check the answers at the end of this book.

2.2   How to Study this Unit
   1. Carefully study this unit , noting and mastering the major points.
   2. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

2.3 WORD STUDY

Politics: The process of reconciling interest in organised groups**.**

State: A politically organised body of people inhabiting a defined geographical entity.

Sovereignty: The supreme power and authority of the state over the citizens.

3.0 MAIN CONTENT

3.1 Definition of Political System

Political system refers to the set of formal legal institutions that constitute a 'government' or a 'state.' This definition is adopted by many studies of the legal or constitutional arrangements of advanced political orders. In another dimension, political system is seen as a set of 'processes of interaction' or as a subsystem of the social system interacting with other non-political subsystems, such as the economic system. This portrays the position of informal socio-political processes and emphasizes the study of political development. There are several definitions of 'political system'. For example:

1.A political system is a complete set of institutions, interest groups (such as political parties, trade unions, lobby groups), the relationships between those institutions and the political norms and rules that govern their functions (constitution, election law).

2. A political system is composed of the members of a social organization (group) who are in power.

3. A political system is a system that necessarily has two properties: a set of interdependent components and boundaries toward the environment with which it interacts.

4. A political system is a concept in which theoretically it is regarded as a way the government makes a policy and also to make them more organized in their administration.

5. A political system is one that ensures the maintaining of order and rationality in the society and at the same time makes it possible for some other institutions to also have their grievances and complaints put across in the course of social existence.

In a broader perspective, the term political system suggests actual as well as prescribed forms of political behaviour, not only the legal organization of the state but also the reality of how the state functions.

1. What do you understand by the term political system?

2. Cite any two definitions of political system.

3.2 Kinds of Political System

According to Anthropologists, there are generally four kinds of recognized political systems, two of which are uncentralized (Band and Tribe) and two of which are centralized (Chiefdom, State and Supranational).

1. Uncentralized Systems

i) Band

a) Small family group, no larger than an extended family or clan; it has been defined as consisting of no more than 30 to 50 individuals.

b) A band can cease to exist if only a small group walks out.

ii) Tribe

a) Generally larger, consisting of many families. Tribes have more social institutions, such as a chief or elders.

b) More permanent than bands. Many tribes are sub-divided into bands.

2. Centralized System

i) Chiefdom
a) More complex than a tribe or a band society, and less complex than a state or a civilization
b) Characterized by pervasive inequality and centralization of authority.
c) A single lineage/family of the elite class becomes the ruling elite of the chiefdom
d) Complex chiefdoms have two or even three tiers of political hierarchy.
e) "An autonomous political unit comprising a number of villages or communities under the permanent control of a paramount chief"

ii) State

a) A sovereign state is a state with a permanent population, a defined territory, a government and the capacity to enter into relations with other sovereign states.

iii) Supranational Political System

Supranational political systems are created by independent nations to reach a common goal or form an alliance.

SELF ASSESSMENT EXERCISE II

1. Briefly explain the concept of a state.

2. Mention two political systems each for both centralized and uncentralized.

3. Identify the four kinds of recognized political systems.

4.0 SUMMARY AND CONCLUSION

- The term political system suggests actual as well as prescribed forms of political behaviour, not only the legal organization of the state but also the reality of how the state functions.
- Political system refers to the set of formal legal institutions that constitute a 'government' or a 'state.'
- Certain characteristics constitute political system.
- There are generally four kinds of recognized political systems, two of which are uncentralized (Band and Tribe) and two of which are centralized (Chiefdom, State and Supranational).

5.0 TUTOR-MARKED ASSIGNMENTS

Read over the section on meaning of political system and list three reasons why you think that Nigeria did not practice the uncentralized political System presently**.**

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UNIT 6   TYPES OF POLITICAL SYSTEM

CONTENTS

1.0   INTRODUCTION

Understanding different political systems is important. Each political system has its advantages and disadvantages. It is worthy to note the merits of other political systems, and perhaps integrate some of the ideas into one's own system. Thus, in this unit, you will learn that no political system is completely without demerits. Attempts would be made to discuss some types of political system.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- enumerate the characteristics of political system;

- list the categories of political system based on philosophers; and

- identify the types of political system.

2.1   ACTIVITY

1. Read this unit carefully, with the view to appreciate the sequence and interrelatedness of its parts.

2. You should note that each type of political system aims to serve either the general interest or only that of the rulers.

3. Task your mind of the possible competences you will gain from the entire unit.

4. Do all the activities and assignment before you check for the answers at the end of this book.

2.2 How to Study this Unit
1   Carefully study this unit , noting and mastering the major points.
3. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

2.2   WORD STUDY

Monarchy: Government by one person.

Authority: The formal or legal right to make and enforce laws or policies which the citizens obey.

Legitimacy: This refers to the acceptance and recognition of the rights of rulers to govern.

3.0   MAIN CONTENT

3.1   The Concept of Political System

There are many types of political systems or government**.** Political philosophers like Aristotle have classified political systems according to the period in which they lived. That means, the system is classified by the number of people who wielded political power in the state such as:

1. Monarchy: government by one person.

2. Aristocracy: government by a few persons.

3. Democracy: government by many.

The classification recognises that each form of government could aim to serve either the general interest or only that of the rulers, in which case each form became prevented. In the modern world where states compose of many millions of people with a much more complex affair, the ideal government by one person is usually difficult. Therefore, in the modern state, government has to be shared among a number of persons.

However, in the real world of modern politics, government is always in the hands of a minority of persons. This group of persons is referred to as political elites or a ruling class. Even though, distinguishing political system on the basis of the number of people that govern, may not be meaningful. This is because of questions one is likely to ask like, what is the dominant social groups in the political system? What degree of control does government wants to exercise over the society?

Going by the above questions, a political system which does well in relation to one of these questions, might not meet other criteria well at all modern political systems. Thus, we will take a look at different types of political system in the next subheading.

SELF ASSESSMENT EXERCISE I

1. Mention the category of political system based on number of people.

2. What do you understand by political elites?

3.2   Types of Political System

Understanding different political systems is important. Each political system has its advantages and disadvantages. It is worthy to note the merits of other political systems, and perhaps integrate some of the ideas into one's own system. Some of the common political systems around the world include:

1. Democracy
2. Republic
3. Monarchy
4. Communism
5. Dictatorship

SELF ASSESSMENT EXERCISE II

1. Mention any four common political systems in the world.
2. Which one do you prefer?

3.3 Characteristics of a Political System

1. It has a pattern of legitimate interaction which is designed to ensure internal order.

2. It is multifunctional in scope e.g. perform all functions necessary for the maintenance of order and good government.

3. It has a political structure which involves legislative, executive, and judicial institutions.

4. It involves the process of decision making which determines who gets what, when, and how. Its role includes passing of laws, the exercise of executive and judicial functions.

SELF ASSESSMENT EXERCISE III

1. Identify any three characteristics of political system.

2. Briefly explain two of the characteristics identified

4.0 SUMMARY AND CONCLUSION

- Each political system has its advantages and disadvantages.
- Some of the common political systems around the world include: democracy, republic, monarchy, communism, and dictatorship.
- Political systems have certain characteristics.

5.0 TUTOR-MARKED ASSIGNMENT

Find out from elders in your community about the merits of democracy.

6.0 REFERENCES

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UNIT 7   DEMOCRACY AND TOTALITARIANISM

CONTENTS

1.0   INTRODUCTION

The idea of democracy stems back from ancient Greece. Democracy in a more traditional sense is a political system that allows for each individual to participate. Thus, democracy is a form of government in which the citizens create and vote for laws directly or indirectly through representatives. The presence of democracy does not always mean citizen's wishes will be equally represented. For example, in many democratic countries immigrants and racial and ethnic minorities do not receive the same rights as the majority citizens. Even though, democracy is said to be the best form of government that can be adopted in any country.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- define democracy and totalitarianism;

- discuss the main characteristics of democracy and totalitarianism; and

- explain their weaknesses.

3.0   MAIN CONTENT

3.1   Types of Democracy

There are two major types of democracy:

1. Direct Democracy: Government by the people; a form of government in which the supreme power is retained and directly exercised by the people. For example, all citizens meet together to discuss issues of community significance. This system is possible in tribes or villages. This is because, technically, every citizen has an equal say in the workings of government. (The qualifications for being considered a citizen are completely different.) Citizens could show up at a meeting, and then directly

participate in the governing process, and the process of making laws. Thus, many scholars cite Athens as an example of direct democracy.

2. Indirect Democracy: Government by popular representation; a form of government in which the supreme power is retained by the people, but is indirectly exercised through a system of representation and delegated authority periodically renewed; a constitutional representative government. Therefore, in a representative democracy set-up, citizens elect representatives who actually make the law. The United States operates similarly to this principle. Hence, Citizens elect legislators who, in turn, make laws. In the U.S., even the president is not elected directly; representatives called electors make the decision (although designated electors usually vote according to the wishes of the citizens in their states.

Other types of democracy include kinds known as deliberative democracy, in which citizens approach decision making by considering different viewpoints and options, as well as democratic socialism, in which citizens help make decisions or vote for policies that are socialistic in nature. There are other types of democracy as well. The defining characteristic is some level of citizen participation in the political system

3.2 Features or Characteristics of Democracy

Democracy as a form of government in which the people exercise their governing power either directly or through representatives has the following features:

1. There is existence of party systems and political parties.

2. The concept of majority rule and the rights of the minority must be recognised.

3. There are free associations and groups.

4. The constitution is seen as supreme**.**

5. The rule of law is applied.

6. There is freedom of the press.

7. There is free and fair election.

8. Independence of the judiciary should be guaranteed.

9. Elections are conducted through secret ballot.

10. Separation of powers of the three organs of government.

SELF ASSESSMENT EXERCISE I

1. Briefly explain the concept of democracy

2. State any six characteristics of democracy.

3. Mention the two types of democracy.

3.2.1 Merits of Democracy

1. Free choice of leaders is respected.

2. Decision is reached by discussion, argument and persuasion.

3. Equal opportunity for all.

4. Democracy promotes stability in a country.

5. It gives legitimacy to the elected government

6. Application of the rule of law.

SELF ASSESSMENT EXERCISE II

1. List any four merits of democracy.

2. What do you understand by the rule of law?

3.3 Meaning of Totalitarianism

Totalitarianism is a form of government in which one supreme authority controls everything and where there is no form of resentment. Totalitarianism refers to authoritarianism which permits only one political party controlled by the state to exist. Therefore, in this kind of a state, citizens are the property of the state, since they obey the rulers blindly at the detriment of their fundamental human rights.

Every citizen of totalitarian state is indoctrinated and a patriotic citizen has no private life or any concern of any kind. That is, neighbours are encouraged to spy on each other and to report any evil or rebellious talks against the government. For example, workers are urged to spy on managers and children are encouraged to spy on parents.

The state controls the mass media and laws are made to favour the government. Examples of totalitarian regimes include Fascism, Nazism, and Communism. Some military regimes that have ruled some African countries portrayed features of totalitarianism.

3.3.1 Features of Totalitarianism

Below are among the features or attributes of totalitarianism:

1. One party system is usually practiced by the state.

2. The government is headed by a dictator like Adolf Hitler of Germany and Joseph Stalin.

3. The state controls the mass media.

4. The government uses force to suppress its opponents.

5. Individual freedom and liberties are denied.

6. There is monopoly of means of information and education.

7. There is no limit to the powers of the government.

SELF ASSESSMENT EXERCISE III

1. Define the term totalitarianism.

2. Mention any five features of Totalitarianism

3. List any two example of totalitarian regime.

4.0   SUMMARY AND CONCLUSION

- Democracy is a form of government in which the people exercise their governing power either directly or through representatives.
- It has features like the constitution is seen as supreme, the rule of law is applied, there is freedom of the press, there is free and fair election and independence of the judiciary is guaranteed.
- There are two major types of democracy i.e. direct and indirect democracy.
- Among the merits of democracy areequal opportunity for all, democracy promotes stability in a country, and it gives legitimacy to the elected government.
- Totalitarianism refers to authoritarianism which permits only one political party controlled by the state to exist.
- The state controls the mass media and laws are made to favour the government.
- The government is headed by a dictator like Adolf Hitler and Joseph Stalin**.**

5.0   TUTOR-MARKED ASSIGNMENT

1. Briefly explain any three features of totalitarianism.

2. Are there features of totalitarianism in Nigeria?

6.0   REFERENCES

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UNIT 8   AUTOCRATIC POLITICAL SYSTEM AND MILITARY GOVERNMENT

CONTENTS

1.0   INTRODUCTION

We have tackled the democratic and totalitarian political systems in the previous unit. In this unit, we shall discuss the Autocratic and military government system. That is, we will be dealing with the meaning, characteristics and functions of these political systems applied over time by man in trying to tackle and resolve problems of human society.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- explain the meaning of autocracy;

- enumerate the factors responsible for military system; and

- mention three countries where military system was practiced.

2.1   ACTIVITY

1. Relate the concept of each political system discussed to the Nigerian situation.

2. Take note of the features that are common to all the concepts of political system.

3. Find out from your friends or facilitator any aspect you find difficult.

4. Attempt all the activities and assignment before you check out for the answers at the end of this book.

2.2 How to Study this Unit
1. Carefully study this unit , noting and mastering the major points.
2. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

2.3   WORD STUDY

Coup d'état : This is a French term that means an overthrow of the state.

Aristocracy: Government by a few person.

Monarchy: Government by one person.

3.0   MAIN CONTENT

3.1   Meaning of Autocracy

Autocracy is a form of government in which one person or a small group of persons rule with absolute power and authority. These rulers are not interested in the wishes of the people. An autocracy is characterised by a supreme, uncontrolled, unlimited authority, or right of governing in a single person, as of an autocrat. It is very similar to a dictatorship.

The key here is that the autocrat has absolute power. An autocrat requires a massive amount of force (in an army for instance) to exert control over an unwilling people. A benevolent autocrat is a contradiction in terms. A (rational) benevolent person recognises that benevolence is not something which can, by its nature, be forcibly created. A benevolent leader would seek to undo the social engineering and return the society toward the sovereignty of the individual. Iraq under Hussein is a good example of dictatorship, as was Russia under Stalin.

3.1.1 Features of Autocracy

1. Supremacy of the leader: The leader has all powers of the state e.g. legislative, judicial and executive powers**.**

2. Autocratic tendency: The government has complete control over all aspects of citizen's life such as education and religion**.**

3. Limited political participation: This is limited to the few elite group. That is the ordinary man is not allowed to participate in decision making**.**

4. The use of propaganda: The government controls and uses the mass media for propaganda.

5. Imperialistic tendency: This is in form of territorial expansion and domination of other nations politically and economically**.**

SELF ASSESSMENT EXERCISE I

1. Define autocracy in your own words.

2. Briefly explain any two features of autocratic political system**.**

3.2   The Military System

One of the most common types of dictatorship is the **military dictatorship**, in which a military organization governs, running the political system. Sometimes, the military just uses a great deal of pressure on the government. In many cases, very few benefit from the decisions made in a dictatorship. The military system is practiced in post-colonial Africa.

Africa comprises 54 sovereign nations, most of which have borders that were drawn during the era of European colonialism. Since colonialism, African states have frequently been hampered by instability, corruption, violence, and **authoritarianism**. The vast majority of African states are **republics** that operate under some form of the **presidential system** of rule. However, few of them have been able to sustain **democratic** governments on a permanent basis, and many have instead rode through a series of coups, producing **military dictatorships.**

However, military regimes are not democratic; indeed, one of the first things that military governments do is dissolve the legislative branch of government. Moreover, military governments in Africa were no more successful than civilian governments in addressing the political, social, and economic issues, which provided the environment in which the *coup d'états* took place.

Consequently, great instability was primarily the result of marginalization of ethnic groups, and graft under these leaders. For political gain, many leaders encouraged ethnic conflicts, some of which had been worsened, or even created, by colonial rule. In many countries, the military was perceived as being the only group that could effectively maintain order, and it ruled many nations in Africa during the 1970s and early 1980s.

During the period from the early 1960s to the late 1980s, Africa had more than 70 coups and 13 presidential assassinations. Border and territorial disputes were also common, with the European-imposed borders of many nations being widely contested through armed conflicts.

Almost all African countries that gained their independence in the 1960s started out with multiparty systems. However by the end of the 1960s, only a handful of African countries maintained a multiparty system. Indeed by 1970, half of the independent countries in Africa had military governments. That is, the military took over control of the government. Instead of elected civilians, the government was controlled by the military. The process by which a group of military takes control of government is called a **coup d'état**-this is a French term that means an overthrow of the state.

Some *coup d'états* were quite violent. In the process of taking control, the soldiers involved killed members of the civilian government, including, the president.

However, sometimes the *coup d'états* were non-violent. In these cases, the military simply surrounded the presidential palace and the civilian government surrendered peacefully.

In spite of popular opposition to military rule, between 1960 and 1985 there were 131 attempted coups in Africa, of which 60 were successful! And three countries have had six successful military coups! Indeed, out of 54 independent African countries, only six countries have not experienced an attempted or successful coup since they became independent.

SELF ASSESSMENT EXERCISE II

1. What do you understand by military government system?

    2. Enumerate any three features of military system of government using Nigeria as an example.

3.2.1 Reasons for Coup D'etats

1. The political environment of the early post-colonial years gave rise to ethnic tensions that at times became as severe as to threaten the political system. The military claimed a right to intervene and take power in order to stop ethnic and regional rivalries from developing into a *civil war*.

2. The strains on the political system in the early years of independence provided an environment in which *corruption* became widely practiced in some African countries. Government officials, often frustrated by their inability to be effective, used their government position to benefit themselves and members of their family. Military leaders often used the pretext of widespread corruption to justify their taking power.

3. African governments inherited a weak political system from the colonial era. Consequently, the first African governments did not have the capacity to govern effectively. Military leaders, afraid that their countries would fall-part politically, decided that they could do a better job of governing.

4. Given the under-developed economic systems they inherited, many African governments were unable to meet the social and economic needs of their countries. This situation often led to a *crisis of legitimacy*. Thus, the citizens became disillusioned (fed-up) with governments that could not provide basic social and economic services, such as jobs, education, and adequate health-care. Military coup leaders in Africa often justified their taking power on the grounds that the prior civilian government had been unable to meet these basic needs.

SELF ASSESSMENT EXERCISE III

1. Why do you think that there were so many military coups after independence?

2. Identify any three reasons for coups in Africa.

4.0   SUMMARY AND CONCLUSION

- Military dictatorship implies that a military organization governs, running the political system.   .
- Early post-colonial years gave rise to ethnic tensions that at times became as severe as to threaten the political system.   .
- In spite of popular opposition to military rule, between 1960 and 1985 there were 131 attempted coups in Africa, of which 60 were successful.   .
- The process by which a group of military takes control of government is called a *coup d'état*   .   .

5.0   TUTOR-MARKED ASSIGNMENT

Using Nigeria as a case study, discuss the reasons for military intervention in politics.

6.0   REFERENCES

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UNIT 9   FUNCTIONS OF POLITICAL SYSTEM

CONTENTS

1.0   INTRODUCTION

There are many types of political system based on public or rulers' interests. Bearing this in mind it is important that the functions of political system are clearly stipulated. In this unit, you will learn about the factors that determine the existence of legitimacy and the functions of political system for the common good.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- explain the meaning of legitimacy;

- enumerate the factors responsible for legitimacy in political system; and

- discuss the functions of political system.

2.1   ACTIVITY

1. Carefully read this section and imagine yourself as a ruler in your community.

2. What in your opinion applies to what you have read in your community?

3. Discuss your observations with your friends and share ideas.

4. Attempt all the activities and assignment.

2.2   WORD STUDY

Power: The capacity to affect or control another's behaviour by mean of threat or sanction.

Political socialisation: The process of acquiring political beliefs, values, and attitudes.

Franchise: The right of a person to vote.

3.0   MAIN CONTENT

3.1   Determinants of Legitimacy in a Political System

Legitimacy refers to public acceptance and recognition that the government in power has the right to govern. This means the public is willing to cooperate with such government. This forms the base of such government's power to rule. In addition, legitimacy may exist or operate in a political system only if these components prevail. For example:

1. Rule of law.

2. Cooperation by a majority of the governed.

3. Government by and majority of the governed.

4. Citizen's recognition of the right of government or officials to govern.

SELF ASSESSMENT EXERCISE I

1. Define legitimacy in your words.

2. State any three determinants of legitimacy in political system**.**

3.2   Functions of Political System

The following are among the main functions of political system:

1. **Political recruitment**: Political system determines and controls all processes by which the political elite are recruited into politically important offices and institution.

2. **Political socialisation**: All those processes and institutions which shape peoples' thinking, feeling, and belief about political institutions, cultures, roles, and relationships are controlled by the political system. It determines peoples' thoughts and feeling about those who implement political roles and the political system as a whole.

3. **Interest articulation and aggregation**: The political system ensures that the interest of citizens and groups are identified, grouped together and considered in the process of decision making.

4. **Decision making**: The political system is in charge of public issues, voting, and passing of bills into laws, taking decision based on government policies and programmes.

SELF ASSESSMENT EXERCISE II

1. Enumerate the functions of political system.

2. Define political socialization.

3. Discuss briefly any three functions of political system.

4.0   SUMMARY AND CONCLUSION

- Legitimacy refers to public acceptance and recognition that the government in power has the right to govern.
- The main functions of political system include political socialization, political recruitment, decision making and interest articulation.
- Legitimacy may exist in a political system only if the rule of law, cooperation by a majority of the governed, and government by and majority of the governed prevail.

5.0   TUTOR-MARKED ASSIGNMENT

Find out from your locality if the rulers execute their functions adequately.

6.0   REFERENCES

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UNIT 10   CONSOLIDATION

CONTENTS

1.0   INTRODUCTION

You have been concerned in this module with the pre- colonial African political system. This module is divided into three subsections for convenience. The first section focuses on an overview of the African society, which discusses the Peoples across the continent, social organisation and changes in the contemporary African society. Second section elaborates on the pre-colonial, colonial and post- colonial period. The third section highlights the meaning, types, and functions of political system.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- identify some tribes and people groups in Africa;

- enumerate the factors responsible for colonialism; and

- enumerate the factors responsible for underdevelopment in Africa.

2.1   ACTIVITY

1. Try to reflect on the main points of each of the previous units.

2. Bring out all your personal jottings which may require alterations in this module.

3. Read through some of the previous activities and take note of areas of difficulties.

4. All the same, attempt all the activities and assignment before you make reference to the answers at the end of this book.

2.2 How to Study this Unit
1. Carefully study this unit , noting and mastering the major points.
2. Attempt the self-assessment exercise and the tutor-marked assignments in this unit.

3.0 MAIN CONTENT

3.1 An Overview of the African Society

People across the continent are remarkably diverse; they speak a vast number of different languages, practice hundreds of distinct religions, live in a variety of types of dwellings, and engage in a wide range of economic activities. The vast continent of Africa is so rich and diverse in its culture. There are many different people groups and tribes across the continent of Africa with their culture varying from tribe to tribe.

Consequently systems of social organization in Africa range from highly centralized states to non-centralized communities. African society has been undergoing a process of profound changes affecting all aspects of its traditional life. Most of these changes directly affect the family which is the logical product of marriage. For natural and human reasons, the standard of life in Africa, did not improve since independence in many cases and for most people. This is because of the ever increasing cost of life, it contributes to the fact that many people live in poverty. Thus, it prevents them from fulfilling their traditional obligations.

However, there are some geographic facts about the continent of Africa which include: there are fifty-three (53) countries in Africa. Sudan is the biggest country in Africa (almost 100,000 square miles). The smallest African country is the Seychelles, these are islands off the east coast of Africa. Cairo is Africa's biggest city with over 9 million inhabitants, and Nigeria has the largest population at over 100 million inhabitants.

SELF ASSESSMENT EXERCISE I

1. State any two geographical facts about African society.

2. Cite any two system of social organisation.

3.2 The Pre-Colonial, Colonial and Post- Colonial Period

Pre-colonial African societies were of a highly diverse nature. This indicates that they were self-governing, autonomous entities, and all members took part, directly or indirectly, in the daily running of the tribe. Thus, this shows that they were founded on the principles of communalism. Historically, slavery existed in precolonial African societies but in weak forms. Though, Precolonial Africa had generally progressed beyond the stage of primitive communism. That is, bands of individuals grouped together and lived by hunting and gathering, sharing the common booty or common finds equitably. The uncertainty of the condition of life necessitated overall solidarity based on an almost total fairness.

Almost all African countries were under one colonial master or the other in the first half of the twentieth century. The scramble for Africa by European countries led to

the partition of Africa after the Berlin conference of 1884-1885. Most of the territories in Africa and elsewhere were colonised by Germany, Belgium, Italy France, Britain, Spain, and Portugal. However, Britain colonised Nigeria, Ghana, the Gambia, and Sierra-Leone in West Africa. In the 1950s and 1960s, colonialism virtually came to an end.

In many parts of Africa, especially in the British colonies where indirect rule was the norm, the indigenous system of government survived and was used by the colonial powers alongside the colonial system. This is a system of administration adopted by the British in the governance of colonies under her rule. It involved the use of traditional rulers, the chiefs, and the traditional political system in place. The British officials rendered advice. This is one of the reasons why the structures of such political institutions still exist in Africa today. Although, mostly in a more fixed and static form, due to the colonial powers having rearranged the tribal landscape and employed chiefs as virtual colonial administrators that served as barriers between themselves and the masses.

The policy of assimilation refers to the official colonial policy of the French administration in West Africa which imposed the French culture on the West African culture. However, due to intensive oppositions and worldwide condemnation, France abolished the policy of assimilation and embraced the policy of association.

The states that now comprise Africa are new states, having only achieved independence from colonial rule in the 1960s. The problems this caused for new leaders were clearly numerous. In most cases, political parties had only been created post-1945, and so there was not a strong history of political engagement. One of the most obvious trends in 1960s Africa was towards the one-party state. This unit will examine Politics and government in Post-Colonial Africa through history as one of the keys to understanding politics in post-colonial Africa. One of the most obvious trends in 1960s Africa was towards the one-party state. That is, away from political pluralism.

The majority of African countries gained independence without having to resort to a revolution. Consequently, in every African country independence was won only after the people organized themselves in a struggle against colonialism. Even though, Neo colonial tendency have consistently been demonstrated by most African countries through diplomatic ties with either the west or the East blocs. This comes mostly in form of accepting 'Foreign aid'

The new nation-states of Africa, just like nation-states in other regions of the world, developed special symbols to represent their unity and sovereignty. Much of post-colonial Africa claimed some link to socialism, although the ways in which this was practised across the continent was very different. Few African socialists claimed any affinity to Marxism, but by the mid-1960s, much of the continent was practising some degree of economic socialism, through state-controlled industry.

SELF ASSESSMENT EXERCISE II

1. What do you understand by foreign aid?

2. Do you agree that most African links to socialism was the same?

3.3   Definition, Types and Functions of a Political System

Political system refers to the set of formal legal institutions that constitute a 'government' or a 'state. In a broader perspective, the term political system suggests actual as well as prescribed forms of political behaviour, not only the legal organization of the state but also the reality of how the state functions. Thus, Political philosophers have classified political systems according to the period in which they lived, by the number of people who exercised political power. For example, it is government by one, few or many persons.

There are many types of political system based on public or rulers' interests. Bearing this in mind, Understanding different political systems is important. Each political system has its advantages and disadvantages. It is worthy to note the merits of other political systems, and perhaps integrate some of the ideas into one's own system. Some of the common political systems around the world include:

1.   Democracy
2.   Republic
3.   Monarchy
4.   Communism
5.   Dictatorship

These political systems perform functions that are clearly stipulated. Such functions of political system include political socialization, political recruitment, decision making and interest articulation, e.g.

i) **Political recruitment**: Political system determines and controls all processes by which the political elite are recruited into politically important offices and institution.

ii) **Political socialisation**: All those processes and institution which shape peoples' thinking, feeling, and belief about political institutions, cultures, roles, and relationships are controlled by the political system. It determines peoples' thoughts and feeling about those who implement political roles and the political system as a whole.

iii) **Interest articulation and aggregation**: The political system ensures that the interest of citizens and groups are identified, grouped together and considered in the process of decision making.

iv) **Decision making**: The political system is in charge of public issues, voting, and passing of bills into laws, taking decision based on government policies and programmes.

Thus, Legitimacy may exist in a political system only if the rule of law, cooperation by a majority of the governed, and government by and majority of the governed prevail.

SELF ASSESSMENT EXERCISE III

1. Define communism.

2. Mention four agents of socialisation**.**

4.0   SUMMARY AND CONCLUSION

* Democracy is a form of government in which the people exercise their governing power either directly or through representatives**.**
* There are many types of political system based on public or rulers' interests. Bearing this in mind, it vital to understand the different types**.**
* Functions of political system include political socialization, political recruitment, decision making and interest articulation**.**
* Autocracy is a form of government in which one person or a small group of persons rule with absolute power and authority. These rulers are not interested in the wishes of the people**.**

5.0   TUTOR-MARKED ASSIGNMENT

'Colonialism has contributed to Africans underdevelopment' Discuss**.**

6.0   REFERENCES

References are all those outlined in units 1-9.

APPENDIX I

ANSWERS TO SELF ASSESSMENT EXERCISES AND TUTOR-MARKED ASSIGNMENTS IN SSE 124

UNIT 1:

SELF ASSESSMENT EXERCISE I

The Earth as a Planet is

- ▪ The only planet that supports the existence of features that include: valleys, mountains, rivers, seas, oceans, atmosphere, soil, plant and animals. It takes the Earth 365¼ days to complete its orbit

SELF ASSESSMENT EXERCISE II

1. The outer structure of the earth is made of 4 zones or layers. These zones or layers are the Atmosphere; Lithosphere; Hydrosphere and Biosphere.

2. The internal or outer structure of the earth is made up of three concentric layers which are: the crust (Lithosphere); the mantle (Mesosphere); and the core (Barysphere).

SELF ASSESSMENT EXERCISE III

Proof of the earth's spherical shape includes:

The Circular Horizon: When one views a distant horizon from any point of the earth, the shape is always circular. And as one climbs higher, the circular horizon widens. This type of feature is seen only on a spherical body.
Planetary Bodies: When the sun, moon, starts, and other planetary bodies are viewed from an angle, they are all circular in outline. So, the earth cannot be an exception.
The Lunar Eclipse: During lunar eclipse, the earth casts a circular shadow on the moon. Only a sphere, like the earth can cast such a circular shadow.
Aerial Photographs: Pictures of the earth taken from high altitudes by rockets clearly show the curve edge of the earth. This is the most recent proof of the sphericity of the earth.

TUTOR-MARKED ASSIGNMENT
Draw the diagram of the earth structure and label as instructed.

UNIT 2

SELF ASSESSMENT EXERCISE I

Meaning of Atmosphere

- The layer of different gases that extends from earth surface to the exosphere.

SELF ASSESSMENT EXERCISE II

Some of the characteristics of the atmosphere are:

i.   The atmosphere is the gaseous portions of the earth.
ii.   It is a layer of gases surrounding the earth.
iii.   Over 99% lies within 30km of the earth surface.
iv.   Its density decreases progressively with elevation.
v.   It contains water in form of vapour in lower layers.

SELF ASSESSMENT EXERCISE III
Importance of Atmosphere to man

- Surrounds and protects the earth from dangerous rays from the sun
- Provides oxygen for man and animals
- Acts as green house by retaining gases to warm the earth
- Wind provides access for birds and other objects to fly
- Helps plants to survive through the provision of carbon dioxide
- Provides medium of air routes and communication networks.
- Provides rains for human activities.

UNIT 3:

SELF ASSESSMENT EXERCISE I

Hydrosphere means the liquid components of the earth or water sphere

SELF ASSESSMENT EXERCISE II

Characteristics of hydrosphere include:
   i.   Liquid in form
   ii.   Covers 70% of the earth's crust
   iii.   Holds water in various forms
   iv.   Play significant roles in industry and agriculture
   v.   It is natural or manmade
   vi.   It is dynamic or mobile
   vii.   It has chemical substances

SELF ASSESSMENT EXERCISE III

Hydrosphere is important to man because:

(i)   it provides water for domestic uses eg. Washing, drinking, cooking etc.
(ii)   it provides a medium of transportation.
(iii)   it also provides water for industrial uses.
(iv)   it provides food in form of fish, prawns, etc to man.
(v)   it provides employment eg. fishermen.

(vi)   it is a medium for sport eg. Swimming, diving, etc.

TUTOR-MARKED ASSIGNMENT

1. a.   The earth

   b.   See Answer to SELF ASSESSMENT EXERCISE III

UNIT 4

SELF ASSESSMENT EXERCISE I

Meaning of Lithosphere Place
  ▪ The region that is basically made of the soil and rocks which are products of weathering activities

SELF ASSESSMENT EXERCISE II

Characteristics of the Lithosphere

  ▪ It is solid with soil and rocks
  ▪ It represents 30% of the earth surface
  ▪ It has minerals
  ▪ Soil components produce food for plants and animals
  ▪ The outermost layer of the land mass contains loose rock materials and soil

SELF ASSESSMENT EXERCISE III

Impacts of the Lithosphere

  ▪ It forms the basics of all human settlements
  ▪ All mineral resources are derived from the lithosphere
  ▪ All farming activities are derived from the lithosphere
  ▪ It aids transportation and communication
  ▪ Mineral components of the Lithosphere could be converted into finished products

UNIT 5:

SELF ASSESSMENT EXERCISE I

Biosphere, from Greek 'bios' means life, and 'sphaira', sphere, is the layer of the planet earth where life exists.

SELF ASSESSMENT EXERCISE II

The characteristics of Biosphere are:

  • Production of plants that provide food for man
  • Provision of source of energy to man

- Aiding and balancing purification of the atmosphere gases
- Provision of raw materials
- Creation of employment for man

TUTOR-MARKED ASSISNMENT

Importance of biosphere to man
i. Plants in the biosphere provide food for man.
ii. It also provides a source of energy like firewood for man.
iii. Plants also provide clothing materials like cotton and wool for man.
iv. It provides shelter in form of timber for man.
v. It provides raw materials like timber, hide and skin, cotton for industries.
vi. Activities within the biosphere provide employment for man.

UNIT 6

SELF ASSESSMENT EXERCISE I

The day-to-day variations in a given area constitute weather whereas climate is the long term synthesis of such variations.

SELF ASSESSMENT EXERCISE II

How Atmosphere Affects Man

- Provides environment for agricultural activities through rainfall.
- Provision of sunshine to help dry farm products.
- Provides conducive weather and climate for tourism
- Provides water for agriculture

SELF ASSESSMENT EXERCISE III

The atmosphere in form of climate dictates the activities of man. For instance, rainfall, through precipitation, is very important in farming. This is because it provides water for plants to grow well. When there is no rainfall man cannot plant crops under irrigation.

In another way, when the farmer harvests his crops, he depends on sunshine to ripe and dry some of the plants, for example, corn, sliced yams and some vegetables for the purpose of preservation.

UNIT 7

SELF ASSESSMENT EXERCISE I

In the Rural Settlement of the Gbagyis and Niger-Deltans

- The rural Gbagyis build their houses using materials within the environment that are readily available such as sticks, thatch or grass, earth materials etc.
- The rural Niger-Deltans build their settlement by means of stilts to raise them above the waters

SELF ASSESSMENT EXERCISE II

How Man Engages in Social Activities in the Environment

- Man communicates with other members
- Interpersonal relationship through cultural festivals
- Through the process of socialization
- The school provides relevant knowledge and environment for social interaction
- Through sporting activities

SELF ASSESSMENT EXERCISE III

How Man Relates with his Economic Environment

- Through trade and marketing
- Production of goods and services
- Through apprenticeship trainings

SELF ASSESSMENT EXERCISE IV

Man and his Political Environment

- The necessity to choose a leader of a social group
- Political party activities
- Provision of rules and regulations
- Provision of structures for good governance and political interaction

UNIT 8

SELF ASSESSMENT EXERCISE I

Roles of Man's Activities on the Earths components

a) The Social Component: The role of man in this component involves activities that include socialization of its members, providing recreational activities, festivals, marriage ceremonies and many others.
b) The Physical Component: Man also plays the role of exploiting and exploring the physical component of the earth. These involve structures to prevent the environment from destruction.
c) The Economic Component of the role of man's activities on the earth is viewed from man's perception of what he will benefit from the environment. For instance, through man's activities, concepts describing certain patterns of his economic activities emerged. Some of the concepts include: "determinism", "possibilism", and "probabilism"

SELF ASSESSMENT EXERCISE II

Philosophies that guide man's role in his activities on earth

- Determinism emphasizes the dominant physical environmental control on man. Such concept has gone on to say that man's activities and behaviours are determined by the nature of the physical environment.
- The concept of possibilism stresses human control of the physical environment. The philosophy explains that man in his physical environment is

not, actually constrained or limited, rather, he sees possibilities and chooses from these for focus.

- The concept of probabilism is a compromise between determinism and possibilism regarding man and his physical relationship. It states that given the realities of any physical environment, people, who find themselves in it are likely to respond in a particular way. This while they are not bound to the probability exists and is recognized.

The lesson learned from the philosophies is that man should be careful not to destroy it, since he depends on it for his own survival. He must play the role of a maintainer.

SELF ASSESSMENT EXERCISE III

Man's relationship with the earth's components is symbolic; those components make life and living worth a million for man. But man's activities and reliance on the existence of the elements of the earth are also important. Otherwise, those elements would find no use and would be redundant.

UNIT 9

SELF ASSESSMENT EXERCISE I

Some of the activities are: learning to walk, talk, and acquire knowledge, attitudes, values and skills through the guidance of members of the immediate and extended family system. Also recreation activities like naming, birthday, burial ceremonies, ritual festivals, weddings, sports, and many others. These aspects of man's activities are important for the physical, emotional and mental development of the members of the community. Man also performs the function of ascribing several statuses to members of the community based on age, sex, and economic possession.

SELF ASSESSMENT EXERCISE II

These include social, economic and physical environments.

SELF ASSESSMENT EXERCISE III

Major Impacts of Man's Activities on the Nigerian Environment

- Pollution that impacts on water, air, land and noise resulting from domestic and industrial pollutions.
- Deforestation and desertification are also impacts arising from the gradual loss of forest and soils due to man's creation of new settlements and agriculture.
- Flooding and land erosion impact on cities and villages, arising from man's neglect of providing drainage or by blocking available ones.
- Loss of biological and wild life species through unrestrained and stubborn poaching of games for domestic and commercial purposes.

UNIT 10

SELF ASSESSMENT EXERCISE I

See Answers to all the SELF ASSESSMENT EXERCISE and the TUTOR-MARKED ASSIGNMENTS in Unit 9.