### BRITANNICA GLOBAL GEOGRAPHY SYSTEM

# Overview

#### **BGGS** Overview



BGGS is the Britannica Global Geography System, a modular electronic learning system which combines the latest pedagogical approach to geogra-

phy learning with interactive multi-media materials enabling students and teachers to immerse themselves in exciting geographic investigations. BGGS is made up of the following components:

- Geographic Inquiry into Global Issues (GIGI) Student DataBooks
- Teacher's Guides with Overhead Transparencies in a three-ring binder
- Laminated Mini-Atlases to accompany each module
- · BGGS CD-ROM with User's Manual
- 3 BGGS Videodiscs with Barcode Guides
- 3 thematic posters

This section of your Teacher's Guide will examine each component and demonstrate how the components work together to facilitate some very exciting geography learning for you and your students!

#### I. GIGI

Geographic Inquiry into Global Issues (GIGI) is the foundation of the BGGS. GIGI is a series of modules developed at the Center for Geographic Education at the University of Colorado at Boulder. The modules are independent of one another and can be presented in any order.

They use an inquiry approach and are organized around ten world regions:

South Asia

Southeast Asia

Japan

Former Soviet Union

East Asia

Australia/New Zealand/Pacific

North Africa/Southwest Asia

Africa-South of the Sahara

Latin America

Europe

Each GIGI module is centered around a particular question, such as "Why are people in the world hungry?" and "Is freedom of movement a basic human right?" The lead question is explored in one region of the world, then, in most modules, in a second region, before being investigated in North America.

The modules can be used in geography classes, or selected modules can be used in other courses, such as Earth Science, Global Studies, or Economics. Twelve modules constitute ample material for a full year's geography course. Each module is accompanied by sets of laminated mini-atlases which students can write on with dry-erase markers (provided by the teacher), then wipe clean to be re-used by the next class. This activity works well with cooperative groups of students.

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Each module comprises a Teacher's Guide in a three-ring binder which includes Handouts and Activity masters for duplication and Overhead Transparencies; twenty-five Student DataBooks (additional Student DataBooks available) and the Mini-Atlases all packaged in a sturdy box suitable for storage when the class moves on to the next module. Since the Student DataBooks are soft-covered three-hole punched, nonconsumable books, we recommend that each student have a binder to protect them. BGGS binders are available from Britannica, or you might ask each student to obtain one at the beginning of the course to keep the books in good condition for the next group of students that will use them. As the class completes a module, you can collect the Student DataBooks, place them in their storage box, and distribute the next module's DataBook to be placed in the student's binder.

GIGI print materials are organized in a unique fashion. The Teacher's Guide explains procedures to use in presenting the material found in the GIGI Student DataBook. Miniature layouts of student pages show the teacher how many pages of student material correspond with a given Teacher's Guide page. The Teacher's Guide includes Activities and Handouts to be copied and passed out to the class and Overhead Transparencies to enhance each lesson. All of a module's Activities, Handouts, and Overheads are located behind the third tab divider in each Teacher's Guide.

The teacher needs to become familiar in advance with both Teacher and Student material in order to effectively engage the class in meaningful geographic inquiries. There is a comprehensive "Memo to the Teacher from the GIGI Staff" in each Teacher's Guide which explains in detail the

goals and principles behind the inquiry approach to geography learning.

The electronic components of the *Britannica Global Geography System* further empower students and teachers alike to engage in meaningful investigations. They are explained in detail in the following section.

#### II. BGGS CD-ROM

The BGGS CD-ROM is a resource manager and reference tool designed to help both teachers and students get maximum impact from the Britannica Global Geography System. This CD-ROM contains the text of the GIGI Student DataBooks in both Spanish and English, as well as Britannica's innovative geography reference program Geopedia™ all on a single disk. Here are some of the ways you and your class can use this software:

• When preparing to teach a module, you can access the GIGI Student DataBook on the CD to find which other elements of the BGGS are keyed to that lesson. For example, if you are teaching Lesson 3 in the Population and Resources module (What is overpopulation and how is it distributed?), accessing that lesson on the CD-ROM will reveal that there is one clip on the Economic Development videodisc called "Population/Wealth Correlation." With this information, you can plan when to reserve your department's videodisc player to preview the clip and show it to your class.

Furthermore, you will discover that there is one GIGI mini-atlas activity related to this lesson, five articles in the Geopedia database, ten entries in

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Geopedia's World Data, five maps in the Geopedia Atlas, and five learning activities in the Geopedia BrainTeasers. You may want to assign each student or small group of students a research project using these extra resources to be done over the course of the module, or you can create a set of questions which the students must complete using the information found in Geopedia.

These activities can serve as a performance-based assessment of what students have learned in studying each module.

Since many schools have a limited number of computers with CD-ROM drives available, you may wish to devise a rotating schedule or sign-up system to ensure that each student has a chance to get at the BGGS CD-ROM. If it takes 15 class periods for a class of twenty-five students to do one module, students working in pairs can each have one turn at the computer if they schedule their time at the outset of the module. Using the CD-ROM's resource managing capability, you will have a very good sense of what resources you have at your disposal and how to make the most of them.

 All GIGI lessons are indexed by word and by key topic. If your class is studying food shortages in the Hunger module, you can key in the word hunger, and immediately learn where else in the GIGI modules this word or key topic appears. You can go directly to those occurrences in the text. You will also be directed to appropriate Geopedia references and Brain Teaser activities.
 Figures, Maps and Tables from GIGI print modules do not appear in the CD-ROM.
 However, the caption describing each of them is part of the online text.  If Spanish is the primary language of your students, GIGI lessons can be accessed and printed out in Spanish from the BGGS CD-ROM. The BGGS Videodiscs have a Spanish soundtrack as well.

#### III. BGGS Videodiscs

More than ever before, today's students are visual learners. The GIGI modules explore issues and regions of the world with which many students are unfamiliar. With this in mind, we have produced three videodiscs, one to correspond to each of three major strands we have identified in GIGI: Earth's Environment and Society; Economic Development; and Global Political and Cultural Change.

These videodiscs, with English and Spanish soundtracks, can take you and your class to the parts of the world you are investigating with the wave of a barcode wand. Your class will hear how Amazon native peoples feel about the exploitation of the tropical rain forests where they live, witness the eruption of a volcano, and see first-hand the environmental disasters human beings have brought about.

The Barcode Guide which accompanies each disc enables you to access with a light pen or barcode reader, segments which pertain to the lesson being investigated. The Guide includes barcodes in both English and Spanish. Teachers can use the segments to enrich lessons, and students can make use of segments to enhance a report or group presentation.

There is a full-color poster to accompany each videodisc cluster which engages the students by asking "How do these images connect to you?" The posters can provide a colorful springboard for classroom discussion.

#### BRITANNICA GLOBAL GEOGRAPHY SYSTEM

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BRITANNICA GLOBAL GEOGRAPHY SYSTEM

# **GIGI**

Geographic Inquiry into Global Issues

# **Building New Nations**

Program Developers

A. David Hill, James M. Dunn, and Phil Klein

# TEACHER'S GUIDE

Regional Case Study Africa—South of the Sahara



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# Memo to the Teacher from the GIGI Staff

You have in your hands the GIGI Teacher's Guide. Teaching with GIGI is a departure from teaching with a conventional textbook. By taking the time to study this memo—about 30 minutes—you will gain a good understanding of the kind of teaching that's needed to be successful with GIGI. We hope you have a rewarding and enjoyable experience!

#### Goals

The three major goals of Geographic Inquiry into Global Issues (GIGI) are to help you teach your students the following:

- 1. Responsible citizenship
- 2. Geographic knowledge, skills, and perspectives
- 3. Critical and reflective thinking

We believe you can accomplish these goals as well as others by teaching real-world issues. GIGI presents these issues with an inquiry approach, using the information, concepts, skills, and perspectives of geography.

# GIGI and the Britannica Global Geography System

GIGI offers you two instructional modules for each of ten world regions (Figure 1 on pages vi and vii). There is no necessary sequence of modules; each one is independent, so you can use them in any order you wish or put together smaller clusters of modules to fit your needs. A leading question frames the issue of each module, and student inquiry proceeds through a sequence of lessons, each of which requires one or more daily periods of class time.

Color photographs at the beginning and end of each Student DataBook graphically illustrate the topic under inquiry.

Modules typically begin with a broad introduction to the global issue. Then, a major case study of three to four lessons examines the issue in a real place within the selected world region. Students also explore, usually in a single lesson, a comparative case study in a different region, which gives a variant of the issue and a sense of its global nature. Modules also bring the students "back home" to focus on the issue as it may appear in the United States or Canada. We do this because although North America is not one of the 10 GIGI

regions, frequent comparisons to North America throughout each module achieve additional instruction on this "home region."

Each GIGI module requires from two to three weeks of teaching time (10 to 15 class periods of 50 minutes) and contains a Student DataBook, Teacher's Guide, and Mini-Atlas. These GIGI print materials are at the heart of the Britannica Global Geography System (BGGS), which extends and enhances the inquiry approach to real-world issues with a CD-ROM and three videodiscs.

The BGGS CD-ROM puts the text of the GIGI Student DataBooks on line in both English and Spanish, then enables both teacher and students to search the text by lesson, key topic, or word to find the resources in the system that will enhance each. Geopedia™, Britannica's multimedia geography program, is provided in the CD-ROM for follow-up research. It features an atlas with more than 1,000 new maps, an encyclopedia with more than 1,200 geography-related articles, statistical information on every country from Britannica World Data Annual, a chartmaker for creating charts and graphs, a selection of video clips exploring cities and regions, and an electronic notepad allowing teachers and students to clip and edit text right on the screen.

Three videodiscs, designed to electronically transport students to the regions of the world where GIGI case studies are focused, are another part of the BGGS. The discs emphasize three major strands of the GIGI investigations: Earth's Environment and Society, Economic Development, and Global Political and Cultural Change. Each videodisc has two soundtracks, English and Spanish, and is accompanied by a Barcode Guide that enables teachers and students to access the segments that accompany the GIGI lesson with a wave of the barcode reader. A poster accompanies each videodisc to reinforce the connnections between your students and the issue being studied.

A full explanation of the Britannica Global Geography System components and how they work together is located in the BGGS overview in the front section of this Teacher's Guide.

# Geographic Inquiry into Global Issues (GIGI)

Issues, Leading Questions, and Case Study Locations

#### South Asia

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#### **Population and Resources**

How does population growth affect resource availability? Bangladesh (Haiti)

#### **Religious Conflict**

Where do religious differences contribute to conflict? Kashmir (Northern Ireland, United States)

#### Southeast Asia

#### Sustainable Agriculture

How can the world achieve sustainable agriculture? Malaysia (Cameroon, Western United States)

#### **Human Rights**

How is freedom of movement a basic human right? Cambodia (Cuba, United States)

#### Japan

#### **Global Economy**

How does the global economy affect peoples and places? Japan (Colombia, United States)

#### **Natural Hazards**

Why do the effects of natural hazards vary from place to place? Japan (Bangladesh, United States)

#### Former Soviet Union

#### Diversity and Nationalism

How do nations cope with cultural diversity? Commonwealth of Independent States (Brazil, United States, and Canada)

#### **Environmental Pollution**

What are the effects of severe environmental pollution? Aral Sea (Madagascar, United States)

#### East Asia

### **Population Growth**

How is population growth to be managed? China (United States)

#### **Political Change**

How does political change affect peoples and places? Hong Kong (South Korea, Taiwan, Singapore, Canada)

#### Figure 1

Matrix showing GIGI modules. Geographic issues are in bold and leading questions are in italics. Major case study locations are followed by comparison examples in parentheses.

# Geographic Inquiry into Global Issues (GIGI)

Issues, Leading Questions, and Case Study Locations

#### Australia/ New Zealand/ Pacific

#### **Global Climate Change**

What could happen if global warming occurs? Australia and New Zealand (Developing Countries, U.S. Gulf Coast)

#### Interdependence

What are the causes and effects of global interdependence? Australia (Falkland Islands, United States)

#### North Africa/ Southwest Asia

### Oil and Society

How have oil riches changed nations? Saudi Arabia (Venezuela, Alaska)

#### Hunger

Why are people hungry? Sudan (India, Canada)

# Africa—south of the Sahara

#### **Building New Nations**

How are nation-states built? Nigeria (South Africa, the Kurdish nation)

#### Infant and Child Mortality

Why do so many children suffer from poor health? Central Africa (United States)

#### Latin America

#### **Urban Growth**

What are the causes and effects of rapid urbanization and urban growth? Mexico (United States)

#### Development

How does development affect peoples and places? Amazonia (Eastern Europe, U.S. Tennessee Valley)

#### Europe

#### Regional Integration

What are the advantages of and barriers to regional integration? Europe (United States, Mexico, Canada)

#### **Waste Management**

Why is waste management both a local and global concern? Western Europe (Japan, United States) The Student DataBook contains the following features:

- · Memo to the Student from the GIGI Staff
- An overview of the key questions and places explored in the module
- Lesson objectives
- Data presented in a variety of forms, including text, maps, graphs, tables, photographs, and cartoons
- Questions
- Glossary
- References

Students are not expected to learn the GIGI curriculum through the Student DataBook alone. Rather, they derive meaning from the DataBook when you use the Teacher's Guide to work through the curriculum with them. You may want to explain this process to students. Point out that you will be directing them to carry out various activities that are not specified in their text but are important in the sequence of learning.

Prior to teaching the first lesson, be sure students read the "Memo to the Student from the GIGI Staff" and the two-page overview, which gives the module's objectives in question form. Point out the Glossary and encourage its use as you work through the module, noting that glossary words are listed at the beginning of each lesson. So that students will know what they are expected to learn, they need to read carefully and understand the objectives listed at the beginning of each lesson.

This Teacher's Guide contains the following sections:

- Preparing to Teach This Module, a synopsis of the module's leading question, themes, and activities
- Module Objectives
- · Number of Days Required to Teach the Module
- · Suggestions for Teacher Reading
- Extension Activities and Resources

Most lessons include the following sections:

- Time Required
- · Materials Needed
- Glossary Words
- Getting Started (suggested anticipatory sets)
- · Procedures (for group and individual work)
- Modifications for older or younger students (in a different type face, printed in color)
- Questions and Answers (shown in tinted boxes)
- For Further Inquiry (suggestions for extensions and/or assessments)

 Masters of Overhead Transparencies and Activity masters and keys (located at the back of the Teacher's Guide)

Each module has its own accompanying Mini-Atlas, which provides four-color maps designed especially for use with that module. The Teacher's Guide explains how to use these maps. No additional atlases are required to teach the module, but large wall maps are highly recommended for your classroom. In addition to the maps in the Mini-Atlas, you will find numerous maps in the Student DataBook.

#### **Intended Grade Levels**

We believe GIGI enables you to probe global issues in various degrees of depth. This allows for the modules' use both over several grade levels (7–12) and over varying lengths of time at a grade level. The Teacher's Guides suggest alternatives for modifying instruction for different grade levels where appropriate. The reading level varies within each module: The Student DataBooks are approximately at grade 9 level, but some extracts from other sources are more challenging. These extracts are important because they show students that many people have contributed to the data, but younger students may need more time and help to understand them. The Teacher's Guides also include extension activities and resources that can maximize the grade-level flexibility of each module. Using the visuals included in the BGGS videodiscs and the activities built into the CD-ROM, you can further tailor instruction to your students. Obviously, you will determine whether particular lessons suit your students' abilities. When a range of required teaching time is given for a module, for example, 10 to 12 days, the greater amount of time should be planned for younger students. If you believe a lesson might be too difficult for your students, eliminate or simplify it. Rarely will the elimination of a lesson render a module ineffective. On the other hand, try to utilize the suggested extensions if the lesson does not adequately challenge your students.

# **Issues-Based Geographic Inquiry**

In order to foster active learning and higher-level thinking, GIGI stresses issues-based geographic inquiry. Inquiry is essentially the method of science and of good detective work: It poses questions and proposes answers about the real world and it tests its answers with real data. Students do this with GIGI. Because this approach may be different from what students are familiar with, you may wish to pre-

pare them by describing the process and its connection to the real world. Also, their reading and discussion of the "Memo to the Student from the GIGI Staff" will help them understand the inquiry approach. GIGI is based on Frances Slater's inquiry activity planning model (1993). To reach GIGI's goals, your students study specific global issues by pursuing answers to geographic questions (Figure 2). They answer these questions by analyzing and evaluating data, using geographic methods and skills. This "doing geography" approach leads to significant outcomes in knowledge, skills, and perspectives. The progression from questions to generalizations "is crucial as a structure for activity planning and as a strategy for developing meaning and understanding. Meaning and understanding define the process of tying little factual knots of information into bigger general knots so that geography begins to make sense, not as a heap of isolated facts but as a network of ideas and procedures" (Slater 1993, page 60).

In truly free inquiry, students work independently, but with GIGI posing questions and providing data, you and your students explore the issues together. This approach supports and encourages your students in learning geography.

By using issues-based inquiry, you promote the development of a critical perspective in your students. They learn the habits of critical and reflective thinking. Multiple and opposing positions are inherent

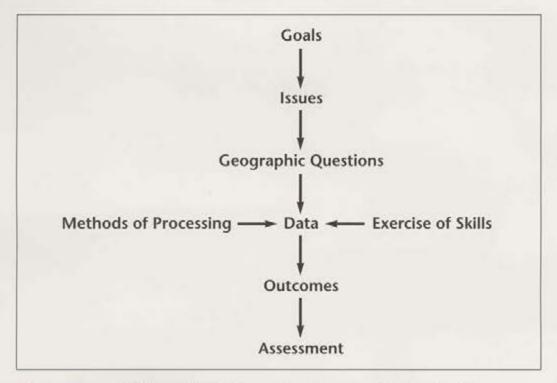


Figure 2 GIGI's model for issues-based geographic inquiry (after Slater 1993).

in these issues. Facts can be used to support different points of view. This is the context in which the habits of the critical perspective can develop, and *interpretation* is the key activity. With GIGI you foster these habits and abilities as you help your students interpret data guided by hypotheses, propositions, arguments, or questions.

An essential element of data-based, issues-oriented inquiry is to

challenge your students by giving them opportunities to

- · raise new questions,
- · question the quality of the data,
- · seek more useful or current data,
- articulate relationships they perceive,
- · explain their processes of investigation, and
- defend their positions, decisions, and solutions.

# Why These Issues Were Chosen

In planning GIGI, we sought timeless issues that are truly global in scope and that are of special concern to geographers. In this way, GIGI fosters what the National Geography Standards calls "the geographically informed person" needed by modern global citizenry (Geography Education Standards Project 1994).

The major case study, chosen to give solid grounding to the issue, is focused on a region where the issue is clearly expressed. The secondary case studies, based in other regions including the United States and Canada, show the *global* scope of the issue.

It is important to stress that, although GIGI contains a wide selection of case studies in all major regions (Figure 1) as well as frequent references to the global distribution of many geographic phenomena, GIGI is not a traditional regional geography. It does not attempt to provide basic geographic information for each region, such as one finds in traditional regional geography textbooks. In teaching a GIGI module, it is important to keep the emphasis on the issue and not get distracted with extraneous regional information.

### **Role of Questions**

Each GIGI module is divided into six to eight lessons, each titled by a question; subquestions head individual sections of the lessons. Questions guide inquiry in order to merge the process of investigation with the drawing of conclusions. Directly linking questions and answers helps achieve an intellectually satisfying understanding of a problem (Slater 1993). When students are asked to learn only conclusions without learning how they are drawn, we perpetuate the tradition of an answer-centered education bereft of higher-level thinking. Therefore, it is important that students understand they are not

always expected to answer the questions when they first appear, but rather to keep them in mind as guides when they are reading or discussing.

GIGI asks both convergent and divergent questions, trying to reach a balance between the two. Supplement the questions in GIGI by asking your students many more of the types of questions suggested by Slater (1993). These are questions that encourage

- · recall,
- · classification and ordering,
- · the use of data to draw conclusions,
- awareness of the limitations of data or of evaluation of data, and
- · awareness of the processes of reasoning used.

According to the National Geography Standards, the "geographically informed person applies a comprehensive spatial view of the world to life situations" (Geography Education Standards Project 1994). In order to foster such a view of the world, GIGI asks geographic questions that ask where things are and why. By asking such geographic questions and by having students learn to ask them, you will reinforce GIGI's approach. A good question to begin with is: Where is this issue located? Then proceed to questions such as the following:

- · Why does it take place there?
- How and why does this issue affect the people in this place?
- · In what other places do people confront this issue?
- · How and why are these places related?
- What alternatives do people have to improve their situation, and which alternatives do you recommend?

# **Fundamental Themes of Geography**

In recent years, many geography teachers have learned that the five "fundamental themes" (Joint Committee on Geographic Education 1984) help them ask geographic questions. The theme of Location asks where things are and why things are located where they are. Place is the theme that inquires into human and physical characteristics of locations. Human-Environment Interaction examines how and why humans both adapt to and modify their environments as well as the consequences of these actions. Movement investigates not only how and why places are connected but also what is the significance of those interactions. The theme of Region seeks to identify and explain similarities and differences among areas and how and why these form and change. An extended explanation of the themes and their concepts, interrelationships, and applications is

given in Hill and McCormick (1989). The themes are useful because they encourage the kinds of questions required to help students develop the geographic perspective.

# Importance of Local Examples

GIGI is a world geography, but it shows that issues work at various geographic scales—personal, local, regional, national, and global. Because it is sometimes difficult for younger students to identify with faraway places, success with GIGI in part depends upon the ability of both you and your students to relate the issues to examples in your local community. We strongly recommend that you refer in class to local examples of the issue being investigated. Just as important, we encourage you to have your students conduct local field studies related to this issue whenever possible. Issues having important geographic dimensions abound in every community (see the Extension Activities and Resources section at the end of this Teacher's Guide for examples). Peak educational experiences often come when students see things in the field that relate to their classroom studies. We discuss other reasons for local involvement in the next section.

Familiar people can be as important as familiar places in motivating students. The quality of personal engagement is at the crux of successful instruction. Using the BGGS videodisc segments that accompany most GIGI lessons is a powerful way to help your students find relevance by identifying the GIGI issues with real people. Similarly, you can connect GIGI issues to everyday life at a human scale, especially at the students' own age levels, by using current newspaper accounts or magazines that address the student's perspective.

As you gain familiarity with teaching local examples, as you develop field exercises for your students, and as you learn how to put a human face on these materials, you will begin to customize the GIGI modules to fit your particular environment. Our trial teachers reported that the more they taught GIGI modules, the more comfortable they became in adapting them to fit their needs.

### **Fostering Optimistic and Constructive Perspectives**

The seriousness and complexity of the global issues studied in GIGI can overwhelm students unless you take care to foster optimistic and constructive perspectives toward issues. "Gloom and doom" needs to be balanced with examples of success and prospects for positive change. It is important to help your students develop a

sense of personal efficacy, an attitude that their actions can make a difference in solving global problems. The maxim, "Think Globally, Act Locally," speaks to the need to help students organize and conduct constructive actions that address local variants of the issues they are studying. As we noted earlier, student involvement in local projects enriches their educational experience. There is also good evidence that it actually produces an optimistic feeling—that their actions can make a difference—to help them deal with the often difficult and sometimes depressing world issues. GIGI modules often include lessons and activities to show possibilities for positive action.

Certain perspectives foster student optimism and constructive behavior. Geography students, especially, should learn to respect other peoples and lands, and they should come to cherish environmental unity and natural diversity. They should also learn to be skeptical about simplistic explanations, such as the theory that attempts to explain human characteristics and actions in terms of the physical environment alone, which geographers call "environmental determinism." Most important, optimistic and constructive perspectives accompany the development of empathy, tolerance, and openmindedness. These traits are fostered by avoiding sexist and racist language, discouraging ethnocentricity, and challenging stereotypes, simplistic solutions, and basic assumptions.

### References to Data

Unlike most textbooks, GIGI attributes its sources of data with in-text citations and full reference lists, which is another way of encouraging the critical perspective. In the Student DataBook, material that has been extracted from original sources is indented and printed in a different typeface. Long extracts are highlighted with background color. Use of these sources helps your students learn that real people construct ideas and data and that their concepts and information are not immutable. Instead, they often change through the critiques and interpretations of various people. By using these scholarly conventions, we intend to encourage your students to appreciate the tentativeness of knowledge and to value scholarship and academic integrity.

# Updating

Real data quickly become obsolete. GIGI addresses this fact by discussing historical trends of data and by stressing concepts. You should reinforce this bias for concepts and also freely acknowledge the datedness of information by explaining why it is still used (for example, the lags between research and writing and publication and

use; the lack of more recent data). Whenever possible, guide students to update materials. Britannica's Geopedia, on the BGGS CD-ROM, contains data based on Encyclopædia Britannica's World Data Annual, which is also available in print form. Have students use these sources to supplement and update GIGI data.

# **Assessing Learning**

Evaluation of student achievements with GIGI can be focused on two broad areas. The first is the developing ability of students to undertake geographic inquiry. The second is the acquisition of knowledge and perspectives about the module issue.

The ability of students to undertake inquiry in geography can be related to the primary questions that guide geographical study. They are noted earlier in this memo. As students work through the module, they are likely to become increasingly adept at asking and answering geographic questions. Seek to extend your students' competence in several clusters of skills that facilitate geographic inquiry. These clusters include the following:

 Identifying problems and issues. This may be done through observation, asking questions, brainstorming, reading, and in other ways.

 Inquiring into the problems and issues in many ways such as through map reading and interpretation, making surveys, and using results of surveys done by others.

 Making decisions and taking action, for example, through reviewing alternatives, establishing priorities and criteria, and communicating cooperatively with people in other ways.

 Reflecting at all stages of the process of inquiry, especially through careful consideration of diverse sources of evidence.

Students will acquire knowledge of the module issue as they make their inquiries. This knowledge can be tested and graded. Assessments may be based on the following:

- Knowledge and skills shown by work on Activities included in this Teacher's Guide and on questions in the Student DataBook.
- Observations of student participation in groups and in class discussions.

Specific assessment ideas are given at the end of some lessons in the section called For Further Inquiry. In addition, the Teacher's Guide ends with Extension Activities and Resources. Some of these extension activities can serve as authentic assessments.

#### **Potential Uses**

In addition to the flexibility offered by the free-standing nature of the modules, GIGI has a number of other characteristics that encourage widespread use. Modules can be extended and enhanced with the BGGS CD-ROM, videodiscs, and posters. Because GIGI's issuesbased approach integrates several topics (for example, population, economic, political, physical, and cultural geography) in a single module, the modules are not conducive to using an approach in which topics are taught separately. On the other hand, GIGI may be used with a world regional approach because there are modules for each of 10 world regions. A year-long world geography or global studies course will have more than enough material by using 12 modules. Five to seven modules may constitute a one-semester, issuesbased geography course covering several regions. You can define clusters of modules for your own curricular purposes. We have identified three clusters for interdisciplinary studies within the Britannica Global Geography System, each comprising six or seven GIGI modules. They are Earth's Environment and Society, Economic Development, and Global Political and Cultural Change. BGGS includes a videodisc and poster for each cluster. These strand packages could well be used in Social and Environmental Studies, Earth Science, Global Studies, and Area Studies classes. Activities in the modules also support math, language arts, and arts curricula.

GIGI encourages and facilitates the development of a variety of geographic skills that transfer widely into the natural and social sciences. Among these are skills of asking geographic questions and developing and testing geographic generalizations. These require other GIGI skills including examining and making a variety of maps; analyzing photographs; constructing and interpreting graphs and tables of spatial data; and collecting, interpreting, and presenting geographic information.

Finally, GIGI promotes a wide variety of linguistic, numeric, oral, creative, and social skills as well as geographic skills. In particular, GIGI emphasizes cooperative learning. We believe that one of the great strengths of the GIGI modules is that they give students practice in both group and individual problem solving. As students become more familiar with the global issues, they learn that finding solutions to world problems requires people to work together cooperatively.

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Geography Education Standards Project. 1994. Geography for Life: The National Geography Standards. Washington, DC: Geography Education Standards Project.

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- Joint Committee on Geographic Education. 1984. Guidelines for Geographic Education: Elementary and Secondary Schools. Washington, DC: Association of American Geographers and National Council for Geographic Education.
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### PREPARING TO TEACH THIS MODULE

# **Building New Nations**

How are nation-states built?

Nationalism is a powerful force in the modern world. It drives peoples to seek independent control over territory, to build their own nation-states. There were 190 countries in the world in the early 1990s, and over 60 percent of them had gained their independence since World War II. Many of the often violent conflicts in the latter half of the twentieth century have stemmed from the struggles of nation building, and there are many signs that nationalism will continue to shape the world in the twenty-first century. These are two good reasons to make the study of this process a part of the curriculum.

In this module, students take a geographic perspective in learning about nation building. This means close attention is given to the following themes: Location (where are the new nation-states?); Place (which physical and human characteristics of places have an impact on nation building?); Human-Environment Interaction (what role do natural resources play in nation building?); Movement (how do interactions with outside forces impede or spur nation building?); and Region (do the similarities and differences in the problems of nation building have a regional pattern?).

In Lesson 1 students discover the spatial and temporal patterns of new-nation building. Beginning in Lesson 2, the module's major case study focuses on Nigeria and the process of its formation out of colonialism. In Lesson 3, students learn of the ethnic differences within modern Nigeria that impede the process of nation-state formation. Lesson 4 examines ways in which Nigeria has tried to cope with its cultural pluralism. Students learn in Lesson 5 that although ethnicity is an important problem, economic development is also importantly linked to political stability and a country's success. Brief comparison case studies in Lesson 6 examine South Africa—recently joining the other countries of Africa that are ruled by Africans—struggling to

create a new nation-state out of an old state, and the large Kurdish nation that has no state. Lesson 7 poses the question: How will the forces of nationalism and global interdependence shape the future? Students are invited to consider how these twin, opposing forces may shape the world in their lifetimes.

Using the BGGS CD-ROM can simplify lesson planning by making it easy to access the resources the system provides for each lesson. It shows exactly which Geopedia™ data and learning activities can be used in long-range and short-term assignments, and which videodisc clips will provide visual reinforcement for each GIGI lesson. The CD-ROM can also show you ways in which a lesson in one module relates to a lesson in another module. And it indicates where to find every reference in GIGI, Geopedia™, the Mini-Atlas maps, and the videodiscs to any key topic—for example, "tsunami" or "Bangladesh." The students will also be able to use the BGGS CD-ROM for further research and short-term or long-term range assignments. The BGGS multimedia components and their uses are explained fully in the tabbed BGGS section in the front of this Teacher's Guide.

The following are general modifications recommended for younger students:

- Plan for fifteen days because the activities will require more teacher explanation and support.
- Provide directions for homework assignments and monitor students' understanding and progress.
- Prior to assigning written activities requiring students to draw conclusions and summarize their findings, ask guiding questions and develop a sample outline on the chalkboard.

# **Module Objectives**

- Understand the differences among the concepts of nation, state, and nation-state.
- Learn how European colonialism ignored African ethnic differences and determined the boundaries of Africa's newly independent nations.
- Appreciate the cultural, political, and economic problems that impede the process of building new nation-states.
- Examine the ways in which countries try to cope with cultural pluralism.
- Recognize the links between political stability, economic development, and nation building.
- Consider the future impacts of the forces of nationalism and global interdependence.

# Number of Days Required to Teach Building New Nations

Eleven to fifteen 50-minute class periods

# **Suggestions for Teacher Reading**

Achebe, Chinua. 1992. Things Fall Apart. New York: Knopf.

Berkeley, Bill. 1994. The warlords of Natal. Atlantic Monthly, March: 85-100.

Calder, Nigel. 1991. Spaceship Earth. London: Viking.

DeBlij, Harm J. and Muller, Peter O. 1991. Geography: Concepts and Regions, 6th edition. New York: John Wiley.

Hardwick, Susan, and Holtgrieve, Donald G. 1990. Patterns on Our Planet: Concepts and Themes in Geography. New York: Merrill.

Hill, A. David, and McCormick, Regina. 1989. Geography: A Resource Book for Secondary Schools. Santa Barbara, CA: ABC-Clio, Inc.

Kaplan, Robert D. 1994. The coming anarchy. Atlantic Monthly, February: 44-76.

Marshall, Bruce, editor. 1991. The Real World: Understanding the Modern World Through the New Geography. Boston: Houghton Mifflin.

Murdock, George Peter. 1959. Africa: Its People and Their Culture History. New York: McGraw-Hill Book Co.

Taylor, Peter J. 1985. Political Geography: World Economy, Nation-State, and Locality. Essex, UK: Longman Group Limited.

Watts, Michael J. 1987. Conjunctures and crisis: food, ecology, population, and the internationalization of capital. *Journal of Geography*, 86(6): 292–299.



# What is a nation-state?



# (4) Time Required

One 50-minute class period



# Materials Needed

Copies of Activity 1 for each pair of students Mini-Atlas maps 1 and 2 Transparency of Overhead 1



# **Glossary Words**

country

culture

ethnic

government

nation

nationalism

nation-state

political geography

sovereignty

state

#### Where are most of the world's new countries? (pages 4-6)

**Procedures** 

A. Have students read the opening paragraph in the Student DataBook. Pair off the students and give each pair copies of Activity 1. Distribute Mini-Atlas maps 1 and 2 around the class for students to share; they can use these or any classroom atlases you have avail-

#### Most students have watched the Olympics on television. Ask students to brainstorm a list of symbols of national identity they have observed from the television coverage of the Olympics. These might include the fact that each country's team wears a distinct costume; each country's flag is displayed; national anthems of the gold medalists' countries are played at medal presentations; the medal count by country is tallied; and the national customs, popular music and dance, and public figures of the host country are exhibited to the whole world.

Ask students if they identify personally with any of these symbols and if so, in what ways these symbols affect them. Discussion might include feelings of pride and patriotism for their own country. Some students might express negative feelings about some other countries. Accept all ideas, but close the discussion saving that the identification of peoples with nations is called nationalism—an important force and a source of conflict in the world today.

# **Getting Started**

Have students read the Memo to the Student and the overview on pages 2-3 in the Student DataBook prior to beginning the module, Also make students aware that there is a Glossary in the back of their DataBooks.

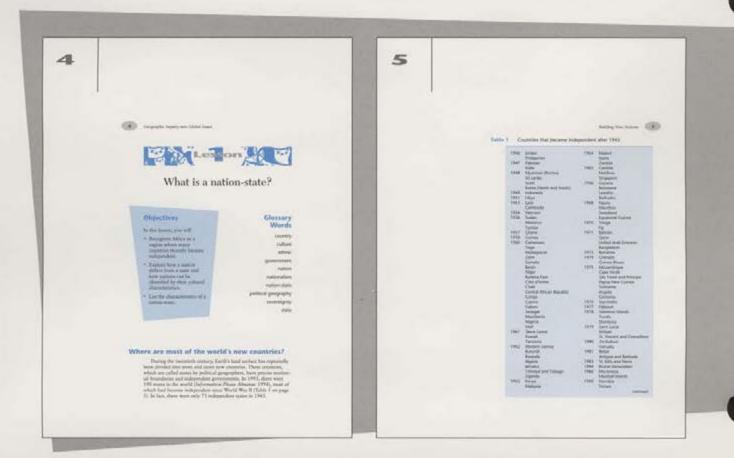
able as a reference to locate countries in Table 1 with which they are unfamiliar. Project Overhead 1 so pairs can complete the questions on Activity 1.

Discuss the four questions on the Activity (see Key for Activity 1). [Most of the world's newer countries are located in southern and western Asia, Africa, the Caribbean, and the Pacific. You may wish to note that prior to their independence, nearly all new countries formed since World War II were colonies controlled by the European powers.]

# If a country is a state, what is a nation-state? (pages 6-7)

B. Have students read this segment and answer Questions 1–6 on page 7. Within their pairs, individual students can take responsibility for teaching each other the separate concepts of country, state, nation, and nation-state. Stress that the module refers to the nation-state as an ideal toward which people and their governments strive. Answers to questions can be discussed orally or can be written. Questions 4–6 call for student opinion; have students recall the discussion that opened this lesson as they think about Question 6.

Younger students may need extra time and help with this reading, which is conceptually rigorous. The distinctions between nation and state are, however, central to the module's subsequent lessons.



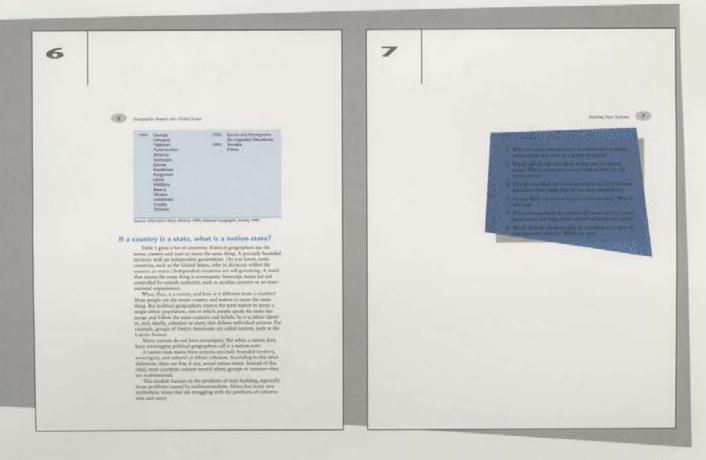
# Questions and Answers for page 7

- 1. What are some characteristics of culture that promote cohesiveness and unity in a group of people?
  - Students might mention language, religion, common history and location, music, art, dress, sports, foods, and the like.
- 2. Which nations can you think of that are not nation-states? Which countries can you think of that are not nation-states?
  - Guide students to show their understanding of the underlying concepts with specific
    examples. There is no single set of countries with which to correctly answer these
    questions, and younger students may have some trouble thinking of examples. If available,
    encyclopedias or almanacs could be useful tools for them.

In addition to Native American nations mentioned in the reading, nations that are not nation-states are often in the news when they agitate for their own states. Examples include the Kurds of northern Iraq and eastern Turkey, Basques of northern Spain, Quebeçois of Quebec in Canada, and many ethnic minorities within Russia.

There are many countries/states that are not nation-states, because they include more than one distinct nation within their borders. These include India, China, Sudan, Nigeria, and South Africa.

continued



- 3. Why do you think the divisions within the United States are called states when they do not have sovereignty?
  - Sovereignty resides with the federal government, but individual U.S. states have certain
    powers. As long as they do not infringe upon the U.S. Constitution, individual states have
    numerous rights, such as to tax, educate, and police within their own borders.

You may wish to team up with a civics or government teacher to discuss this in greater detail.

- 4. Do you think the United States is a nation-state? Why or why not?
  - Because the United States contains many ethnic groups, it does not strictly qualify as a
    nation-state. But one can argue that it has a strong national culture that serves to unify its
    peoples (see Question 6). Whether it is becoming less unified because of multiculturalism is
    arguable.
- 5-6. What characteristics do citizens of Canada or the United States share that help create cultural cohesion and unity? Which of these characteristics do you think are a part of your personal identity? Which are not?
  - These answers are open-ended and subject to debate. Students might mention beliefs, such
    as personal liberty, language, the country's territory, religious freedom, songs, movies,
    wars, patriotic rituals, colors, celebrities, and heroes, among other things.
- C. Tell students that this module will look at case studies (Nigeria, South Africa, the Kurds) exemplifying different problems that nations face when trying to build a unified state. Ask students to keep an eye on newspapers over the next couple of weeks and bring in any articles related to nation-building problems around the world. Articles can also include any aspects of ethnic tension around the world, for this issue underlies many of the nation-building problems discussed in subsequent lessons. For an excellent treatment of this burgeoning problem, see the piece by

Robert Kaplan, "The Coming Anarchy," in the February 1994 Atlantic Monthly.

Set aside a bulletin board in class for this activity. Data posted may include drawings and photos as well as magazine or newspaper clippings dealing with Africa or other regions experiencing problems with nation building. Ask students to collect and assemble materials over the course of the next week or so. These articles can be used to introduce Lessons 6 and 7. You may wish to have students connect their articles with string to the appropriate countries on a world wall map.



# How was Nigeria established?



# (4) Time Required

Two 50-minute class periods



### **Materials Needed**

Mini-Atlas map 3 Transparencies of Overheads 2 and 3



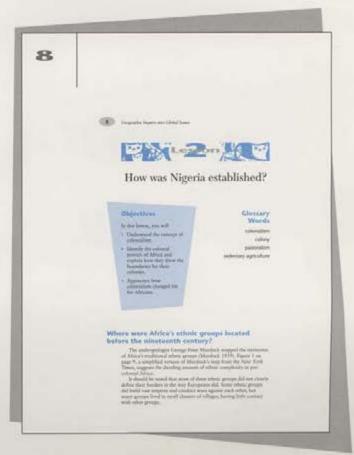
# **Glossary Words**

colonialism colony pastoralism sedentary agriculture

# **Getting Started**

- Ask students to describe their images of Africa-South of the Sahara. Many students may have preconceptions based on media portrayals of Africa. If you have access to videos about any aspects of the traditions of African peoples, show these. It may also be useful to review the basics of Africa's geography. Focus discussion on the great diversity of the African continent-its peoples range from traditional nomadic herders of the desert and savanna belts and groups living in agricultural villages to increasing numbers of people residing in modern cities.
- Introduce the term colonialism by asking who colonized the United States and other countries in the Western Hemisphere. Mention that

decolonization, a process that occurred in Africa after World War II, took place in the Americas over 150-200 years ago. Ask students whether the new African countries are succeeding in terms of economic growth and political stability. [Many students may know that most African countries face serious problems of economic and political instability.] Inform the class that this lesson begins a case study on the most populous African country, Nigeria, to understand the causes of these problems.

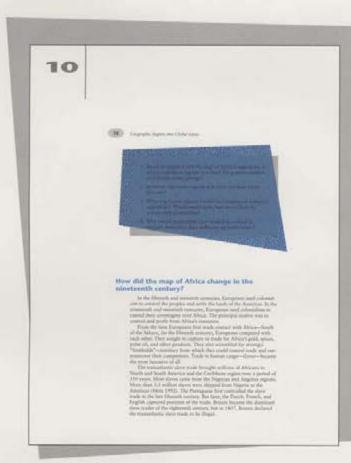


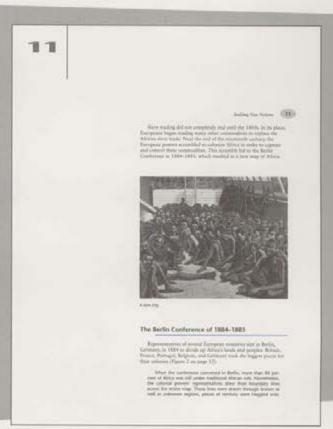
#### **Procedures**

# Where were Africa's ethnic groups located before the nineteenth century? (pages 8-10)

A. Divide the class into small groups and distribute Mini-Atlas map 3 to them. Have students compare Figure 1 to the Mini-Atlas map of African vegetation to note the greater ethnic fragmentation in forest areas compared to desert and savanna areas. Use Questions 1-4 on page 10 to guide the groups' inquiry. Have students speculate about or explain the differences between pastoralism and sedentary agriculture.







### Questions and Answers for page 10

- Based on Figure 1 and the map of Africa's vegetation, in which vegetation regions was there
  the greatest number of different ethnic groups?
  - In the forested areas of West and Central Africa, there were many more ethnic groups, each occupying relatively small areas of territory.
- 2. In which vegetation regions was there the least ethnic diversity?
  - Relatively fewer ethnic groups (although still a large number) occupied the drier vegetation regions of the grasslands (savannas) and deserts.
- 3. What vegetation regions would have supported sedentary agriculture? Which would have been more likely to sustain only pastoralism?
  - The Student DataBook mentioned that sedentary agriculture relied on more humid climates; these coincided with the more heavily forested regions. The African peoples cleared the forest in small patches to plant their crops. In drier regions of savanna and desert, crop agriculture was not possible and people depended on grazing livestock for sustenance.
- 4. Why would pastoralists have needed more land to support themselves than sedentary agriculturalists?
  - The key idea here is that the people needed to migrate over wide areas in order to find suitable pasture land for their livestock. Savannas and deserts are subject to periodic drought and nomadic herders traveled to locate good forage.

# How did the map of Africa change in the nineteenth century? (pages 10–13)

B. Have students read the text on these pages, which provides a good opportunity to review the history of the slave trade. Emphasize that, to the European colonial powers of that era, Africa's people were considered commodities, to be bought and sold in the same way as gold or spices. In this discussion, you may wish to note that European slavers were sometimes assisted by Africans who captured members of other ethnic groups (their own traditional ene-

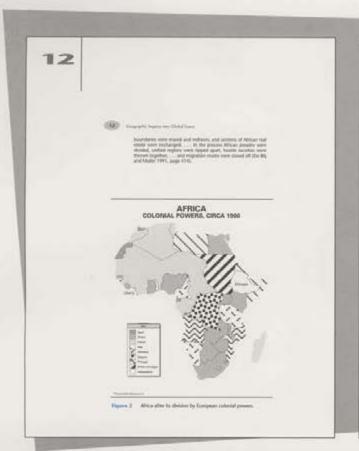
mies in some cases) and sold them into slavery. This may reinforce the idea that fragmentation among Africa's ethnic groups made it easier for Europeans to gain control. Note that the areas from which most African slaves were brought to the Americas were the ethnically fragmented regions of the Niger and Zaire River basins.

Have students read about the Berlin Conference and discuss Questions 5-8 on page 13.

# Questions and Answers for page 13

- 5. The Berlin Conference is sometimes called "The Scramble for Africa." What images does this phrase bring to your mind?
  - This question is open-ended. It is intended to draw out students' imaginations about what
    this conference might have looked like, how the representatives acted, and what drove
    them to behave as they did. The essential point is that the European powers were greedily
    bargaining, threatening, and compromising with each other as they "cut up the pie."
- 6. Refer to the map of colonial Africa in Figure 2. Which colonial powers dominated which regions? What colonial power ruled the area of present-day Nigeria?
  - Britain controlled parts of east, south, and west Africa (including Nigeria). Belgium took
    over the Zaire (Congo) River basin. France ruled in the north, in the Senegal River basin in
    the west, and north of the Zaire Basin. Portugal controlled Angola in the southwest and
    Mozambique in the southeast. Germany held wedges between other powers, such as Togo
    between British lands in the west; Cameroon, a wedge into French control in the center;
    and East Africa, where Germany broke Britain's goal for control from "the Cape to
    Cairo."

continued





- 7. Why would dividing some ethnic groups, uniting others, and closing off migration routes create problems?
  - Encourage students to speculate on the problems caused by uniting traditional enemies or dividing historically unified groups. Closing off migration routes would severely limit the economies of pastoralists.
- 8. During the division of Africa, the Africans were not consulted. How do you think the map would have looked if the Africans themselves had been part of the conference?
  - Again, this open-ended question is intended to invite speculation. Students might say that
    Africans would have influenced the drawing of boundaries to coincide more closely with
    traditional ethnic territories.

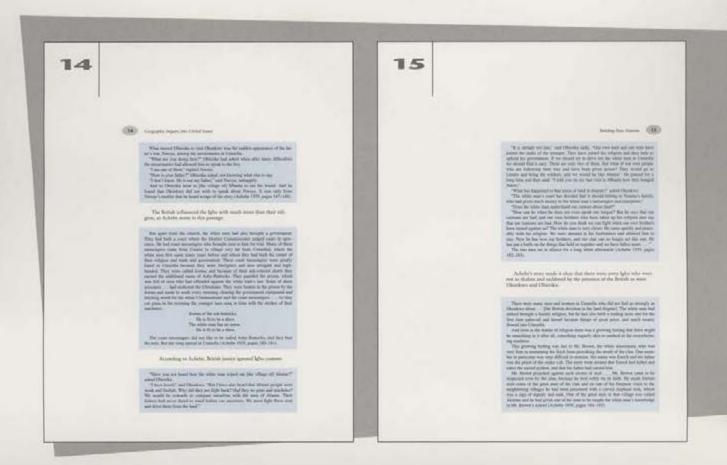
# How did colonialism change life in Africa? (pages 13–16)

- C. The four extracts from Chinua Achebe's Things Fall Apart are included to give students a feel for how colonialism was received by the Africans. This book is a classic piece of modern African literature, translated into over 30 languages. One reason for its international popularity is that it gives a perspective not commonly seen in Western accounts of colonialism: that of the conquered peoples (in this case, the Igbo of eastern Nigeria). Use this section in any of the following ways:
- Divide the class into groups of four. Have one student read each passage and describe or act out the events to the other group members.

- Encourage groups to make sketches about life in African villages at the time of contact with Europeans based on the novel's extracts.
- Read and discuss the extracts as a class, linking the discussion to literature topics. How does Achebe convey a sense of place about the Igbo's land and traditions? How does he use language to express a viewpoint?
- Have students write a contrasting perspective of the events, this time taking the side of the British administrators. How would the British have viewed the same events that are described by Obierika and Okonkwo?
- Use Questions 9–11 on page 16 as a basis for group or class discussion.

# Questions and Answers for page 16

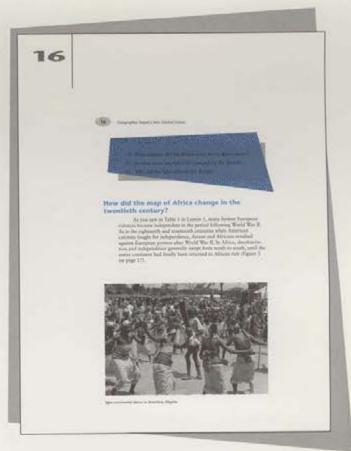
- 9. What attitude did the British have about Igbo culture?
  - The British believed that their culture was superior to that of the Igbo. They ignored Igbo
    culture and seemed to make no effort to preserve or learn from it. Instead, they imposed
    their governmental and judicial systems.
- 10. In what ways was Igbo life changed by the British?
  - Students can cite several examples from the extracts. Igbo religion, language, customs, government, and economy were radically changed by the British. Also, the clan-based social structure of the Igbo was upset.
- 11. Why did the Igbo tolerate the British?
  - Achebe suggests several reasons, the most important of which was that the British had military superiority with which to enforce their will: They would "wipe out" villages that disobeyed their authority, and jail or execute individuals who broke their laws. Also, many Igbo and other Africans adopted the Christianity of the British missionaries, they joined the army, and they worked for the British in various capacities (the kotma). Some of these were the outcasts (efulefu) of the clan-based Igbo society. Finally, money flowed into the villages that produced the cash crops the British wanted; those who benefited from this trade, e.g., in palm-oil, had strong economic reasons to tolerate the British.

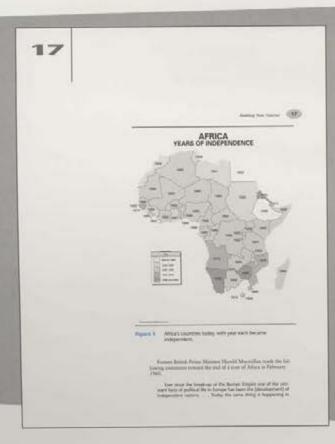


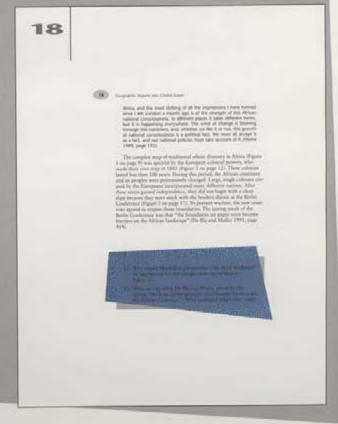
# How did the map of Africa change in the twentieth century? (pages 16-18)

D. Close the lesson with a class discussion based on Questions 12 and 13 on page 18. To spark discussion, have students recognize how many countries of modern Africa (Figure 3 on page 17), which are based on boundaries drawn at the Berlin Conference, incorporate more than one traditional ethnic group (Figure 1 on page 9). In other words, most countries are multinational, not single, cohesive nation-states.

Use Overheads 2 and 3 to emphasize this point. With a colored marker, highlight the borders between current African countries (Overhead 3). Overlay this transparency on Overhead 2 (Murdock's map of traditional ethnic territories). Students can see at once the multiethnic nature of the new countries.







# Questions and Answers for page 18

- 12. Why would Macmillan's expression "the wind of change" be appropriate for the changes that can be seen in Figure 3?
  - Independence came to Africa in a relatively short period of time, as though a wind of change blew from north to south, causing a rise in nationalism and freedom movements.
- 13. What do you think De Blij and Muller meant by the phrase "the boundaries on paper soon became barriers on the African landscape"? What problems might this cause?
  - This question introduces issues that will be dealt with in Lesson 3. Students might
    speculate how political boundaries drawn on a map translate to real-life issues. For
    example, a boundary can be used to keep people out, so that the traditional seasonal
    migrations of pastoralists with their animals could be stopped. Governments also can
    collect tariffs for goods crossing their borders, limiting the free exchange of products.
    Divisions between historically connected people could be harder to bridge between
    independent entities; similarly, unifying historic enemies could spell troubles for new
    nations.

# **For Further Inquiry**

- Have students use library or other resources to learn more about contacts between Europeans and Africans in other parts of the continent. Students can present reports about the origins of the slave trade, the reasons for European interest in Africa, the wars between various African groups and Europeans, and so on.
- Use Chinua Achebe's Things Fall Apart in its entirety to extend the discussion of the contrasts between traditional African life and

what happened after contact with Europeans. The first part of the novel presents detailed descriptions of various Igbo rituals and other aspects of traditional Igbo daily life. It is a very rich source of information about precolonial African customs, and the writing is clear enough for middle-school students to follow. For ideas on the use of this book, refer to James Hathaway (1993), "Using Chinua Achebe's *Things Fall Apart* in Introductory Geography Courses" in *Journal of Geography*, volume 92(2), pages 75–79.



# What are the difficulties of diversity facing Nigeria?



# (4) Time Required

Two or three 50-minute class periods



### Materials Needed

Recordings of popular Nigerian music (optional) Copies of Activity 2 for each group of students if they would listen to songs if they were sung in a foreign language. To illustrate what is popular in Nigeria, play a recording of King Sunny Adé's music for your class (available in most large record stores). This style of music, called juju, is sung in the Yoruba language (they are usually songs about dancing, love, and other topics common in popular music).

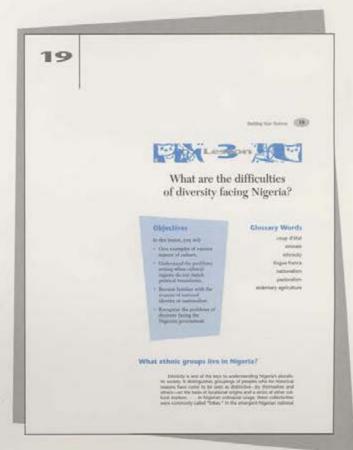


# **G** Glossary Words

coup d'état emirate ethnicity lingua franca nationalism pastoralism sedentary agriculture

# **Getting Started**

Bring in photographs, if possible, of various Nigerian ethnic groups. Review the differing aspects of culture from Lesson 1, linking culture to everyday life. For example, ask students what they are for their most recent meal, and if they think most Africans would have a similar diet. [Note, for instance, that Muslims are proscribed from eating pork.] Or ask students what kind of music they listen to and ask

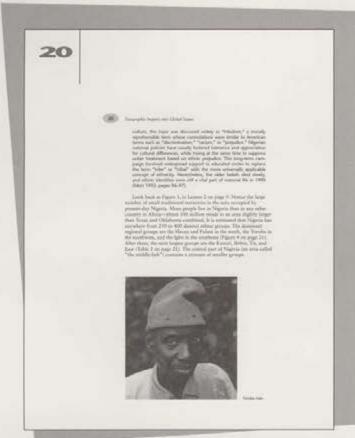


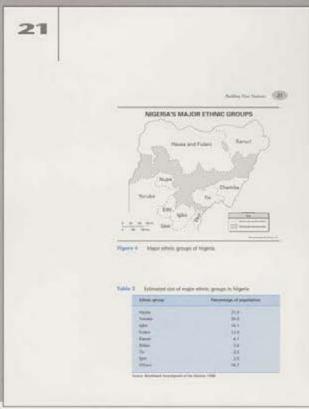
#### **Procedures**

# What ethnic groups live in Nigeria? (pages 19-22)

- A. Have students read the quote from Metz about ethnicity. Ask students to define this term, and have them consider why ethnic or cultural diversity could be problematic for new nations. It is important to note that the term tribe, although probably familiar to U.S. students, has fallen into disfavor among Nigerians and other Africans. The preferred term today, ethnic group, emphasizes the cultural characteristics or markers that help define the uniqueness of each group. Tolerance of ethnic diversity is a hallmark of Nigerian government policy.
- B. Have students study Figure 4 on page 21 to note the location of the major ethnic groups of

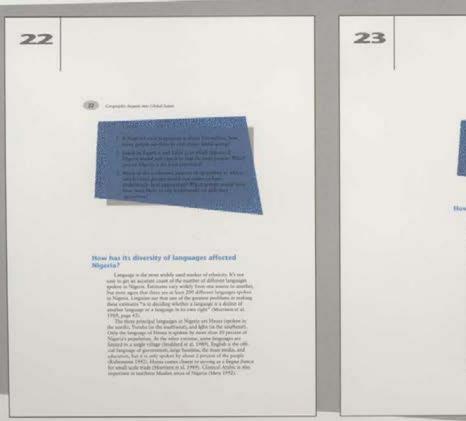
- Nigeria. This figure, along with Table 2, forms the basis of Questions 1–3 on page 22. Discuss these questions with the class as a whole, to lay the background for the readings in the rest of the lesson.
- C. Divide the class into small, cooperative learning groups for the duration of the lesson. Distribute copies of Activity 2 to each group. This can be used as a graphic organizer for the material to follow about how languages, religions, and forms of government differ among Nigeria's major ethnic groups. The goal of the lesson is for students to recognize that differences among the ethnic groups are not merely geographic (Figure 4), but involve historical divisions along cultural lines. See Key for Activity 2.

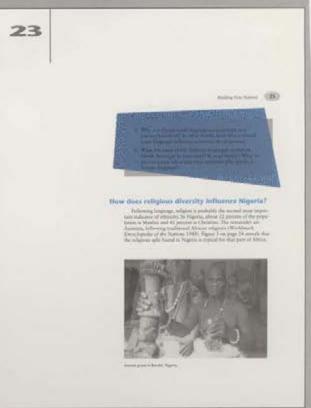




- 1. If Nigeria's total population is about 100 million, how many people are there in each major ethnic group?
  - From Table 2, the Hausa would have about 21 million, the Yoruba about 20 million, and
    so on. Note that estimates for Nigeria's population have been pretty inconsistent in the
    1990s, ranging from about 95 million up to 120 million. You may wish to discuss the
    difficulty of obtaining accurate population censuses. (Note that this problem is not limited
    to developing countries; the U.S. Census Bureau also has trouble estimating populations in
    some areas.)
- 2. Based on Figure 4 and Table 2, in which regions of Nigeria would you expect to find the most people? Which part of Nigeria is the least populated?
  - The map shows that the Hausa, Fulani, and Kanuri live in the northern regions, with just
    under 40 percent of the population. Southern ethnic groups, including the Yoruba, Igbo,
    Ibibio, Tiv, and Ijaw, account for slightly over 40 percent of the population. The ethnically
    mixed middle-belt region has the least population (under 20 percent of total). This is a
    long-standing historical pattern of Nigeria: greater population in the north and south than
    in the middle.

continued





- 3. Based on the traditional patterns of agriculture in Africa, which ethnic groups would you expect to have traditionally been pastoralists? Which groups would have been most likely to rely traditionally on sedentary agriculture?
  - Students can recall from the African vegetation map (Mini-Atlas map 3) that northern
    Nigeria is drier (savanna) and southern Nigeria is more humid (forested). Southern peoples
    traditionally relied more on sedentary agriculture, and the northern peoples (especially the
    Fulani) were more often pastoralists. (In recent years, drought in northern Nigeria has
    forced many pastoralists to abandon this tradition; people are becoming increasingly
    reliant on sedentary agriculture.)

# How has its diversity of languages affected Nigeria? (pages 22–23)

D. Groups can begin filling in Activity 2 with the information in this section. Remind students to consult the Glossary for the meaning of unfamiliar terms, such as lingua franca. Besides completing Activity 2, groups can answer Questions 4 and 5 on page 23. Younger students may need more guidance in recognizing the advantages of a shared trade language (lingua franca). Note how English is becoming the global language of trade to illustrate why economic partners need a common language.

# Questions and Answers for page 23

- 4. Why is a shared trade language so important to a country's survival? In other words, how does a shared trade language influence economic development?
  - A shared trade language is important to nation-state survival and influences economic
    development because if people are unable to communicate in the same language, it
    becomes more difficult to buy and sell in the marketplace. Hence, economic prosperity for
    the nation-state is hindered. Transfer of technology is also dependent on effective
    communication.
- 5. What are some of the different languages spoken in North America? In your state? In your family? What is your reaction when you meet someone who speaks a foreign language?
  - Different languages spoken in North America include English, Spanish, French, and numerous indigenous languages, e.g., Hopi, Navajo, and so on. The opinion question in the second part of this is meant to help students understand that language barriers prevent people from learning more about other cultures.

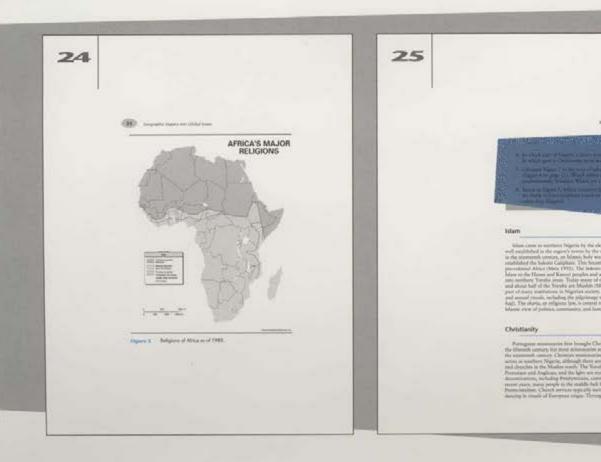
#### How does religious diversity influence Nigeria? (pages 23–27)

E. Using Figure 5 on page 24, have groups note the north-south division of Nigeria according to religion. Be certain students recognize this division, for it is central to Nigeria's nation-building problems. Have groups answer Questions 6-8 on page 25.

- 6. In which part of Nigeria is Islam most widely practiced? In which part is Christianity most widely practiced?
  - Islam is dominant in the north, Christianity in the south. Note that the central area (middle-belt) is mixed.
- 7. Compare Figure 5 to the map of ethnic groups in Nigeria (Figure 4 on page 21). Which ethnic groups are predominantly Muslim? Which are Christian?
  - Because the Hausa, Fulani, and Kanuri live in the north, it is reasonable to conclude that
    they are predominantly Muslim (as indeed they are). Similarly, the southern peoples
    (Yoruba, Igbo, Ibibio, Tiv, and Ijaw) have a Christian majority. (This division is not exact:
    The Yoruba also have a large Muslim population.)

If you wish, have students speculate about what religions the ethnically diverse middlebelt peoples are. Not surprisingly, the general pattern is that those nearest the northerners are mainly Muslim; those closer to the south are mainly Christian.

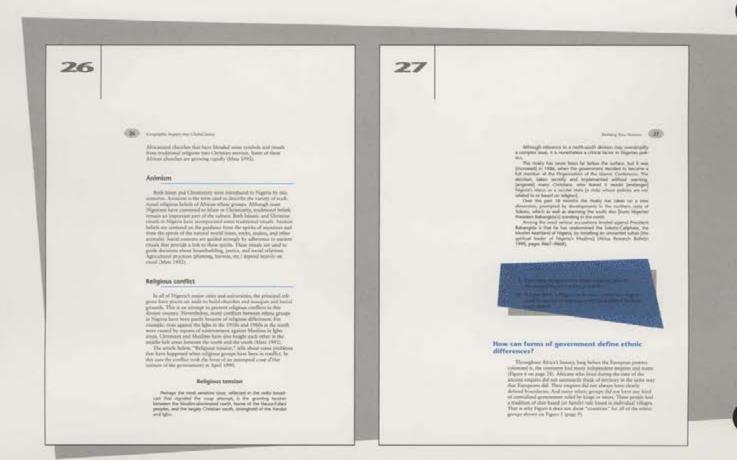
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- 8. Based on Figure 5, which countries in Africa do you think are likely to have problems based on religious diversity, other than Nigeria?
  - Students may identify Sudan, Ethiopia, and Côte d'Ivoire, among others. The point here is that the religious split found in Nigeria is a common problem in new African countries. It has even led to bloodshed on occasion.

You may wish to mention that a civil war is presently being fought in Sudan between its Christian south and Muslim north. (This issue is covered in depth in the GIGI module *Hunger.*) Similarly, a long civil war between Muslims in the (former) north of Ethiopia and the Christians in the south ended in 1993 with the declaration of independence of the new country of Eritrea.

E. Have groups read the paragraphs describing each major religion and about religious conflict. Group members can share the work here by each reading one passage and teaching their partners about it. All members of the groups can read the extract "Religious tension" and answer Questions 9 and 10 on page 27. As before, they can also complete the relevant section on Activity 2.

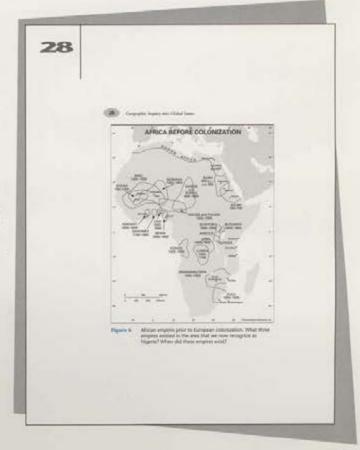


- 9. How have disagreements about religious policies threatened Nigeria's political stability?
  - The Student DataBook provides several examples, such as the riots against the Igbo and the Christian opposition to the government's decision to join the Organization of the Islamic Conference.
- Do you think a religiously diverse country like Nigeria must be secular to maintain political stability? Explain your answer.
  - Encourage groups to seek a consensus about this question. This portion of the lesson may
    evoke strong opinions, especially if students have misconceptions about Islam. In a secular
    government, such as that of the United States, the right of all people to practice their own
    religion is respected. Whether this is necessary to maintain political stability in a
    multireligious country can be left to each group's opinion, provided they can adequately
    defend their response.

# How can forms of government define ethnic differences? (pages 27–30)

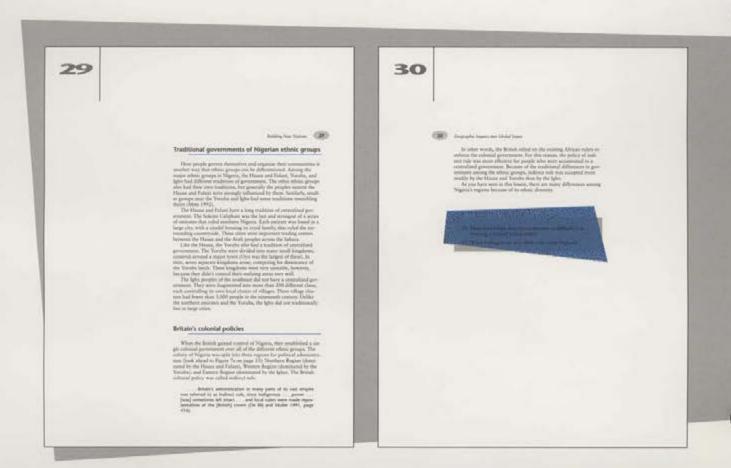
G. The final section of the lesson mentions how social customs based on a system of governance can also be used as an ethnic marker. After reading this material and studying Figure 6 (page 28), groups can complete the final sections on Activity 2.

Have groups also discuss Questions 11 and 12 on page 30. Encourage groups to use Activity 2 to summarize the problems facing Nigeria (Question 11) and propose solutions to the problem (Question 12). Groups can then present their ideas to the rest of the class for comment.



- 11. How does ethnic diversity contribute to difficulties in forming a unified nation-state?
  - Differences of traditional customs, language, and religion may be sources of conflict
    causing deterioration of a nation-state. From Activity 2, students should recognize that
    Nigeria has ethnic divisions along regional lines among the Hausa and Fulani in the north,
    the Yoruba in the southwest, and the Igbo in the southeast.
- 12. What strategies can you think of to unify Nigeria?
  - Allow each group to present and defend its ideas. Inform the class that in Lesson 4 they
    will see what policies the Nigerian government has used to try to build a unified nation.

Challenge students to consider whether ethnic diversity can also be a source of cohesion, bonding the members of a nation-state. Students may understand that bringing people together to establish a sense of nationalism—in support of a single national government—is essential for establishing and maintaining a unified nation-state. Tolerance of religious diversity and other cultural differences is necessary for developing such national unity.





# How has Nigeria tried to build a unified nation?



# Time Required

Two or three 50-minute class periods



# Materials Needed

Copies of Activity 3 for each student Sheet of tracing paper for each student

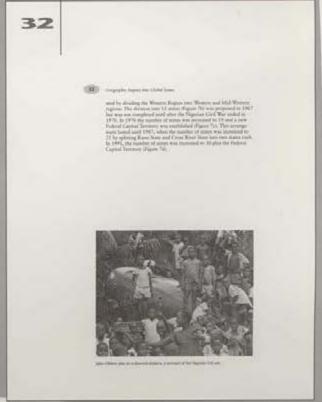


# **G** Glossary Words

autonomy coup d'état federalism

nationalism





# **Getting Started**

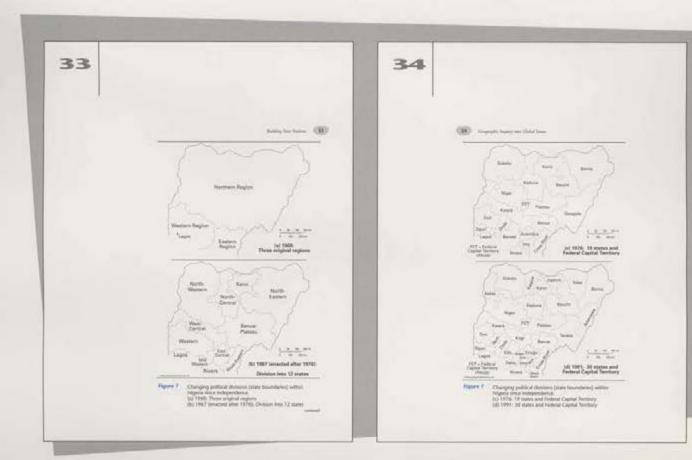
Have students study the series of maps comprising Figure 7 on pages 33–34 in the Student DataBook. Have them brainstorm reasons why the number of Nigerian states has increased from 3 (1960) to 12 (1967) to 19 (1976) to 30 (1991). Without judging their speculations, list all their reasons on the chalkboard. If ideas are slow in coming, prompt students to think back to the material on ethnic and religious divisions discussed in Lesson 3. Ask students to record what they think are the best three reasons given on the chalkboard.

#### **Procedures**

# How has the map of Nigeria changed since independence? (pages 31–35)

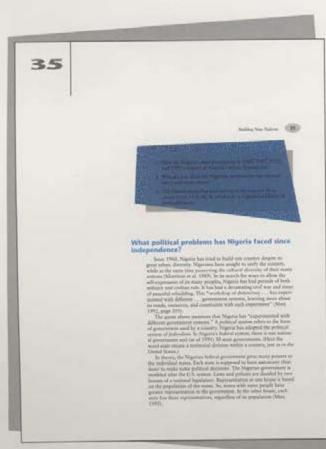
A. Have students pair off and read the text introducing Figure 7. Distribute copies of Activity 3 and a sheet of tracing paper to each student. In order for students to answer Questions 1–3 on page 35, students use the map of Nigerian ethnic regions on the Activity (a copy of Figure 4 on page 21) and the map of Nigeria's internal state boundaries (Figure 7 on pages 33–34) in the following tracing activity.

Have students trace outlines of the state boundaries for each of the four years shown in Figure 7a–d. Next have students overlay their tracings, one by one, on the map of ethnic group boundaries on Activity 3. Suggest that students divide the work; each student can do two tracings and work with his or her partner to answer the questions on the Activity. It is hoped students will see how the proliferation of states is generally related to Nigeria's ethnic diversity. See *Key for Activity 3*.



- 1. How do Nigeria's state boundaries in 1960, 1967, 1976, and 1991 compare to Nigeria's ethnic boundaries?
  - Students can note that Nigeria's original regional boundaries overlapped its cultural boundaries, such that each region included diverse groups. With each new division of states, different ethnic groups have been given their own states. This is especially true in the fragmented southeast. At the same time, more states have been carved out of the traditional Yoruba and Hausa and Fulani lands in the southwest and north, giving these dominant groups more states. New states have also been created in the ethnically diverse middle-belt.
- 2. Why do you think the Nigerian government has created more and more states?
  - Accept speculation here, as the following section will provide more information. The basic
    point is that Nigeria has sought to create states so that more of its diverse ethnic groups
    would be represented in the federal government. Each new addition of states has divided
    Nigeria's ethnic groups, which might limit disputes between different groups. Creation of
    more states for some groups (such as the Hausa and Fulani) might also give them greater
    political power relative to other groups that have only one state.

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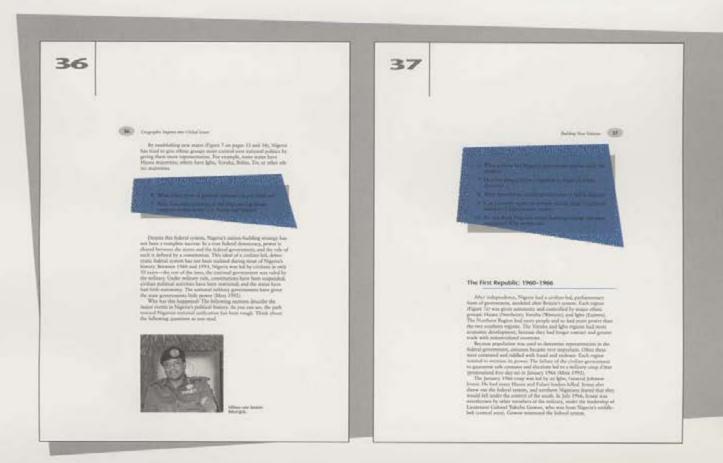


# What political problems has Nigeria faced since independence? (pages 35-40)

B. Discuss the introductory text and Questions 4 and 5 on page 36 with the class as a whole. Remind students to consider Nigeria's cultural diversity, covered in Lesson 3. Ask students to consider how diverse peoples might organize themselves to form one unified country. Reinforce the point made in the text that Nigeria's nation-building strategy has been one of acceptance rather than oppression of cultural diversity. The creation of new states is one manifestation of this.

- 3. The United States has also increased the number of its states, from 13 to 50. In what way is Nigeria's addition of states different?
  - New U.S. states were added as the country expanded its territory westward. In Nigeria,
    the area of the country has not increased. To illustrate how fragmented Nigeria is, note
    that Nigeria's present configuration of 30 states occupies about the same land area
    (approximately 357,000 square miles) as the eight southern states of Arkansas, Louisiana,
    Mississippi, Alabama, Georgia, Tennessee, and both Carolinas.

- 4. What other types of political systems can you think of?
  - Others students might mention besides federal democracies (as in Nigeria, Germany, or the United States) are parliamentary democracies (Britain, Canada, Australia, etc.), absolute monarchies (Saudi Arabia), communist dictatorships (China), and so on.
- 5. How does representation in the Nigerian legislature compare to that in the U.S. Senate and House?
  - The Nigerian system (presently suspended) is modeled after the U.S. system. Like the U.S. Senate, one chamber of Nigeria's legislature has equal representation for all states regardless of population. The other chamber, like the U.S. House, has the number of representatives based on state population.



C. The next six sections in the Student DataBook, pages 37-40, each describe the major political events in Nigeria, divided into six periods: "The First Republic: 1960-1966"; "Civil war: 1967-1970"; "Military rule in the 1970s"; "The Second Republic: 1979-1983"; "Military rule: 1983-1993"; and "The Third Republic: 1993." It is suggested that you use a jigsaw learning strategy, in which students first become "experts" on one section of this history. After reorganizing into new groups,

the experts then teach other members of their new group about their time period.

First divide the class into six expert groups, one for each of the six historical periods. (If you have a large class, it may be better to create two smaller expert groups for each section.) Instruct students to consider Questions 6–10 on page 37 as they relate to their section and develop some tentative answers.

# Questions and Answers for page 37

- 6. What policies has Nigeria's government used to unify the country?
  - Items students can spot include the division of the country into greater numbers of states; the use of oil money to develop roads, schools, and other projects throughout the country; the creation of national parties and the National Youth Service Corps; and the building of a new federal capital in the country's center.
- 7. How are these policies a response to Nigeria's ethnic diversity?
  - Students can identify several elements that reveal how important ethnicity has been in Nigeria's political history. New states were created to give more ethnic groups representation in the government, and sometimes (e.g., the division of the Eastern Region) to reduce the political power of larger ethnic groups. The youth-service program was meant to promote tolerance and understanding of cultural diversity by giving people experience living with other ethnic groups. Placing the capital in the center could avoid having the center of political power in the hands of one ethnic group.
- 8. What factors have caused governments to fail in Nigeria?
  - Some students may recognize that the very mention of leaders as being Hausa, Yoruba, or Igbo reveals how important ethnic identity is to Nigerians. In the 1960s and 1970s, governmental changes were often related to differences and distrust among ethnic groups. Some political conflicts (e.g., the civil war or tension between Christians and Muslims) have been directly related to ethnic differences. Since the 1980s, economic problems have caused most of the instability in Nigeria. Governmental corruption is mentioned as a long-standing problem of both civilian and military leaders.
- 9. Can a country expect to prosper during times of political instability? Explain your answer.
  - It is hoped students recognize that economic development is threatened by political instability. This topic is treated in more detail in Lesson 5, but for now, students can note that Nigeria's political and economic problems have gone hand-in-hand, especially since the 1980s.

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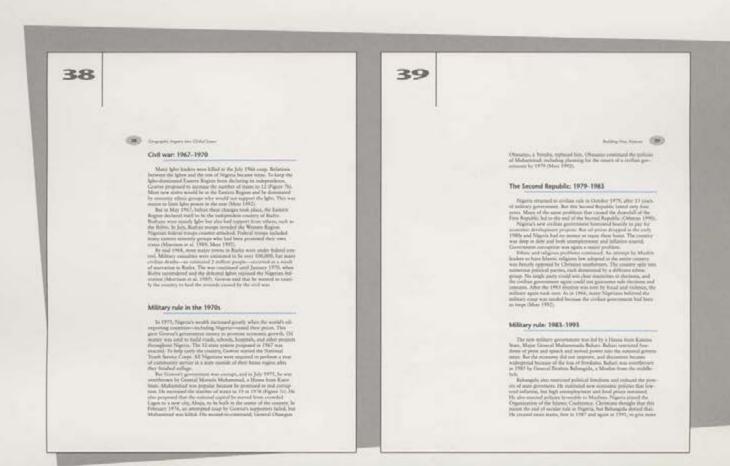
#### 10. Do you think Nigeria's nation-building strategy has been successful? Why or why not?

Encourage groups to seek a consensus on this opinion question. Note that Nigeria's
nation-building strategy has been to preserve its ethnic diversity. By creating more states,
each ethnic group has been given greater representation in Nigeria's federal system.
Whether students think it is successful is up to them, but they should be able to defend
their decision. It is essential to note, however, that ethnic differences remain a major
problem threatening Nigeria's unity.

You may wish to note that had Nigeria's nation-building process relied instead on assimilating diverse ethnic groups into one nation, the process of fragmenting ethnic groups into different internal states would hinder unification. Whether this would have been a successful strategy is questionable, given the historical divisions among the Yoruba, Igbo, Hausa and Fulani, and other peoples.

Now reorganize the students into "teaching" groups, consisting of one representative from each expert group. The teaching groups will consider the entire political history of Nigeria, as presented by each expert, and develop answers for Questions 6–10. Each

expert can help guide the teaching group on these answers by relating key information from their particular time period. You may choose to have groups answer the questions orally or in writing. Bring the class together afterward for discussion.



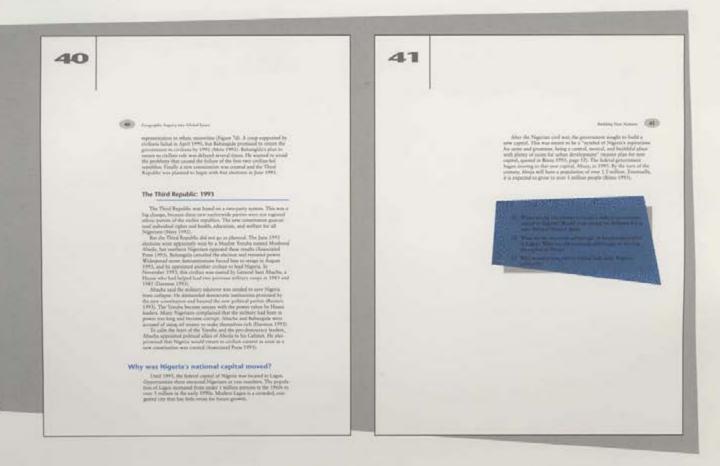
# Why was Nigeria's national capital moved? (pages 40-41)

D. Split the class into small groups and have them read this section and answer Questions 11–13 on page 41. Use Figure 7 to review the location of Abuja, and have students debate whether a centrally located capital will help unify Nigeria.

# Questions and Answers for page 41

- 11. Where would you choose to locate a federal government capital in Nigeria? Would your answer be different if you were Yoruba? Hausa? Igbo?
  - Students can debate whether the location of Abuja makes sense as a unifying capital. Note
    that it is in the middle-belt, traditionally the zone in between the Yoruba, Igbo, and Hausa
    and Fulani. It is possible that some members from each dominant ethnic group would
    prefer to have the national capital in their own region.

continued



- 12. What are the economic advantages to keeping the capital in Lagos? What are the economic advantages to moving the capital to Abuja?
  - Lagos is a port city and, because it has been the capital since colonial times, it already has
    the government buildings and other features necessary in a capital city. But, as the Student
    DataBook pointed out, Lagos is overcrowded and has no room to grow. Abuja, on the
    other hand, was planned for future growth and could be built to attract new jobs to the
    middle-belt area.
- 13. Why would a new, central capital help unify Nigeria politically?
  - A capital city attracts new jobs and other economic opportunities. By bringing such
    advantages to the middle-belt area, Abuja is meant to stimulate more equal economic
    development in Nigeria. Also, by not having the capital in either of the dominant ethnic
    groups' traditional regions, Abuja would become a symbol of a new, unified country.

# **For Further Inquiry**

- Students can debate where to draw new state boundaries for Nigeria that would help alleviate its political problems. Have students make transparencies of their suggested state boundaries and project these for the rest of the class to discuss.
- Have students compare differing political systems throughout the world, particularly that of the United States and Canada. What is a democracy? Discuss how democracy differs from military dictatorships.



# What are the problems of development facing Nigeria?



# Time Required

One or two 50-minute class periods



#### **Materials Needed**

Mini-Atlas map 4



# **Glossary Words**

development
gross national product (GNP)
multinational corporations (MNCs)

# **Getting Started**

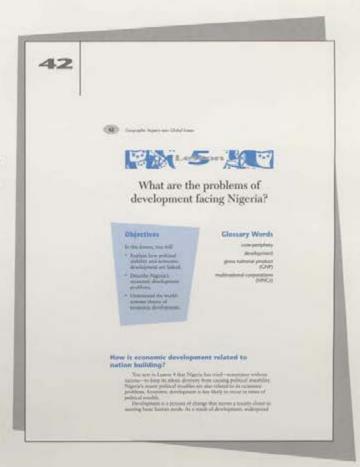
To get students thinking about the meaning of economic development, begin by asking them to identify their basic needs: food, clothing, shelter, etc. This activity provides the basis for a discussion of the goals of development—to provide the basic needs for all people.

## **Procedures**

#### How is economic development related to nation building? (pages 42-44)

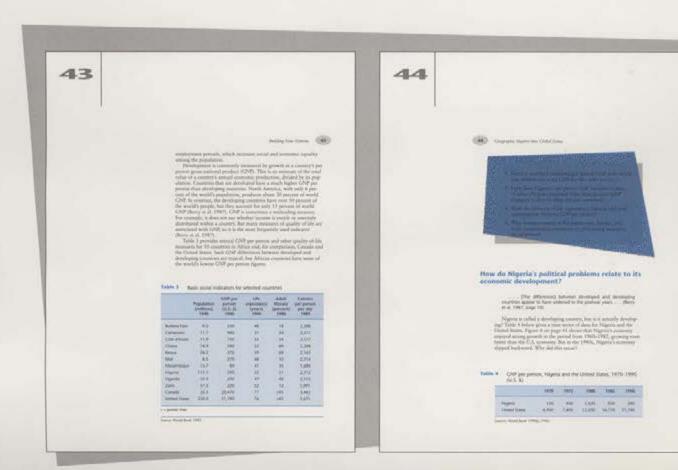
A. Have students read the material defining development and gross national product. Be certain students understand the basic differences between so-called developed and developing countries; ask students to provide examples of each. Discuss Questions 1–4 with the class.

For younger students, this material is likely to be less familiar than for older students. You may need to spend more time on these issues and give more guidance to younger students. Older students may be able to handle this material on their own, in small groups.



- 1. Given a country's estimated per person GNP, how would you estimate the total GNP for the entire country?
  - By multiplying the per person GNP by the country's population, one could estimate the country's total GNP.
- 2. How does Nigeria's per person GNP compare to that of other African countries? How does its total GNP compare to that of other African countries?
  - Nigeria's per person GNP is similar to that for most other African countries, although
    much lower than that for Cameroon or Côte d'Ivoire. But its total GNP is much greater
    than that for all other African countries in Table 4. The important point here is that even
    though Nigeria has a larger economy than its neighbors, it is not as well-off as some
    countries because of its vastly larger population.
- 3. How do measures of life expectancy, literacy, and food consumption relate to GNP per person?
  - By a simple visual comparison, students can spot that higher life expectancy, literacy, and daily caloric consumption are all associated with higher per person GNP.

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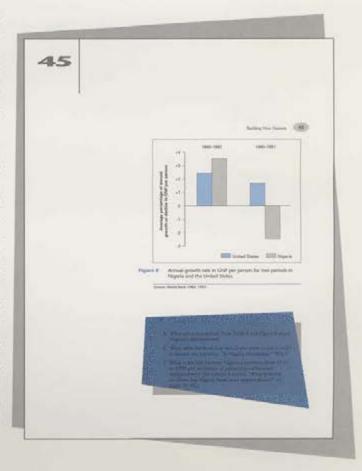
- 4. Why is improvement in life expectancy, literacy, and food consumption important for promoting economic development?
  - These three quality-of-life indicators, which are associated with the general welfare of the
    population, improve as economic development proceeds. In order to promote economic
    development, people's quality of life must improve as well.

In particular, educational opportunities are considered one of the most important aspects of building unified countries. National school systems are a key element in developing a sense of national identity in Africa—especially courses in geography and history (Morrison et al. 1989).

# How do Nigeria's political problems relate to its economic development? (pages 44-46)

B. In this section, data are presented (Table 4 and Figure 8 on pages 44 and 45) to challenge the notion that Nigeria is indeed developing. The data show that Nigeria is not showing progress economically—rather, it seems to be regressing. Discuss Questions 5–7 with the class. Allow students time to review the political history in Lesson 4 to answer Question 7.

Note: It may help to emphasize the differences in development between Nigeria and the United States since 1970, as shown in Table 4. Per person GNP has increased about four times in the United States since 1970. Point out that some of this increase is due simply to inflation. For example, you may want to mention that minimum wage jobs in 1970 paid about \$1.65 per hour, in contrast to the \$4.25 per hour that students might earn at such jobs today. By the same token, prices have increased fourfold in many items as well (e.g., gasoline has increased from about 30 cents per gallon to about \$1.20 per gallon). The point is that in the United States, increases in earnings have roughly kept pace with price increases. But in Nigeria, the stagnant or declining GNP reinforces the idea of declining quality of life.

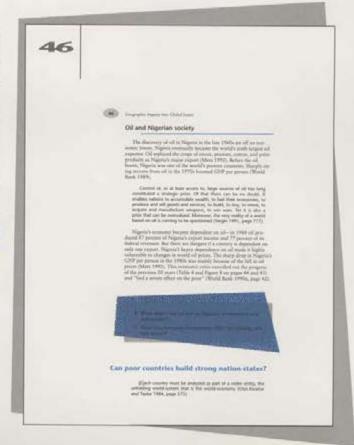


- 5. What can you conclude from Table 4 and Figure 8 about Nigeria's development?
  - The data indicate that Nigeria had substantial economic growth until about 1980, then
    began to experience a decline. These data would suggest that Nigeria is not experiencing
    progressive development. By contrast, the United States, with its more stable and diverse
    economy, has shown relatively consistent growth during this period.
- 6. What other kinds of data would you want to see in order to answer the question, "Is Nigeria developing?" Why?
  - Because the concept of development implies improvement in the quality of life, data on
    employment, health care, education, and nutrition would be useful to see how well Nigeria
    is progressing economically. (You may wish to have students seek out such data from
    almanacs or encyclopedias to answer this question.)

continued

C. Have students read "Oil and Nigerian society," which reinforces the point made in the answer to Question 7 on the following page about how dependence on oil has caused economic and political instability in Nigeria.

Use Questions 8 and 9 on page 46 to guide class discussion closing the Nigerian case study. You may also want to discuss the point made in the Yergin quotation on page 46 about how reliance on oil is coming to be increasingly questioned. [Should you wish, this could lead into discussion about depletion of finite, nonrenewable resources and pollution or other environmental problems associated with oil.]



- 7. What is the link between Nigeria's economy from 1970 to 1990 and its history of political troubles since independence?
  - The political history recounted in Lesson 4 mentioned how the military government in the 1970s was able to use earnings from oil revenues to promote economic development throughout Nigeria. The civilian government of 1979–1983 (Second Republic) collapsed because it borrowed more money than it could repay once world oil prices sank. The ongoing political crisis in Nigeria since the 1980s is strongly related to its persistent economic woes. More details about the link between oil and political troubles is given in the next section.

- 8. What impact has oil had on Nigeria's development as a nation-state?
  - Oil has brought both economic progress to Nigeria (in the 1960s and 1970s) and, indirectly, economic ruin (after the 1980s). Governmental policies that led to reliance on this single export led to the decline of Nigeria's investment in other economic resources, especially agriculture. Be sure students recognize the difficulties inherent when developing countries put all their eggs in one basket, which can be disastrous if the market for eggs (so to speak) collapses. The key idea here, explored in the lesson's final section, is that developing countries do not always have the economic clout to control international markets in their key resources.
- 9. How does economic development affect the building of a new nation?
  - It is hoped students understand that when a country's economy begins to sag,
    unemployment becomes a greater burden. It is doubtful that people will be content with
    their government if there are few employment opportunities. In turn, it becomes much
    more difficult to develop a strong economic infrastructure without political stability. This
    can lead to great problems in building unified nations. When economic instability
    threatens a country, it is also likely that long-standing ethnic conflicts get rekindled,
    because of the widespread disaffection with the political system.

On the positive side, economic growth that improves the quality of life for all people in a country promotes political stability, which reinforces further economic growth. The examples of Cameroon and Côte d'Ivoire (African countries with the higher GNPs shown in Table 3) can be invoked here. Both countries have had greater economic and political stability since their independence than Nigeria.

#### Can poor countries build strong nationstates? (pages 46-47)

D. Have students read this section and discuss Questions 10-12 on page 47. This section introduces the world-systems theory, and the conceptual level here is likely to be beyond many students. Skip this section at your discretion. This section is not intended for younger students.

Point out that the term underdeveloped is often used in an active rather than a passive sense, that is, some of the more wealthy countries or core economies may actively underdevelop many of the peripheral, less-wealthy countries. Stress that the issues surrounding

- Do you think Nigeria's colonial experience supports the core-periphery arguments of the world-systems theorists? Explain your answer.
  - During the colonial era, Britain developed the natural resources of Nigeria for its own
    economic gain. This is evidence for the idea of core states exploiting the resources of the
    periphery.
- 11. Do you think Nigeria's experience since independence supports the core-periphery arguments of world-systems theorists? Why or why not?
  - There is evidence given in the module to support this contention. Nigeria has developed its
    oil resources, but this commodity has effectively been outside the control of Nigeria itself.
    Although the OPEC nations have sought to control the market price of oil, the demand for
    the product and the actual price paid for it has remained in the core, outside of the
    periphery.

continued

development are extremely complex problems with many differing perspectives on how to solve them. Encourage advanced students to seek out alternative development theories.

As an alternative way of introducing the core-periphery idea, distribute copies of Mini-Atlas map 4 around the class for students to share. Have students use this map of per person GNP by country to identify for themselves the countries comprising the core and periphery. [In general, the core countries are Canada, United States, European Community, Australia, and Japan. Peripheral countries are those of Latin America, Africa, Asia (except Japan), and Eastern Europe.]



- 12. Do you think that the NIEO resolution has had a major impact on the global system? Explain your answer.
  - Students might say no here, because the resolution was passed in 1974 and the gap
    between most rich and poor countries has been increasing ever since. Essentially, the
    resolution has put only moral pressure on the richer countries to help the poorer ones.

# For Further Inquiry

Have students pair off. Give one student the role of a foreign economic consultant (e.g., from the World Bank or International Monetary Fund) and the other the role of a Nigerian government official trying to promote development. Ask the consultant student

to identify what conditions Nigeria would need to exhibit in order for it to qualify for economic development assistance. Have the government student prepare a list of things he or she would report to demonstrate that Nigeria would be a good risk for receiving economic assistance.



# Must nations have their own territories?



# (1) Time Required

Two 50-minute class periods



#### Materials Needed

Copies of Activity 4 for each pair of students Recent news articles on South Africa



# **Glossary Words**

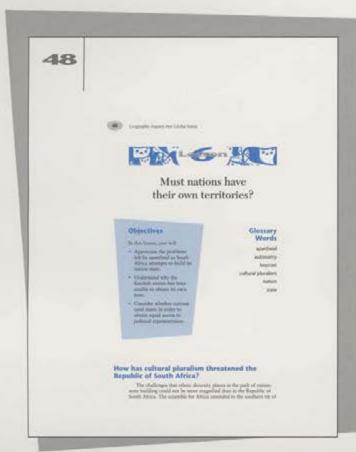
apartheid autonomy

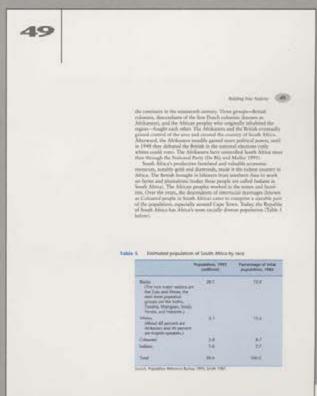
boycott

cultural pluralism

nation

state





## **Getting Started**

Ask students whether their conceptions of African countries, as exemplified by Nigeria, have changed over the course of the module. Have students review the data they have been collecting and posting on the problems of nation building from other regions of the world (Procedure C in Lesson 1). There may be issues raised in the students' articles that parallel or update the cases discussed in this lesson.

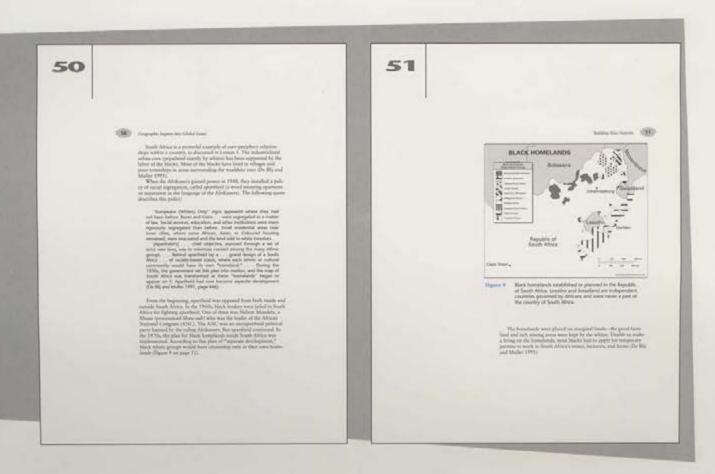
#### **Procedures**

# How has cultural pluralism threatened the Republic of South Africa? (pages 48–54)

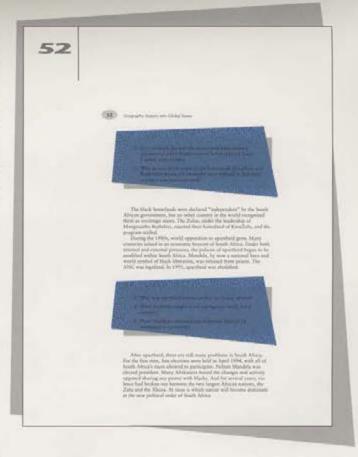
A. The text opens with a brief historical review of South Africa. Split the class into pairs and allow them time to read this background. Distribute copies of Activity 4 to each pair. Have students create a pie graph showing the proportions of blacks and nonblacks in South Africa from Table 5 (page 49). [Pie charts can be roughly drawn to show that approximately three-fourths of the population is black.]

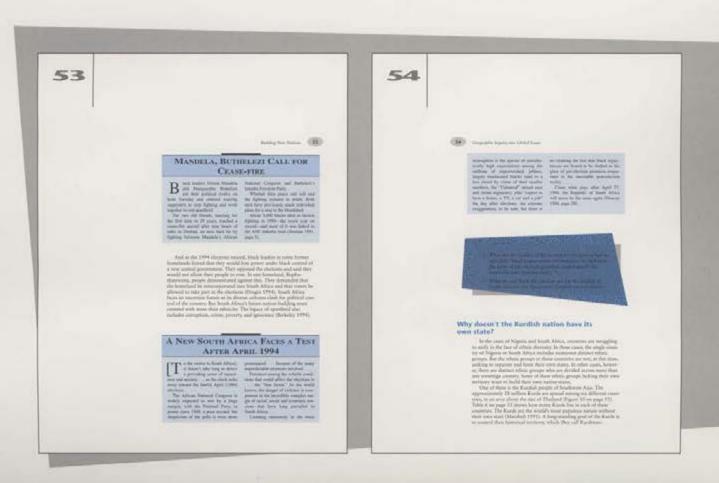
Prior to continuing with the Activity, allow students to read the text and quote on page 50 describing the now-abandoned policies of apartheid and separate development. Discuss these with the class to be sure they are familiar with these race-based policies. You may wish to have several students read this material aloud. [The key point for students to recognize here is that the country of South Africa was not controlled by its most populous nations. The minority whites controlled the economic core areas while the majority blacks were relegated to the economic periphery.]

If you skipped the section describing core-periphery relationships in Lesson 5, briefly explain this principle to students.



B. Students can now complete Activity 4 using the map of homelands (Figure 9 on page 51) and answer Questions 1–2 on page 52. The point of this exercise is not for students to make exact calculations of the area of each homeland, but rather to hone their map-reading skills by making very rough estimates of the size of the homelands. By doing so, students can see that the creation of homelands did not result in an equitable distribution of South Africa's land and resources. See Key for Activity 4.





- 1. Do you think the way the homelands were defined represented a fair distribution of South Africa's land? Explain your answer.
  - Although this asks for an opinion, it is hoped students see that a system that allocated only
    about 16 percent of the land to about three-fourths of the population is inherently unfair.
    This is particularly evident when it is considered that these homelands were not
    agriculturally productive or endowed with economic resources relative to the whitecontrolled areas.
- 2. Why do you think many of the homelands (KwaZulu and Bophuthatswana, for example) were defined so that their territory was not connected?
  - Encourage speculation here—one possible reason for setting up homelands with discontinuous borders was to keep the black ethnic groups fragmented and thus relatively weak politically.
- C. Complete the section on South Africa by having students read the remaining text, including the excerpts from newspaper articles on pages 53–54. Discuss Questions 3–7 on pages 52 and 54, or have students work in small groups to answer these.

Note: This module was written during Spring 1994, in the midst of South Africa's political changes. Bring in recent news articles about South Africa to update the Student DataBook's coverage of the 1994 election and subsequent developments. Alternatively, you may wish to assign students to collect articles from recent newsmagazines (if their collection of articles since Lesson 1 does not include any material on South Africa).

# Questions and Answers for page 52

- 3. Why was apartheid condemned as an unjust system?
  - Apartheid was condemned by other countries because it was inequitable and racist. Allow
    for an open discussion on how students feel about apartheid. Students may recognize that
    racism exists in many societies but that social change is often a slow process.
- 4. What problems might racial segregation create for a country?
  - The concept of separate development denied to blacks the same rights that whites had.
     Economic opportunities were unequal among the races in South Africa. Apartheid institutionalized these inequalities, and this created tension that led to violence. As noted in Lessons 4 and 5, nation-states face greater economic difficulty during times of political unrest. Also, South Africa was ostracized in the world (students may remember boycotts of South Africa by musicians and the Olympics).

continued

This question provides an opportunity to compare race-based policies and problems in the United States prior to the civil rights movement, should you wish to make this link to U.S. history. Discussion can also focus on the forms of segregated economic opportunities that persist in the United States today (e.g., low economic growth in predominantly black and Hispanic inner cities).

- 5. How would an international economic boycott be damaging to a country?
  - An economic boycott could severely damage a country's economy by slashing its income
    from exports and preventing it from importing needed goods. Without political and
    economic prosperity, and more importantly, equity, the basic social needs (e.g., health care,
    education, etc.) are more difficult to meet. Many observers believe that the international
    sanctions against South Africa were a major reason for the eventual abolition of apartheid.

# Questions and Answers for page 54

- 6. What did the author of the second article mean when he said that "black expectations are bound to be dashed as the glow of pre-election promises evaporates in the inevitable postelection reality"?
  - In Lesson 5, students saw that countries do not always control international markets for
    their products. It is likely that rapid economic growth will not immediately assist South
    Africans to achieve needed development. Many factors, beyond the control of a new
    government, could afflict South Africa with the same problems other African countries
    have had since independence. Students may also recognize that historic divisions between
    ethnic groups in South Africa will not vanish overnight—the resistance put up by
    Afrikaners and some black groups to the 1994 elections were but one indication of this.
- 7. What do you think the chances are for the success of South Africa's new leadership? Explain your position.
  - Encourage students to seek a consensus opinion. Use the recent, post-election news coverage of South Africa to provide more data to assist students.

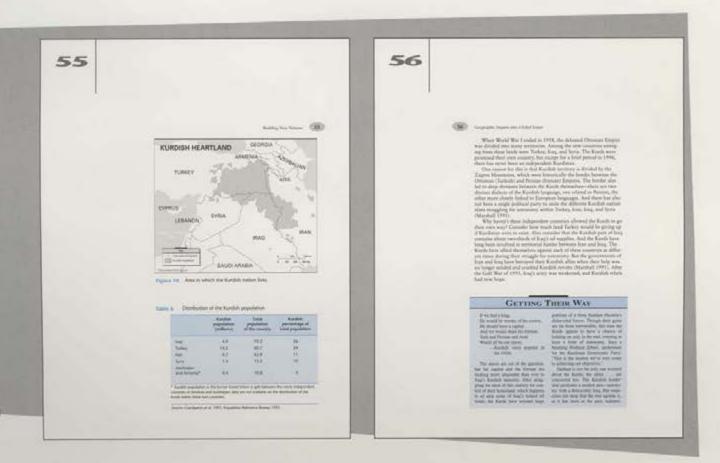
# Why doesn't the Kurdish nation have its own state? (pages 54–57)

D. Have students analyze the map of the Kurdish nation (Figure 10 on page 55) and read the text, including the article "Getting Their Way," on page 56. Have students study Table 6 (page 55).

Give students the role of a Kurdish leader working toward independence. Pose the question: What foreign governments would you need to negotiate with for territorial claims? [Kurds occupy portions of Armenia and Azerbaijan from the former Soviet Union, Turkey, Syria, Iraq, and Iran.] Ask students to consider what arguments they would make to state their case for an independent Kurdistan. Use this idea to focus discussion of Questions 8–10 on page 57.

- 8. What factors have prevented the Kurds from getting their own state?
  - The Kurds have lacked a unified language and political organization. They have been separated by mountains. They have lacked the military power to gain independence from stronger countries such as Turkey, Iraq, and Iran. Note that Kurdish lands include resources valuable to other countries, especially Iraq (oil) and Turkey (water). Western governments, such as the United States, have not been willing to let Iraq or Turkey be divided to create a Kurdish state.
- 9. Why do the Kurds feel that autonomy over their country is necessary?
  - The Kurds have faced a long history of discrimination in the countries mentioned above.
     Examples such as Iraq's gassing of Kurds and the repression of Kurdish culture in Turkey,
     Iran, and Syria are cited in the extract. Also, nations lacking sovereignty often lack control over critical economic resources, e.g., the petroleum deposits in northern Iraq. Discuss the imagery of independence and vengeance embodied in the Kurdish verse reprinted in the Student DataBook.

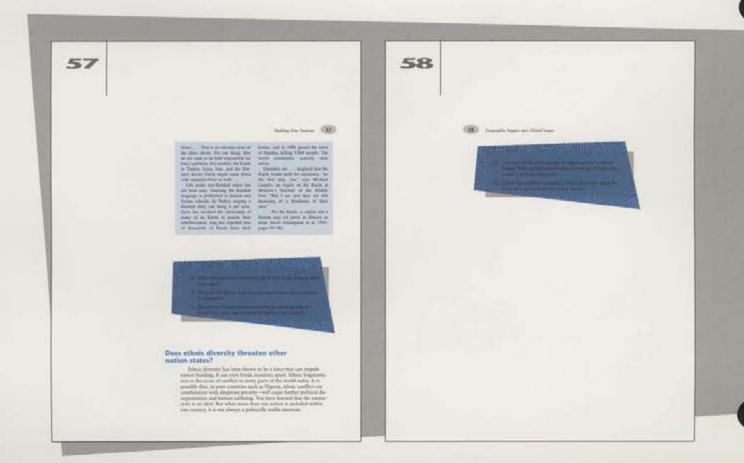
continued



- 10. Should the United States assist the Kurdish people to form their own nation-state? Explain your answer.
  - Discuss with students whether they think the Kurds' claims for autonomy are justified or not. Ask students to consider whether all people should have equal political representation by having their own state. If so, what should the United States and its allies do to help the Kurds? Be sure students consider the potential repercussions of U.S. action (e.g., alienating traditional allies in Turkey, long an important strategic member of NATO).

#### Does ethnic diversity threaten other nationstates? (pages 57-58)

E. Close the lesson with a discussion of Questions 11 and 12 on page 58. You may wish to have students work on these questions in small groups to brainstorm answers before discussing them with the class as a whole. These questions lead into Lesson 7.



- 11. Can you think of examples of other nations without states? Why would nations that do not have their own country seek sovereignty?
  - Other nations without states that students may know from news reports include the Palestinians, Basques (on the French-Spanish border), Tibetans (in China), Tamils (in southern India and Sri Lanka), and many groups within Russia. People seek sovereignty to gain political, economic, and cultural self-determination.

Ask students to consider whether Native Americans, African-Americans, or Hispanics in the United States fit this example of nations without states. [Native Americans strive for autonomy. They identify with specific tribal territories, and so these various tribes can be considered nations without states. But African-Americans do not constitute a separate nation because they do not share a separate language and an identification with a home territory. Their ancestors were brought as slaves from various African tribes and regions. Hispanics come from many different places—Cuba, Puerto Rico, Mexico, etc.—so they do not collectively share the same nationhood.]

- 12. Given the conflicts caused by ethnic diversity, does the ideal of a nation-state have any future?
  - This is an opinion question designed to get students thinking about Lesson 7. Have students look back at Figure 1 on page 9, Murdock's map of ethnic groups in Africa. Ask students if they think that this could be the map of Africa in the future, if and when each ethnic group achieves sovereignty. Another device to get the class thinking about the issue of ethnic fragmentation is to show maps of the Balkans, before and after the breakup of Yugoslavia.

The point here is that, given ethnic diversity, there may still be nation-states in the future, but they may well be very small and contain only one nation.

## For Further Inquiry

Ask students to consider what would have happened if the United States had been split into separate states defined by ethnicity. Ask students whether U.S. ethnic groups occupied distinct enough territories to be delineated. If they did, what kinds of problems would have occurred had the United States followed a policy of separate development?



# Is there a future for the nation-state ideal?



## (4) Time Required

One or two 50-minute class periods



## Materials Needed

Transparency of Overhead 1 (from lesson 1) Transparency of Overhead 4 Mini-Atlas maps 1 and 2



# **G** Clossary Words

global interdependence multinational corporations (MNCs) nationalism nation-state

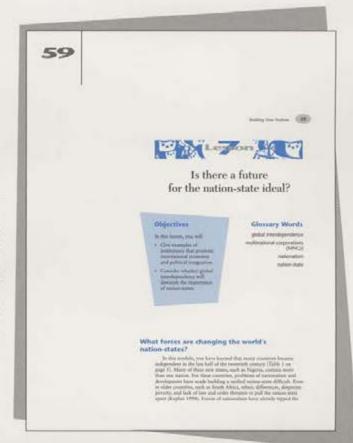
## **Getting Started**

This lesson concludes the module by examining the conflicting forces of global interdependence and nationalism. Students need some idea of the concept of interconnectedness or interdependence before this lesson. Present the example of a school system. A school system cannot function without cooperation among students, teachers, and administrators; all depend on each other to make the school a successful place.

#### **Procedures**

#### What forces are changing the world's nation-states? (pages 59-63)

A. Have several students read aloud the material introducing this section. Review the points made throughout the module regarding the problems that ethnic nationalism has posed in the building of new nations. Also, use the articles about this problem in other regions that students have been collecting.

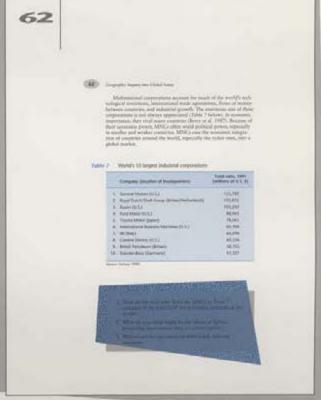


The Student DataBook next presents a brief discussion of how multinational corporations (MNCs) work to integrate the world economy. Give students time to read this material and examine Table 7 on page 62. Figure 11 (page 61) is included to illustrate how widespread are the operations of a single large MNC. Have students estimate the number of countries in which Mitsubishi operates. [A quick glance at a world map, such as Overhead 1 or Mini-Atlas maps 1 and 2, reveals that Mitsubishi has operations in 50 or more countries.]

To open discussion of Questions 1–3 on page 62, project Overhead 4, which reveals the total GNPs for selected countries around the world. Total GNP is achieved by multiplying GNP per person by the population of the country.





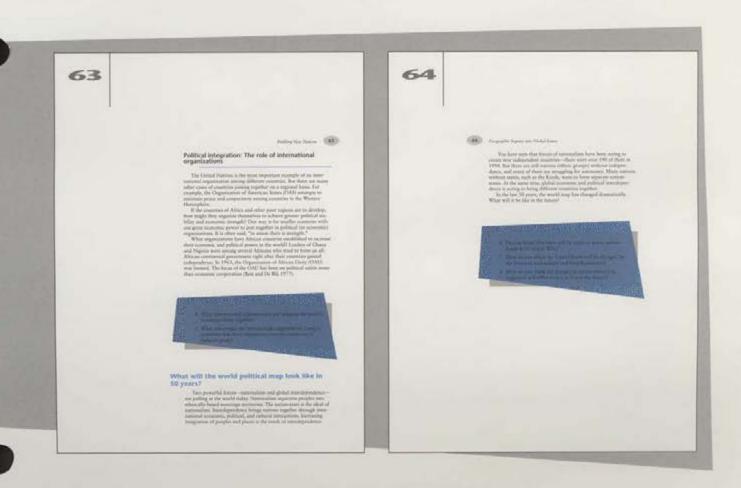


- 1. How do the total sales from the MNCs in Table 7 compare to the total GNP for individual countries in the world?
  - The annual sales of the largest MNCs are greater than all but the most populous
    developing countries (e.g., Mexico). Compared to the poorest countries, the annual sales
    of MNCs are vastly larger (e.g., Ethiopia's GNP was about one-twentieth the size of the
    GNP of General Motors). Note that the sales of large MNCs even exceed the total GNPs
    of less-populous developed countries (e.g., Ireland, Norway, Saudi Arabia).
- 2. What do you think might be the effects of MNCs generating more money than an entire country?
  - Corporate power may rival government power of independent nation-states. Economic
    clout translates into political power, because many political decisions and alliances are
    based on economic resources. In effect, MNCs are important players in the international
    arena along with sovereign countries. Multinational corporations also wield political
    power within large countries. In the United States, for example, successful election
    campaigns are dependent on mass-media communications, which are financed by MNCs.
- 3. Why would the operations of MNCs link different countries?
  - Large corporations help forge trade agreements and influence decisions regarding tariffs
    or other economic barriers among countries. More subtly, when products made in many
    countries are controlled by large MNCs, there is a tendency for the company to seek
    ways to unify its production processes. In the long run, this brings countries together
    by removing cultural differences between peoples. This idea has many familiar
    manifestations; encourage students to think of these (e.g., U.S. fast-foods appearing in
    other countries; Japanese consumer products such as TVs and video games becoming
    dominant elsewhere; Japanese and German cars being built in the United States; and
    so on).

B. Have students read the short text on political integration and discuss Questions 4 and 5 on page 63. As with economic integration, the main point here is that political ties between nations increase interdependence.

- 4. What international organizations are bringing the world's countries closer together?
  - The Student DataBook mentions the United Nations, European Community, NAFTA, OAS, and OAU. Students may be able to think of other examples.
- 5. What advantages do international organizations bring to countries that share important economic resources or political goals?
  - An economic union that may be familiar to students is OPEC, which is a group of
    developing countries that has sought to control oil prices. From Overhead 4, it may be
    seen that some OPEC countries, such as Saudi Arabia and Venezuela, have higher total
    GNPs than other developing states because of their large oil revenues. With respect to
    political unions, students may be aware that developing countries have been able to
    promote their needs for development more forcefully as a unified group (e.g., in the UN)
    than as individual nations.

If younger students are unable to think of these examples, you may wish to provide more guidance in this discussion.



# What will the world political map look like in 50 years? (pages 63-64)

C. Bring the module to a close by dividing the class in half. Assign one-half to consider in which world regions ethnic fragmentation (nationalism) is likely to lead to the creation of more new nations in the next 50 years. Have the other half of the class consider in which regions global political and economic interdependence is likely to lead to increasing cooperation between countries in the future. Have each half break into smaller working groups to review the ideas brought out in this lesson and list their reasons why either nationalism or interdependence will change the world map in the near future. Have the class argue their positions as a debate for Question 6 on page 64. Discuss Questions 7–8 with the class as a whole.

# Questions and Answers for page 64

- 6. Do you think that there will be more or fewer nation-states in 50 years? Why?
  - Students arguing the case for nationalism might point out that there is a chance that many new nation-states will be created in Africa, Eastern Europe, or Asia. Developing areas with low economic growth would likely experience greater political instability. By contrast, students arguing the case for interdependence might point out that there will be fewer nation-states as greater economic integration takes place (e.g., in Western Europe). The great bulk of world trade is between rich countries, and integration is more likely to occur in more-developed areas that have more to gain from economic cooperation.
- 7. How do you think the United States will be changed by the forces of nationalism and interdependence?
  - Encourage open discussion here. Points to raise include the likelihood of greater influence from other countries (Japan, Canada, Mexico, Europe, etc.) as economic ties between the United States and other places increase. Alternatively, ethnic divisions could become more significant in the United States if economic opportunities remain unequal between U.S. ethnic groups.
- 8. How do you think the changes in nation-states you suggested will affect how you live in the future?
  - The point here is that students are likely to see increasing changes in the world political
    and economic order in their lifetime. This question is designed to leave students with an
    open approach to questioning and following developments of global systems in the future.
    Consider recent changes in political maps of the world and current news events focusing
    on independence movements. The issue of changing nation-states appears to be one that
    will remain in the near future.

# For Further Inquiry

- Have students envision what the world map will look like in the future by having the class create a political map of the world in 2050.
   Will Africa be more fragmented? Will Europe be united in one country? Do this as a class project and create a wall mural to post in the school.
- Suggest that students consider what individual actions they can take to become more aware of

world political issues. For example, students can study foreign cultures in order to understand other countries' development needs. Or have students list how they can change their patterns of consumption in order to decrease their impact on world resource use (to allow others their fair share of world resources). Examples of altering consumption patterns would be encouraging family and friends to ride bicycles instead of driving, using less electricity and paper products, recycling, etc.

# Extension Activities and Resources

#### 1. Related GIGI Modules

- GIGI has three other modules with African case studies. Infant and Child Mortality has Central Africa as its major case study, and the module on Hunger focuses on Sudan. A lesson on Cameroon's agroforestry may be found in Sustainable Agriculture.
- Because nation building is such a broadly implicated topic, several modules are related to it. The module on *Diversity and Nationalism* deals with many of the issues of cultural pluralism also found in *Building New Nations*, but it uses the former Soviet Union as its major case study. The comparative case studies in *Diversity and Nationalism* look at the United States and Brazil as well as French Canada. *Religious Conflict* is another module that examines problems of ethnic difference.
- Several other modules relate to nation building in the modern world, particularly the role of the world economy in linking countries together. These modules include Interdependence, Global Economy, Development, Oil and Society, Regional Integration, and Political Change.

#### 2. Britannica Global Geography System (BGGS)

BGGS provides myriad extension activities to enhance each GIGI module. For a complete description of the BGGS CD-ROM and videodiscs and how they work with the GIGI print modules, please read the BGGS Overview in the tabbed section at the beginning of this Teacher's Guide.

#### 3. Related Videos

 EBEC offers these videos about the issues and regions explored in this module: "Africa: Western Region" and "Rivers in Danger: The Zambezi and the Nile."

For more information, or to place an order, call toll-free, 1-800-554-9862.

 Other related videos include: "Living Quarters" and "A Global Market," which are part of the Spaceship Earth series, PBS; and a video that concerns Africa—South of the Sahara in the Global Geography series, from the Agency for Instructional Technology.

#### 4. Student Projects

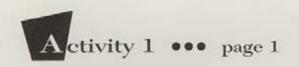
- Divide students into three groups, assigning each the respective roles of Nigeria's three major ethnic groups (Hausa and Fulani, Yoruba, and Igbo). Each group can then choose a representative to form a fourth group, which is the role of the state governing body. Use the classroom to simulate the state territory and the groups of nations. A variety of problems (e.g., a military coup d'état, religious strife, sharply falling oil prices, etc.) may be introduced for the groups to deal with.
- As students learn about Nigeria, they can gather data on the successes and failures of nation building from other regions of the world. Data can take many forms:, e.g., magazine or newspaper clippings, maps, and lyrics from music.
- Using a thematic atlas, have students compare the locations and natural resources of Native American reservations in the United States with the locations and resources of the black homelands in South Africa. Can parallels be drawn?
- Have students use the nation-state ideal of homogeneous culture to discuss or write about their own community. The following questions might be useful for this assignment: How do you define your community? To what extent is your community unified or fragmented? Does your community have an identifiable culture? If so, how would you describe it? Do its people belong to the same ethnic group? Which group is that? Or is yours a multicultural, multiethnic community? If so, how would you describe it? What relationships, if any, do you see between your community's culture and its degree of cohesiveness?
- There are a number of resources that students may investigate in order to learn more about foreign cultures. These include student exchange programs, such as the American Field Service (AFS). Volunteer organizations such as OXFAM offer opportunities for students to participate in grassroots—oriented development projects.

#### 5. African Resources

Establish a cultural exchange program via U.S. Peace Corps Volunteers in Africa. For information write to the following address:

> World Wise Schools 1990 K Street, NW Washington, DC 20526 or call 1-800-424-8580, ext. 2283

World Wise will send videos and reading material to schools at the teacher's request.



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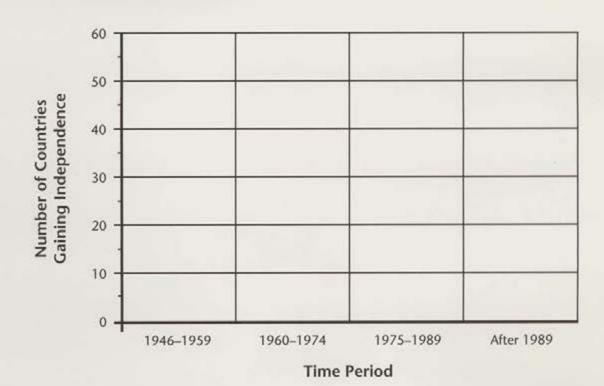
GIGI

Building New Nations Lesson 1

#### Number of Countries Gaining Independence Since 1945

#### Directions:

Plot the data in Table 1 (page 5 in your Student DataBook) on the bar graph below.
Count the number of countries that became independent in each time period and make
a bar graph of that height.



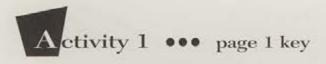
2. Study the map on Overhead 1. Countries are given different shades for each period when they became independent, with darker shades for more recent periods and lighter shades for earlier periods. Countries independent before 1945 are in white. What global pattern of independence can you describe from this map?

GIGI

Building New Nations

Lesson 1

Study the three ways of displaying the data from Table 1 (in Table 1 itself, in the ba graph, and in the map) and write a description of the pros and cons of each type of data display.
Table
Bar graph
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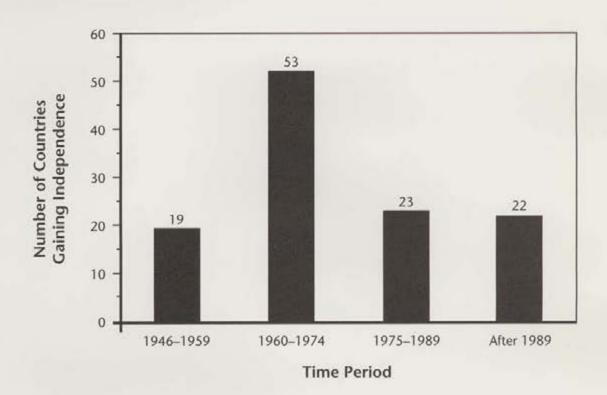


#### Number of Countries Gaining Independence Since 1945

Building New Nations Lesson 1

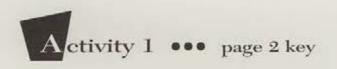
#### Directions:

1. Plot the data in Table 1 on the bar graph below. Count the number of countries that became independent in each time period and make a bar graph of that height.



2. Study the map on Overhead 1. Countries are given different shades for each period when they became independent, with darker shades for more recent periods and lighter shades for earlier periods. Countries independent before 1945 are in white. What global pattern of independence can you describe from this map?

[Nearly all countries in Africa and southern Asia have gained independence only since World War II. Many small island countries in the Caribbean, Pacific, and Indian oceans also gained independence after 1960. Except for the new countries of the former Soviet Union and Yugoslavia, nearly all European and American countries were independent before 1945.]



- 3. During which period did most African countries gain independence? [Most African countries became independent in the 1960s.]
- 4. Study the three ways of displaying the data from Table 1 (in Table 1 itself, in the bar graph, and in the map) and write a description of the pros and cons of each type of data display.

Table

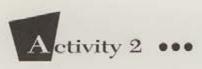
[Clearly lists specific years but gives no indication of regional patterns.]

Bar graph

[Provides a clear impression of which period had the most countries gain independence (1960–1974) but again gives no feel for the regional distribution.]

Map

[Gives a clear display of the regional patterns of independence by time period, but like the bar graph, it loses the detail of which countries became independent in which particular year.]

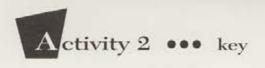


GIGI Building New Nations Lesson 3

<sup>™</sup> Names	

#### Nigeria's Regions

	Northern Region (north of Niger and Benue rivers)	Southwestern Region (south and west of Niger River)	Southeastern Region (south of Benue River and east of Niger River)
Ethnic groups			
Traditional agriculture			
Major languages			
Religions			
Ancient empires			
Traditional government			



#### Nigeria's Regions

Building New Nations Lesson 3

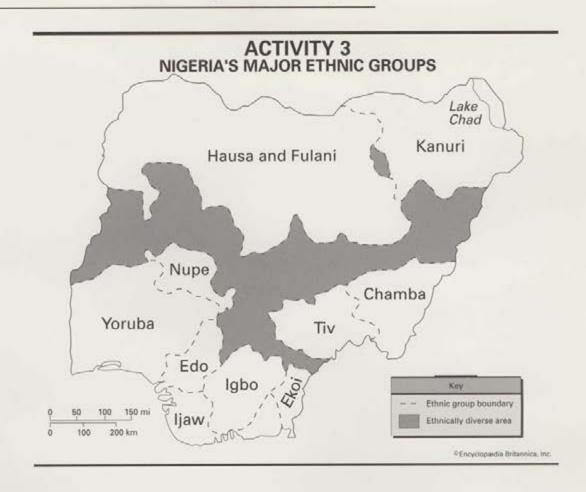
	Northern Region (north of Niger and Benue rivers)	Southwestern Region (south and west of Niger River)	Southeastern Region (south of Benue River and east of Niger River)
Ethnic groups	Hausa Fulani Kanuri	Yoruba Nupe Edo Ijaw	Igbo Ibibio Ekoi Tiv Chamba
Traditional agriculture	Pastoralism	Sedentary agriculture	Sedentary agriculture
Major Ianguages	Hausa (Arabic also spoken)	Yoruba	Igbo
Religions	Islam	Christian (Protestant and Anglican) Muslim minority	Christian (Catholic)
Ancient empires	Hausa and Fulani Kanem and Bornu Sokoto Caliphate	Oyo Benin	No empires
Traditional government	Centralized government (emirates)	Centralized goverment (kingdoms)	Decentralized, clan-based villages

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Building New Nations

Lesson 4

#### **Nigerian Ethnic Regions**



Directions: Trace outlines of the state boundaries of Nigeria for each of the four years shown in Figure 7a-d on pages 33 and 34 in your Student DataBook. Place each of the tracings, in turn, over the map of Nigeria's ethnic groups above. Answer the questions below.

What major ethnic groups were included in each of Nigeria's original three regions (1960)?			



#### **Nigerian Ethnic Regions**

Note: The boundaries between states and ethnic groups do not always match perfectly. The suggested answers below are not the only possibilities. Younger students may need more help with the uncertainty posed in cases where the boundaries are not a clean match. More detail is given than is really needed for students to grasp the idea that new states were created to give more representation to different ethnic groups. Larger ethnic groups have more states

1.	What major ethnic groups were included in each of Nigeria's original three regions (1960)?
	[Northern: Hausa and Fulani, Kanuri, Nupe, Tiv, Chamba, and the ethnically diverse
	middle-belt.
	Western: Yoruba, Edo, and part of Ijaw.
	Eastern: Igbo, Ibibio, Ekoi, and part of Ijaw.]
2.	When Nigeria split into 12 states, what major ethnic groups dominated each state?  [Hausa and Fulani got three northern states (Kano, North-Western, and
	North-Central);
	Kanuri got North-Eastern (although mixed with Hausa and Fulani);
	Tiv and Chamba dominated Benue-Plateau;
	Nupe and ethnically diverse mix got West-Central;
	Yoruba got the new Western state and Lagos state;
	Edo got Mid-Western;
	Ijaw got Rivers;
	Ekoi and Ibibio got South-Eastern;
	Igbo got East-Central.]
3.	Which ethnic groups got new states in 1976?
	[Hausa and Fulani now in four states;
	Kanuri have their own state of Borno;
	Nupe, Tiv, and Chamba each in their own ethnically mixed states;
	Yoruba now split into four states;
	Igbo now split into two states.]

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Building New Nations

Lesson 4

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Wh	ich ethnic groups got new states in 1976?
_	
-	
Ho	w many states does each major ethnic group have as of 1991?
-	

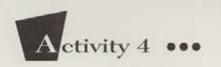
Ekoi now dominate Cross River.]

GIGI

Building New Nations

Lesson 4

4.	How many states does each major ethnic group have as of 1991?
	[Hausa and Fulani now have seven states;
	Kanuri now have two states;
	Yoruba now have five states;
	Edo now have two states;
	Igbo now have four states;
	Ibibio got own state of Akwa Ibom;



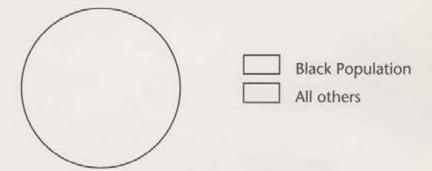
Names	

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Building New Nations Lesson 6

## Proportions of Blacks and Nonblacks in South Africa

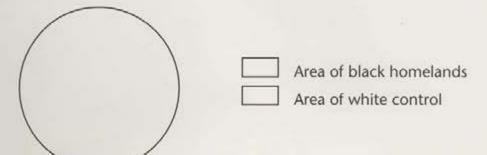
1. From Table 6 on page 55 in your Student DataBook, make a pie chart showing the approximate percentage of blacks in South Africa's population. Complete the legend below.

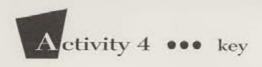


2. Complete the table below to estimate the land area for each of the black homelands. The areas of four homelands are given for you. To estimate the other six, look at Figure 9 on page 51 in your Student DataBook and decide whether the homeland is closer in size to Transkei or closer in size to Venda. If you think it is closer in size to Transkei, enter "15,000" in the blank. If you decide it is closer in size to Venda, enter "2,500" in the blank.

Bophuthatswana 15,573 square miles KaNgwane
Ndebele KwaZulu
Lebowa Qwaqwa
Venda 2,510 square miles Ciskei 3,282 square miles
Gazankulu Transkei 15,831 square miles

3. Add up your answers to Question 2 to get an estimate for the total land area of the 10 black homelands (\_\_\_\_\_\_\_\_ square miles). Create another pie chart, showing the percentage of South Africa's total land area that the white government planned to turn over to black control. The total land area of the Republic of South Africa is 471,400 square miles.

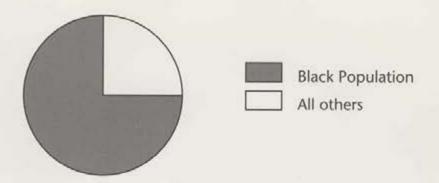




## Proportions of Blacks and Nonblacks in South Africa

Building New Nations Lesson 6

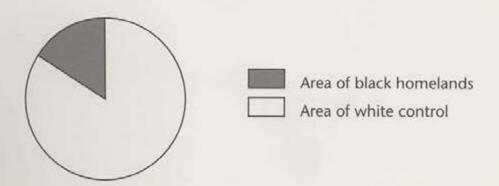
1. The pie chart should show approximately three-fourths of the population as black.



2. The estimates below are, of course, rough at best. The point is mainly to give students quick practice in comparing areas on maps. You may wish to have your students make more exact estimates. In truth, however, even this rough estimate yields a reasonable answer. According to Smith (1987), blacks were given about 13 percent of the land area.

Bophuthatswana	15,573 square miles	KaNgwane	[2,500]
Ndebele	[2,500]	KwaZulu	[15,000]
Lebowa	[15,000]	Qwaqwa	[2,500]
Venda	2,510 square miles	Ciskei	3,282 square miles
Gazankulu	[2,500]	Transkei	15,831 square miles

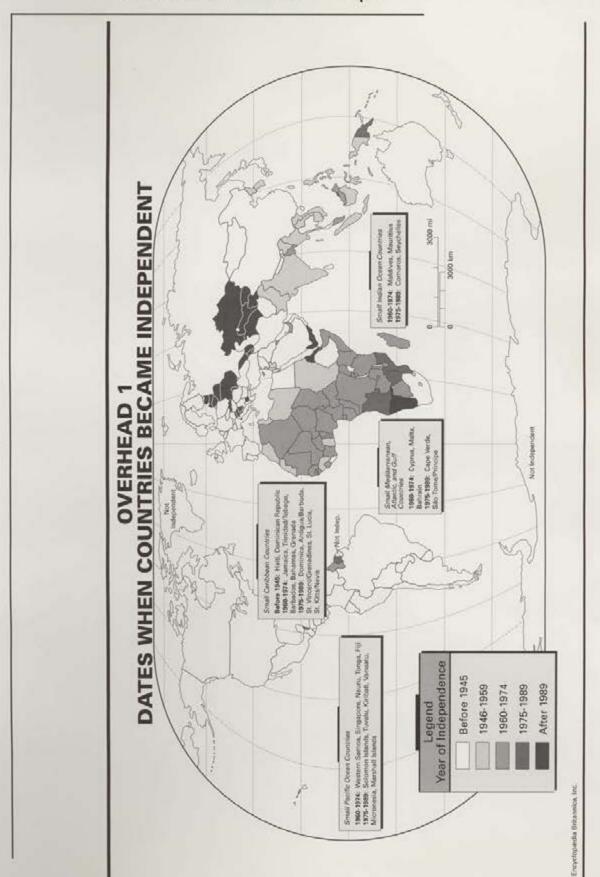
3. From Question 2, the estimate for the total land area of the 10 black homelands is 77,196 square miles. The percentage of South Africa's total land area that the white government planned to turn over to black control was about 16 percent (77,196/471,400 x 100). This is about 60 degrees of a circle.

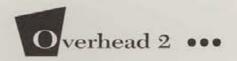




#### **Dates When Countries Became Independent**

Overhead 1 •••





Africa's Ethnic Groups

Building New Nations Lesson 2

### OVERHEAD 2 AFRICA'S ETHNIC GROUPS



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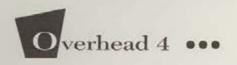
Modern African Political Boundaries

### OVERHEAD 3 AFRICA



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Total Gross National Product (GNP) for Selected Countries

Building New Nations Lesson 7

Country	Total GNP (millions of U.S.\$, 1991)
GNP per person over \$5	5,000
United States	5,620,048
Japan	3,336,627
Germany	1,894,365
Italy	1,070,456
Canada	558,012
Spain	485,550
Netherlands	283,578
Saudi Arabia	120,428
Norway	104,146
Ireland	38,920
GNP per person under	\$5,000
Mexico	252,399
Indonesia	110,593
Turkey	101,994
South Africa	99,584
Thailand	89,804
Venezuela	54,054
Philippines	45,917
Nigeria	33,660
Egypt	32,696
Bangladesh	24,332
Kenya	8,500
Ethiopia	6,336



## GIGI

## Geographic Inquiry into Global Issues

# **Building New Nations**

Program Developers

A. David Hill, James M. Dunn, and Phil Klein

Regional Case Study Africa—South of the Sahara



### Geographic Inquiry into Global Issues (GIGI)

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# GIGI National Field Trial Locations

Anchorage, AK

Juneau, AK

Birmingham, AL

Grove Hill, AL

Ventura, CA

Arvada, CO

Boulder, CO

Colorado Springs, CO

Lakewood, CO

Westminster, CO

Wilmington, DE

Nokomis, FL

Lithonia, GA

Marietta, GA

Beckemeyer, IL

Red Bud, IL

Lafayette, IN

La Porte, IN

Merrillville, IN

Mishawaka, IN

Eldorado, KS

Morgantown, KY

Lowell, MA

South Hamilton, MA

Westborough, MA

Annapolis, MD

Baltimore, MD

Pasadena, MD

Detroit, MI

Mt. Pleasant, MI

Rochester Hills, MI

South Haven, MI

St. Joseph, MI

Jefferson City, MO

Raymondville, MO

St. Louis, MO

McComb, MS

Boone, NC

Charlotte, NC

Oxford, NE

Franklin Lakes, NJ

Lakewood, NJ

Salem, OH

Pawnee, OK

Milwaukie, OR

Portland, OR

Armagh, PA

Mercersburg, PA

Spring Mills, PA

State College, PA

Swiftwater, PA

Easley, SC

Alamo, TN

Evansville, TN

Madison, TN

El Paso, TX

Gonzales, TX

Houston, TX

Kingwood, TX

San Antonio, TX

Tyler, TX

Centerville, UT

Pleasant Grove, UT

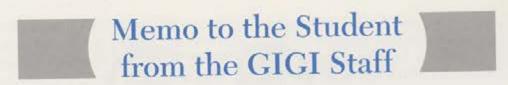
Salt Lake City, UT

Monroe, WI

Racine, WI

Cheyenne, WY

Worland, WY



GIGI stands for Geographic Inquiry into Global Issues, which is the name of a series of modules. Each module inquires into a different world issue. We wrote this memo to explain that GIGI is different

from most textbooks you have used.

With GIGI, you can have fun learning if you think like a scientist or detective. The main business of both scientists and detectives is puzzle-solving. They use information ("data" to the scientist and "evidence" to the detective) to test their solutions to puzzles. This is what you do with GIGI. GIGI poses many puzzles about important global issues: Each module centers around a major question, each lesson title is a question, and there are many other questions within each lesson. GIGI gives you real data about the world to use in solving these puzzles.

To enjoy and learn from GIGI, you have to take chances by posing questions and answers. Just as scientists and detectives cannot always be sure they have the right answers, you will sometimes be uncertain with GIGI. But that's OK! What's important is that you try hard to come up with answers, even when you're not sure. Many of GIGI's questions don't have clear-cut, correct answers. Instead, they ask for your interpretations or opinions. (Scientists and detectives are expected to do this, too.) You also need to ask your own questions. If you ask a good question in class, that can sometimes be more helpful

to you and your classmates than giving an answer.

The data you will examine come in many forms: maps, graphs, tables, photos, cartoons, and written text (including quotations). Many of these come from other sources. Unlike most textbooks, but typical of articles in scientific journals, GIGI gives its sources of data with in-text references and full reference lists. Where an idea or piece of information appears in GIGI, its author and year of publication are given in parentheses, for example: (Gregory 1990). If the material used is quoted directly, page numbers are also included, for example: (Gregory 1990, pages 3–5). At the end of the module you'll find a list of references, alphabetized by authors' last names, with complete publication information for the sources used.

To help you understand the problems, GIGI uses "case studies." These are examples of the global issue that are found in real places. "Major case studies" detail the issue in a selected world region. You will also find one or two shorter case studies that show variations of

the issue in other regions.

We hope your geographic inquiries are fun and worthwhile!



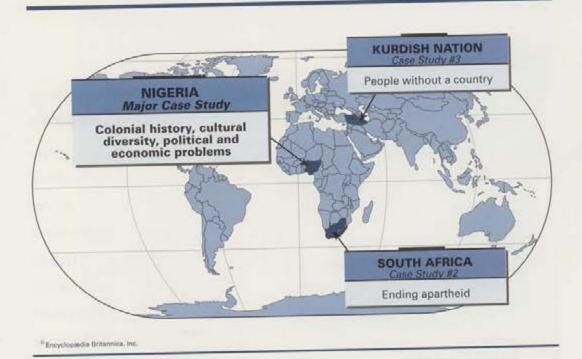
# **Building New Nations**

# H ow are nation-states built?

- How is your life connected to the struggles of new nations?
- Is cultural diversity a source of strength or weakness for a country?
- Can new nations be built upon cultural diversity?
- In the future, will there be separate countries or international unions?

In this module you will examine problems faced by new nations. You will discover the forces that bind nations together and the forces that cause countries to break up. The module's major case study is on Nigeria-the country with the largest population in Africa. Nigeria is one of the many African countries whose boundaries were drawn by distant colonial powers, without the consent of local people. By examining Nigeria's cultural diversity and history of political unrest, you come to understand and appreciate the problems of building a unified nation-state.

You will also explore how nation building and economic development are related. Problems of unequal development in the world are common. Many ethnic groups are struggling to establish nationstates in order to gain better access to economic resources and political power. You will examine examples of this in brief studies of South Africa and the Kurdish people. At the same time, the world's economies are becoming increasingly linked. What will happen to nation-states in the future as the global community becomes more interdependent?



## **Questions You Will Consider in This Module**

- How does the concept of the nation-state differ from nations and states?
- How did Africa's colonial history affect the formation of its modern nation-states?
- Why do African countries have problems forming unified nation-states?
- Why is it important to appreciate cultural diversity among differing nations?
- What have countries done to build stable nation-states?
- How are political stability and economic development linked?
- Will there be more or fewer nation-states in the future?



# What is a nation-state?

### **Objectives**

In this lesson, you will

- Recognize Africa as a region where many countries recently became independent.
- Explain how a nation differs from a state and how nations can be identified by their cultural characteristics.
- List the characteristics of a nation-state.

# Glossary

country
culture
ethnic
government
nation
nationalism
nation-state
political geography
sovereignty

# Where are most of the world's new countries?

During the twentieth century, Earth's land surface has repeatedly been divided into more and more new countries. These countries, which are called *states* by political geographers, have precise territorial boundaries and independent governments. In 1993, there were 190 states in the world (*Information Please Almanac* 1994), most of which had become independent since World War II (Table 1 on page 5). In fact, there were only 73 independent states in 1945.

Table 1 Countries that became independent after 1945

1946	Jordan	1964	Malawi
	Philippines		Malta
1947	Pakistan		Zambia
	India	1965	Gambia
1948	Myanmar (Burma)		Maldives
	Sri Lanka		Singapore
	Israel	1966	Guyana
	Korea (North and South)		Botswana
1949	Indonesia		Lesotho
1951	Libya		Barbados
1953	Laos	1968	Nauru
1,200	Cambodia		Mauritius
1954	Vietnam		Swaziland
1956	Sudan		Equatorial Guinea
1750	Morocco	1970	Tonga
	Tunisia		Fiji
1957		1971	Bahrain
1958			Qatar
1960			United Arab Emirates
1,500	Togo		Bangladesh
	Madagascar	1973	Bahamas
	Zaire	1974	Grenada
	Somalia		Guinea-Bissau
	Benin	1975	Mozambique
	Niger		Cape Verde
	Burkina Faso		São Tomé and Príncipe
	Côte d'Ivoire		Papua New Guinea
	Chad		Suriname
	Central African Republic		Angola
	Congo		Comoros
	Cyprus	1976	Seychelles
	Gabon	1977	Djibouti
		1978	Solomon Islands
	Senegal Mauritania	10.000	Tuvalu
			Dominica
	Nigeria Mali	1979	Saint Lucia
100	The state of the s	10000	Kiribati
196	Kuwait		St. Vincent and Grenadines
	207 (127 C	1980	
100	Tanzania 2 Western Samoa	1,00	Vanuatu
196	Burundi	1981	Belize
		,,,,,	Antigua and Barbuda
	Rwanda	1983	
	Algeria	1984	
	Jamaica	1986	
	Trinidad and Tobago	1700	Marshall Islands
50200	Uganda	1990	
196	The state of the s	1990	Yemen
	Malaysia		continued

1991 Georgia Lithuania Tajikistan Turkmenis Armenia Azerbaijar Estonia Kazakhsta Kyrgyzsta Latvia Moldova Belarus Ukraine	n	(Ex-Yugoslav) Macedonia
Uzbekisti Croatia Slovenia	ın	

Sources: Information Please Almanac 1994; National Geographic Society 1990.

# If a country is a state, what is a nation-state?

Table 1 gives a list of countries. Political geographers use the terms country and state to mean the same thing: A precisely bounded territory with an independent government. (As you know, some countries, such as the United States, refer to divisions within the country as states.) Independent countries are self-governing. A word that means the same thing is sovereignty. Sovereign states are not controlled by outside authority, such as another country or an international organization.

What, then, is a nation, and how is it different from a country? Most people use the terms *country* and *nation* to mean the same thing. But political geographers reserve the term *nation* to mean a single ethnic population, one in which people speak the same language and follow the same customs and beliefs. So it is ethnic identity, and, ideally, cohesion or unity, that defines individual nations. For example, groups of Native Americans are called nations, such as the Lakota Nation.

Lakota Nation.

Many nations do not have sovereignty. But when a nation does have sovereignty, political geographers call it a nation-state.

A nation-state meets three criteria: precisely bounded territory, sovereignty, and cultural or ethnic cohesion. According to this strict definition, there are few, if any, actual nation-states. Instead of this ideal, most countries contain several ethnic groups or nations—they are multinational.

This module focuses on the problems of state building, especially those problems caused by multinationalism. Africa has many new multiethnic states that are struggling with the problems of cohesiveness and unity.

- 1. What are some characteristics of culture that promote cohesiveness and unity in a group of people?
- 2. Which nations can you think of that are not nationstates? Which countries can you think of that are not nation-states?
- 3. Why do you think the divisions within the United States are called states when they do not have sovereignty?
- 4. Do you think the United States is a nation-state? Why or why not?
- 5. What characteristics do citizens of Canada or the United States share that help create cultural cohesion and unity?
- 6. Which of these characteristics do you think are a part of your personal identity? Which are not?



# How was Nigeria established?

### **Objectives**

In this lesson, you will

- Understand the concept of colonialism.
- Identify the colonial powers of Africa and explain how they drew the boundaries for their colonies.
- Appreciate how colonialism changed life for Africans.

#### Glossary Words

colonialism colony pastoralism sedentary agriculture

# Where were Africa's ethnic groups located before the nineteenth century?

The anthropologist George Peter Murdock mapped the territories of Africa's traditional ethnic groups (Murdock 1959). Figure 1 on page 9, a simplified version of Murdock's map from the New York Times, suggests the dazzling amount of ethnic complexity in precolonial Africa.

It should be noted that most of these ethnic groups did not clearly define their borders in the way Europeans did. Some ethnic groups did build vast empires and conduct wars against each other, but many groups lived in small clusters of villages, having little contact with other groups.

Before the nineteenth century, most African ethnic groups engaged in one of two forms of living off the land. Sedentary agriculture was associated with more humid areas, while pastoralism was found in drier regions. Sedentary agriculturalists lived in permanent villages and planted crops on the surrounding land. Pastoralists depended heavily on animals, especially cattle, and some groups made seasonal migrations to take advantage of good pasture for their animals.

### **AFRICA'S ETHNIC GROUPS**



Figure 1 Territorial locations of Africa's ethnic groups, prior to colonization.

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- Based on Figure 1 and the map of Africa's vegetation, in which vegetation regions was there the greatest number of different ethnic groups?
- 2. In which vegetation regions was there the least ethnic diversity?
- 3. What vegetation regions would have supported sedentary agriculture? Which would have been more likely to sustain only pastoralism?
- 4. Why would pastoralists have needed more land to support themselves than sedentary agriculturalists?

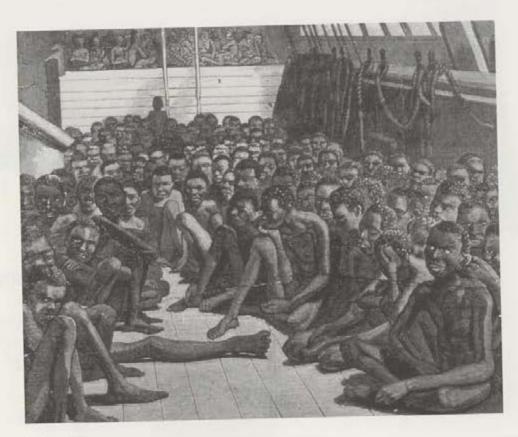
# How did the map of Africa change in the nineteenth century?

In the fifteenth and sixteenth centuries, Europeans used colonialism to control the peoples and settle the lands of the Americas. In the nineteenth and twentieth centuries, Europeans used colonialism to extend their sovereignty over Africa. The principal motive was to control and profit from Africa's resources.

From the time Europeans first made contact with Africa—South of the Sahara, (in the fifteenth century), Europeans competed with each other. They sought to capture or trade for Africa's gold, spices, palm oil, and other products. They also scrambled for strategic "footholds"—territory from which they could control trade and outmaneuver their competitors. Trade in human cargo—slaves—became the most lucrative of all.

The transatlantic slave trade brought millions of Africans to North and South America and the Caribbean region over a period of 350 years. Most slaves came from the Nigerian and Angolan regions. More than 3.5 million slaves were shipped from Nigeria to the Americas (Metz 1992). The Portuguese first controlled the slave trade in the late fifteenth century. But later, the Dutch, French, and English captured portions of the trade. Britain became the dominant slave trader of the eighteenth century, but in 1807, Britain declared the transatlantic slave trade to be illegal.

Slave trading did not completely end until the 1860s. In its place, Europeans began trading many other commodities to replace the African slave trade. Near the end of the nineteenth century, the European powers scrambled to colonize Africa in order to capture and control these commodities. This scramble led to the Berlin Conference in 1884–1885, which resulted in a new map of Africa.



A slave ship.

#### The Berlin Conference of 1884-1885

Representatives of several European countries met in Berlin, Germany, in 1884 to divide up Africa's lands and peoples. Britain, France, Portugal, Belgium, and Germany took the biggest pieces for their colonies (Figure 2 on page 12).

When the conference convened in Berlin, more than 80 percent of Africa was still under traditional African rule. Nonetheless, the colonial powers' representatives drew their boundary lines across the entire map. These lines were drawn through known as well as unknown regions, pieces of territory were haggled over, boundaries were erased and redrawn, and sections of African real estate were exchanged. . . . In the process African peoples were divided, unified regions were ripped apart, hostile societies were thrown together, . . . and migration routes were closed off (De Blij and Muller 1991, page 414).



Figure 2 Africa after its division by European colonial powers.

- 5. The Berlin Conference is sometimes called "The Scramble for Africa." What images does this phrase bring to your mind?
- 6. Refer to the map of colonial Africa in Figure 2. Which colonial powers dominated which regions? What colonial power ruled the area of present-day Nigeria?
- 7. Why would dividing some ethnic groups, uniting others, and closing off migration routes create problems?
- 8. During the division of Africa, the Africans were not consulted. How do you think the map would have looked if the Africans themselves had been part of the conference?

### How did colonialism change life in Africa?

The first contact Africans had with Europeans during the colonial period was frequently with missionaries. In his novel, *Things Fall Apart*, the Nigerian writer Chinua Achebe wrote about early interactions in the late nineteenth century between Christian missionaries and the Igbo peoples of southeastern Nigeria.

## THINGS FALL APART

When nearly two years later Obierika paid another visit to his friend [named Okonkwo] in exile the circumstances were less happy. The missionaries had come to Umuofia [an Igbo village]. They had built their church there, won a handful of converts and were already sending evangelists to the surrounding towns and villages. That was a source of great sorrow to the leaders of the [Umuofia] clan; but many of them believed that the strange faith and the white man's god would not last. None of his converts was a man whose word was heeded in the assembly of the people. None of them was a man of title. They were mostly the kind of people that were called *efulefu*, worthless, empty men. The imagery of an *efulefu* in the language of the clan was a man who sold his machete and wore the sheath to battle. Chielo, the priestess of Agbala, called the converts the excrement of the clan, and the new faith was a mad dog that had come to eat it up.

What moved Obierika to visit Okonkwo was the sudden appearance of the latter's son, Nwoye, among the missionaries in Umuofia.

"What are you doing here?" Obierika had asked when after many difficulties the missionaries had allowed him to speak to the boy.

"I am one of them," replied Nwoye.

"How is your father?" Obierika asked, not knowing what else to say.

"I don't know. He is not my father," said Nwoye, unhappily.

And so Obierika went to [the village of] Mbanta to see his friend. And he found that Okonkwo did not wish to speak about Nwoye. It was only from Nwoye's mother that he heard scraps of the story (Achebe 1959, pages 147–148).

The British influenced the Igbo with much more than their religion, as Achebe notes in this passage:

But apart from the church, the white men had also brought a government. They had built a court where the District Commissioner judged cases in ignorance. He had court messengers who brought men to him for trial. Many of these messengers came from Umuru [a village very far from Umuofia], where the white men first came many years before and where they had built the center of their religion and trade and government. These court messengers were greatly hated in Umuofia because they were foreigners and also arrogant and high-handed. They were called *kotma*, and because of their ash-colored shorts they earned the additional name of Ashy-Buttocks. They guarded the prison, which was full of men who had offended against the white man's law. Some of these prisoners . . . had molested the Christians. They were beaten in the prison by the *kotma* and made to work every morning clearing the government compound and fetching wood for the white Commissioner and the court messengers. . . . As they cut grass in the morning the younger men sang in time with the strokes of their machetes:

Kotma of the ash buttocks,

He is fit to be a slave.

The white man has no sense,

He is fit to be a slave.

The court messengers did not like to be called Ashy-Buttocks, and they beat the men. But the song spread in Umuofia (Achebe 1959, pages 180–181).

#### According to Achebe, British justice ignored Igbo custom:

"Have you not heard how the white man wiped out [the village of] Abame?" asked Obierika.

"I have heard," said Okonkwo. "But I have also heard that Abame people were weak and foolish. Why did they not fight back? Had they no guns and machetes? We would be cowards to compare ourselves with the men of Abame. Their fathers had never dared to stand before our ancestors. We must fight these men and drive them from the land."

"It is already too late," said Obierika sadly. "Our own men and our sons have joined the ranks of the stranger. They have joined his religion and they help to uphold his government. If we should try to drive out the white men in Umuofia we should find it easy. There are only two of them. But what of our own people who are following their way and have been given power? They would go to Umuru and bring the soldiers, and we would be like Abame." He paused for a long time and then said: "I told you on my last visit to Mbanta how they hanged Aneto."

"What has happened to that piece of land in dispute?" asked Okonkwo.

"The white man's court has decided that it should belong to Nnama's family, who had given much money to the white man's messengers and interpreter."

"Does the white man understand our custom about land?"

"How can he when he does not even speak our tongue? But he says that our customs are bad; and our own brothers who have taken up his religion also say that our customs are bad. How do you think we can fight when our own brothers have turned against us? The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart. . . . "

The two men sat in silence for a long while afterwards (Achebe 1959, pages 182-183).

Achebe's story made it clear that there were some Igbo who were not as shaken and saddened by the presence of the British as were Okonkwo and Obierika:

There were many men and women in Umuofia who did not feel as strongly as Okonkwo about . . . [the British decision in the land dispute]. The white man had indeed brought a lunatic religion, but he had also built a trading store and for the first time palm-oil and kernel became things of great price, and much money flowed into Umuofia.

And even in the matter of religion there was a growing feeling that there might be something in it after all, something vaguely akin to method in the overwhelming madness.

This growing feeling was due to Mr. Brown, the white missionary, who was very firm in restraining his flock from provoking the wrath of the clan. One member in particular was very difficult to restrain. His name was Enoch and his father was the priest of the snake cult. The story went around that Enoch had killed and eaten the sacred python, and that his father had cursed him.

Mr. Brown preached against such excess of zeal. . . . Mr. Brown came to be respected even by the clan, because he trod softly on its faith. He made friends with some of the great men of the clan and on one of his frequent visits to the neighboring villages he had been presented with a carved elephant tusk, which was a sign of dignity and rank. One of the great men in that village was called Akunna and he had given one of his sons to be taught the white man's knowledge in Mr. Brown's school (Achebe 1959, pages 184–185).

- 9. What attitude did the British have about Igbo culture?
- 10. In what ways was Igbo life changed by the British?
- 11. Why did the Igbo tolerate the British?

## How did the map of Africa change in the twentieth century?

As you saw in Table 1 in Lesson 1, many former European colonies became independent in the period following World War II. As in the eighteenth and nineteenth centuries when American colonies fought for independence, Asians and Africans revolted against European powers after World War II. In Africa, decolonization and independence generally swept from north to south, until the entire continent had finally been returned to African rule (Figure 3 on page 17).



Igbo ceremonial dance in Anambra, Nigeria.

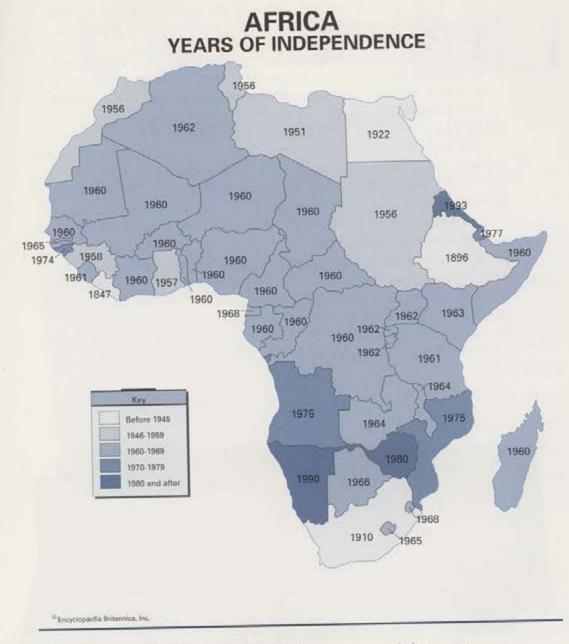


Figure 3 Africa's countries today, with year each became independent.

Former British Prime Minister Harold Macmillan made the following comments toward the end of a tour of Africa in February 1960.

Ever since the break-up of the Roman Empire one of the constant facts of political life in Europe has been the [development] of independent nations. . . . Today the same thing is happening in

Africa, and the most striking of all the impressions I have formed since I left London a month ago is of the strength of this African national consciousness. In different places it takes different forms, but it is happening everywhere. The wind of change is blowing through this continent, and, whether we like it or not, this growth of national consciousness is a political fact. We must all accept it as a fact, and our national policies must take account of it (Horne 1989, page 195).

The complex map of traditional ethnic diversity in Africa (Figure 1 on page 9) was ignored by the European colonial powers, who made their own map in 1885 (Figure 2 on page 12). These colonies lasted less than 100 years. During this period, the African continent and its peoples were permanently changed. Large, single colonies created by the Europeans incorporated many different nations. After these states gained independence, they did not begin with a clean slate because they were stuck with the borders drawn at the Berlin Conference (Figure 3 on page 17). To prevent warfare, the new countries agreed to respect those boundaries. The lasting result of the Berlin Conference was that "the boundaries on paper soon became barriers on the African landscape" (De Blij and Muller 1991, page 414).

- 12. Why would Macmillan's expression "the wind of change" be appropriate for the changes that can be seen in Figure 3?
- 13. What do you think De Blij and Muller meant by the phrase "the boundaries on paper soon became barriers on the African landscape"? What problems might this cause?



# What are the difficulties of diversity facing Nigeria?

#### **Objectives**

In this lesson, you will

- Give examples of various aspects of culture.
- Understand the problems arising when cultural regions do not match political boundaries.
- Become familiar with the sources of national identity or nationalism.
- Recognize the problems of diversity facing the Nigerian government.

#### **Glossary Words**

coup d'état
emirate
ethnicity
lingua franca
nationalism
pastoralism
sedentary agriculture

#### What ethnic groups live in Nigeria?

Ethnicity is one of the keys to understanding Nigeria's pluralistic society. It distinguishes groupings of peoples who for historical reasons have come to be seen as distinctive—by themselves and others—on the basis of locational origins and a series of other cultural markers. . . . In Nigerian colloquial usage, these collectivities were commonly called "tribes." In the emergent Nigerian national

culture, this topic was discussed widely as "tribalism," a morally reprehensible term whose connotations were similar to American terms such as "discrimination," "racism," or "prejudice." Nigerian national policies have usually fostered tolerance and appreciation for cultural differences, while trying at the same time to suppress unfair treatment based on ethnic prejudice. This long-term campaign involved widespread support in educated circles to replace the term "tribe" or "tribal" with the more universally applicable concept of ethnicity. Nevertheless, the older beliefs died slowly, and ethnic identities were still a vital part of national life in 1990 (Metz 1992, pages 96–97).

Look back at Figure 1, in Lesson 2 on page 9. Notice the large number of small traditional territories in the area occupied by present-day Nigeria. More people live in Nigeria than in any other country in Africa—about 100 million reside in an area slightly larger than Texas and Oklahoma combined. It is estimated that Nigeria has anywhere from 250 to 400 distinct ethnic groups. The dominant regional groups are the Hausa and Fulani in the north, the Yoruba in the southwest, and the Igbo in the southeast (Figure 4 on page 21). After these, the next largest groups are the Kanuri, Ibibio, Tiv, and Ijaw (Table 2 on page 21). The central part of Nigeria (an area called "the middle-belt") contains a mixture of smaller groups.



Yoruba man.



Figure 4 Major ethnic groups of Nigeria.

Table 2 Estimated size of major ethnic groups in Nigeria

thnic group	Percentage of population		
Hausa	21.0		
/oruba	20.0		
gbo	16.1		
Fulani	12.0		
Kanuri	4.1		
Ibibio	3.6		
Tiv	2.5		
ljaw	2.0		
Others	18.7		

Source: Worldmark Encyclopedia of the Nations 1988.

- If Nigeria's total population is about 100 million, how many people are there in each major ethnic group?
- 2. Based on Figure 4 and Table 2, in which regions of Nigeria would you expect to find the most people? Which part of Nigeria is the least populated?
- 3. Based on the traditional patterns of agriculture in Africa, which ethnic groups would you expect to have traditionally been pastoralists? Which groups would have been most likely to rely traditionally on sedentary agriculture?

## How has its diversity of languages affected Nigeria?

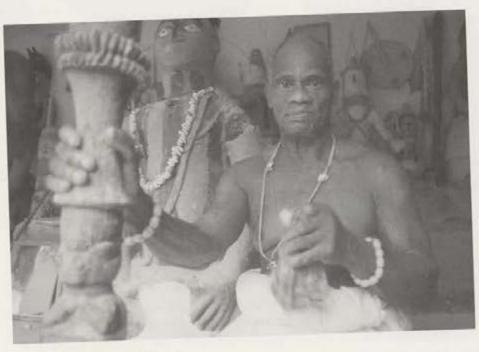
Language is the most widely used marker of ethnicity. It's not easy to get an accurate count of the number of different languages spoken in Nigeria. Estimates vary widely from one source to another, but most agree that there are at least 200 different languages spoken in Nigeria. Linguists say that one of the greatest problems in making these estimates "is in deciding whether a language is a dialect of another language or a language in its own right" (Morrison et al. 1989, page 43).

The three principal languages in Nigeria are Hausa (spoken in the north), Yoruba (in the southwest), and Igbo (in the southeast). Only the language of Hausa is spoken by more than 20 percent of Nigeria's population. At the other extreme, some languages are limited to a single village (Stoddard et al. 1989). English is the official language of government, large business, the mass media, and education, but it is only spoken by about 2 percent of the people (Rubenstein 1992). Hausa comes closest to serving as a *lingua franca* for small-scale trade (Morrison et al. 1989). Classical Arabic is also important in northern Muslim areas of Nigeria (Metz 1992).

- 4. Why is a shared trade language so important to a country's survival? In other words, how does a shared trade language influence economic development?
- 5. What are some of the different languages spoken in North America? In your state? In your family? What is your reaction when you meet someone who speaks a foreign language?

### How does religious diversity influence Nigeria?

Following language, religion is probably the second most important indicator of ethnicity. In Nigeria, about 52 percent of the population is Muslim and 42 percent is Christian. The remainder are Animists, following traditional African religions (Worldmark Encyclopedia of the Nations 1988). Figure 5 on page 24 reveals that the religious split found in Nigeria is typical for that part of Africa.



Animist priest in Bendel, Nigeria.

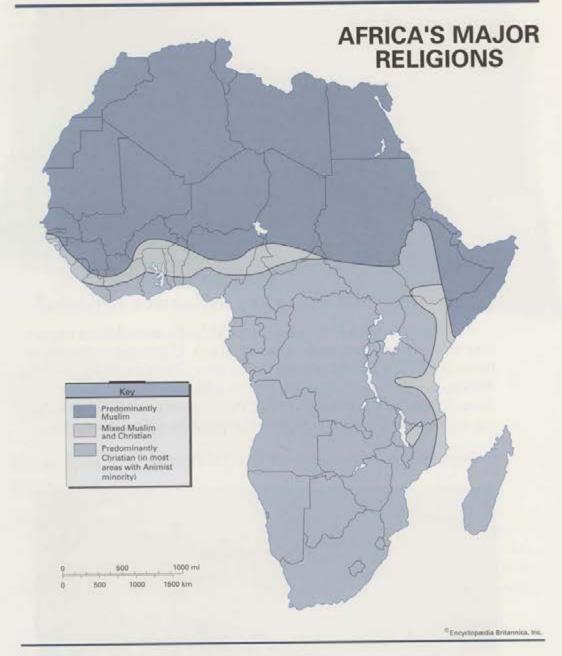


Figure 5 Religions of Africa as of 1980.

- 6. In which part of Nigeria is Islam most widely practiced? In which part is Christianity most widely practiced?
- 7. Compare Figure 5 to the map of ethnic groups in Nigeria (Figure 4 on page 21). Which ethnic groups are predominantly Muslim? Which are Christian?
- 8. Based on Figure 5, which countries in Africa do you think are likely to have problems based on religious diversity, other than Nigeria?

#### Islam

Islam came to northern Nigeria by the eleventh century and was well established in the region's towns by the sixteenth century. Early in the nineteenth century, an Islamic holy war, led by the Fulani, established the Sokoto Caliphate. This became the largest empire in pre-colonial Africa (Metz 1992). The Sokoto Caliphate brought Islam to the Hausa and Kanuri peoples and across the Niger River into northern Yoruba areas. Today many of the middle-belt peoples and about half of the Yoruba are Muslim (Murdock 1959). Islam is part of many institutions in Nigerian society. Muslims perform daily and annual rituals, including the pilgrimage to Mecca (called the hajj). The sharia, or religious law, is central to daily life, as is the Islamic view of politics, community, and family (Metz 1992).

#### Christianity

Portuguese missionaries first brought Christianity to Nigeria in the fifteenth century, but most missionaries arrived with the British in the nineteenth century. Christian missionaries have always been most active in southern Nigeria, although there are a few isolated missions and churches in the Muslim north. The Yoruba Christians are mainly Protestant and Anglican, and the Igbo are mainly Catholic. Other denominations, including Presbyterians, came to Nigeria as well. In recent years, many people in the middle-belt have converted to Pentecostalism. Church services typically include African music and dancing in rituals of European origin. Throughout Nigeria, there are

Africanized churches that have blended some symbols and rituals from traditional religions into Christian services. Some of these African churches are growing rapidly (Metz 1992).

#### **Animism**

Both Islam and Christianity were introduced to Nigeria by missionaries. Animism is the term used to describe the variety of traditional religious beliefs of African ethnic groups. Although most Nigerians have converted to Islam or Christianity, traditional beliefs remain an important part of the culture. Both Islamic and Christian rituals in Nigeria have incorporated some traditional rituals. Animist beliefs are centered on the guidance from the spirits of ancestors and from the spirits of the natural world (trees, rocks, snakes, and other animals). Social customs are guided strongly by adherence to ancient rituals that provide a link to these spirits. These rituals are used to guide decisions about housebuilding, justice, and social relations. Agricultural practices (planting, harvest, etc.) depend heavily on ritual (Metz 1992).

#### Religious conflict

In all of Nigeria's major cities and universities, the principal religions have places set aside to build churches and mosques and burial grounds. This is an attempt to prevent religious conflicts in this diverse country. Nevertheless, many conflicts between ethnic groups in Nigeria have been partly because of religious differences. For example, riots against the Igbo in the 1950s and 1960s in the north were caused by reports of mistreatment against Muslims in Igbo areas. Christians and Muslims have also fought each other in the middle-belt areas between the north and the south (Metz 1992).

The article below, "Religious tension," tells about some problems that have happened when religious groups have been in conflict. In this case the conflict took the form of an attempted *coup d'état* (seizure of the government) in April 1990.

#### Religious tension

Perhaps the most sensitive issue, reflected in the radio broadcast that signaled the coup attempt, is the growing tension between the Muslim-dominated north, home of the Hausa-Fulani peoples, and the largely Christian south, stronghold of the Yoruba and Igbo. Although reference to a north-south division may oversimplify a complex issue, it is nonetheless a critical factor in Nigerian politics

The rivalry has never been far below the surface, but it was [increased] in 1986, when the government decided to become a full member of the Organization of the Islamic Conference. The decision, taken secretly and implemented without warning, [angered] many Christians, who feared it would [endanger] Nigeria's status as a secular state [a state whose policies are not related to or based on religion].

Over the past 18 months the rivalry has taken on a new dimension, prompted by developments in the northern state of Sokoto, which as well as alarming the south also [hurts Nigerian President Babangida's] standing in the north.

Among the most serious accusations leveled against President Babangida is that he has undermined the Sokoto-Caliphate, the Muslim heartland of Nigeria, by installing an unwanted sultan [the spiritual leader of Nigeria's Muslims] (Africa Research Bulletin 1990, pages 9667–9668).

- How have disagreements about religious policies threatened Nigeria's political stability?
- Do you think a religiously diverse country like Nigeria must be secular to maintain political stability? Explain your answer.

## How can forms of government define ethnic differences?

Throughout Africa's history, long before the European powers colonized it, the continent had many independent empires and states (Figure 6 on page 28). Africans who lived during the time of the ancient empires did not necessarily think of territory in the same way that Europeans did. Their empires did not always have clearly defined boundaries. And many ethnic groups did not have any kind of centralized government ruled by kings or emirs. These people had a tradition of clan-based (or family) rule based in individual villages. That is why Figure 6 does not show "countries" for all of the ethnic groups shown on Figure 1 (page 9).

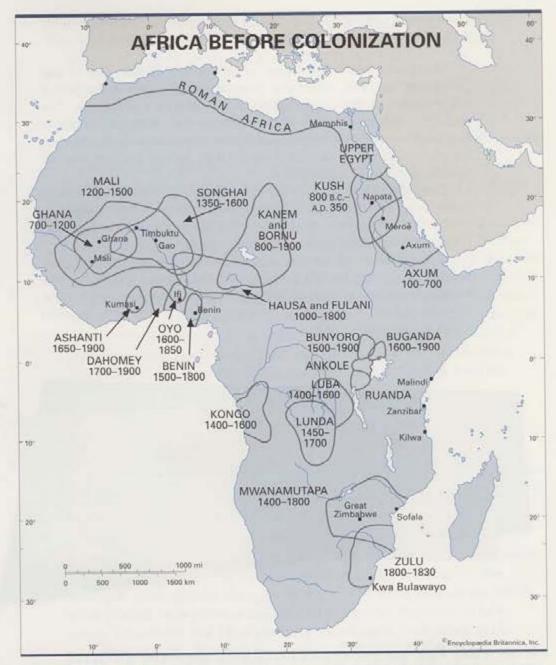


Figure 6 African empires prior to European colonization. What three empires existed in the area that we now recognize as Nigeria? When did these empires exist?

#### Traditional governments of Nigerian ethnic groups

How people govern themselves and organize their communities is another way that ethnic groups can be differentiated. Among the major ethnic groups in Nigeria, the Hausa and Fulani, Yoruba, and Igbo had different traditions of government. The other ethnic groups also had their own traditions, but generally the peoples nearest the Hausa and Fulani were strongly influenced by them. Similarly, smaller groups near the Yoruba and Igbo had some traditions resembling theirs (Metz 1992).

The Hausa and Fulani have a long tradition of centralized government. The Sokoto Caliphate was the last and strongest of a series of emirates that ruled northern Nigeria. Each emirate was based in a large city, with a citadel housing its royal family, that ruled the surrounding countryside. These cities were important trading centers between the Hausa and the Arab peoples across the Sahara.

Like the Hausa, the Yoruba also had a tradition of centralized government. The Yoruba were divided into many small kingdoms, centered around a major town (Oyo was the largest of these). In time, seven separate kingdoms arose, competing for dominance of the Yoruba lands. These kingdoms were very unstable, however, because they didn't control their outlying areas very well.

The Igbo peoples of the southeast did not have a centralized government. They were fragmented into more than 200 different clans, each controlling its own local cluster of villages. These village clusters had fewer than 3,000 people in the nineteenth century. Unlike the northern emirates and the Yoruba, the Igbo did not traditionally live in large cities.

#### Britain's colonial policies

When the British gained control of Nigeria, they established a single colonial government over all of the different ethnic groups. The colony of Nigeria was split into three regions for political administration (look ahead to Figure 7a on page 33): Northern Region (dominated by the Hausa and Fulani), Western Region (dominated by the Yoruba), and Eastern Region (dominated by the Igbo). The British colonial policy was called *indirect rule*:

was referred to as indirect rule, since indigenous . . . power . . . [was] sometimes left intact . . . and local rulers were made representatives of the [British] crown (De Blij and Muller 1991, page 416).

In other words, the British relied on the existing African rulers to enforce the colonial government. For this reason, the policy of indirect rule was more effective for people who were accustomed to a centralized government. Because of the traditional differences in government among the ethnic groups, indirect rule was accepted more readily by the Hausa and Yoruba than by the Igbo.

As you have seen in this lesson, there are many differences among

Nigeria's regions because of its ethnic diversity.

- 11. How does ethnic diversity contribute to difficulties in forming a unified nation-state?
- 12. What strategies can you think of to unify Nigeria?



# How has Nigeria tried to build a unified nation?

#### **Objectives**

In this lesson, you will

- Identify the Nigerian government's policies for building a unified nationstate.
- Explain how these policies are a response to Nigeria's diversity.
- Describe the causes of political instability in Nigeria.

### Glossary

autonomy coup d'état federalism nationalism

### How has the map of Nigeria changed since independence?

Figure 7 on pages 33 and 34 highlights some political changes in Nigeria since 1960. At independence (Figure 7a), the country was split into three regions, which were identical to Britain's administrative divisions of the colonial era. In 1963, a fourth region was cre-

ated by dividing the Western Region into Western and Mid-Western regions. The division into 12 states (Figure 7b) was proposed in 1967 but was not completed until after the Nigerian Civil War ended in 1970. In 1976 the number of states was increased to 19 and a new Federal Capital Territory was established (Figure 7c). This arrangement lasted until 1987, when the number of states was increased to 21 by splitting Kano State and Cross River State into two states each. In 1991, the number of states was increased to 30 plus the Federal Capital Territory (Figure 7d).



Igbo children play on a downed airplane, a remnant of the Nigerian civil war.

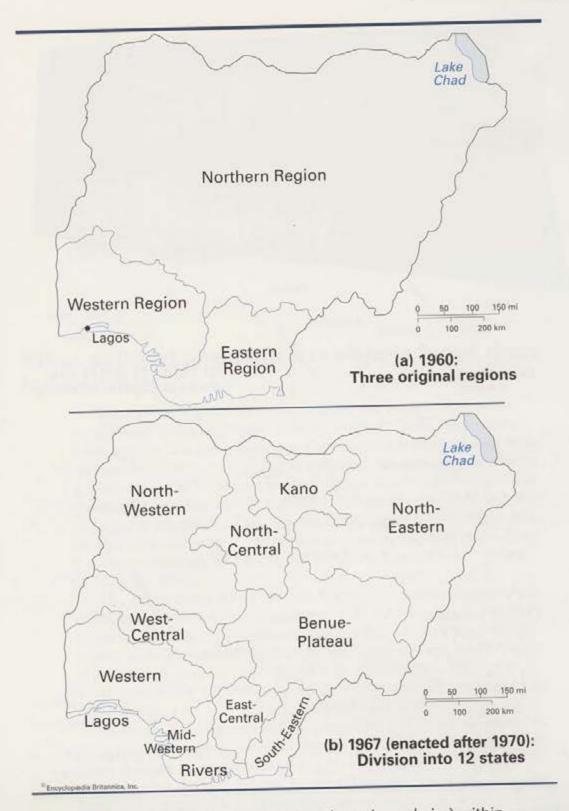


Figure 7 Changing political divisions (state boundaries) within Nigeria since independence.

(a) 1960: Three original regions

(b) 1967 (enacted after 1970): Division into 12 states

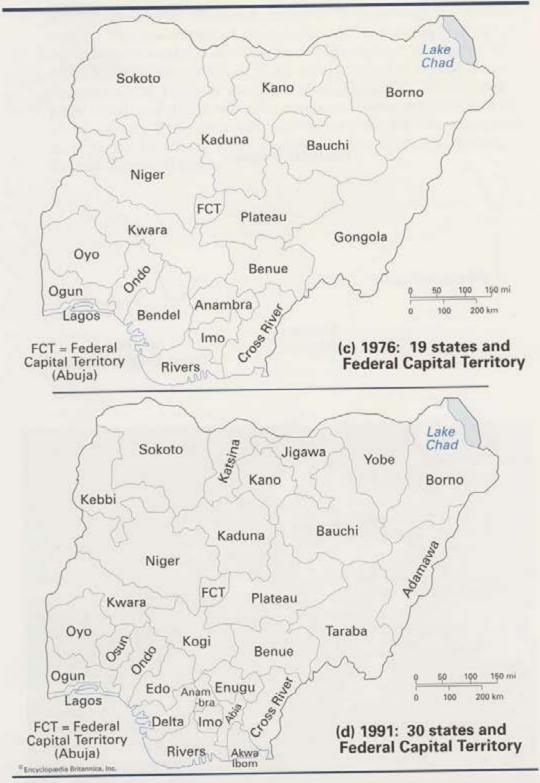


Figure 7 Changing political divisions (state boundaries) within Nigeria since independence.

(c) 1976: 19 states and Federal Capital Territory

(d) 1991: 30 states and Federal Capital Territory

- 1. How do Nigeria's state boundaries in 1960, 1967, 1976, and 1991 compare to Nigeria's ethnic boundaries?
- 2. Why do you think the Nigerian government has created more and more states?
- 3. The United States has also increased the number of its states, from 13 to 50. In what way is Nigeria's addition of states different?

### What political problems has Nigeria faced since independence?

Since 1960, Nigeria has tried to build one country despite its great ethnic diversity. Nigerians have sought to unify the country, while at the same time preserving the cultural diversity of their many nations (Morrison et al. 1989). In its search for ways to allow the self-expression of its many peoples, Nigeria has had periods of both military and civilian rule. It has had a devastating civil war and times of peaceful rebuilding. This "workshop of democracy . . . has experimented with different . . . government systems, learning more about its needs, resources, and constraints with each experiment" (Metz 1992, page 205).

The quote above mentions that Nigeria has "experimented with different government systems." A political system refers to the form of government used by a country. Nigeria has adopted the political system of federalism. In Nigeria's federal system, there is one national government and (as of 1991) 30 state governments. (Here the word state means a territorial division within a country, just as in the United States.)

In theory, the Nigerian federal government gives many powers to the individual states. Each state is supposed to have *autonomy* (freedom) to make some political decisions. The Nigerian government is modeled after the U.S. system. Laws and policies are decided by two houses of a national legislature. Representation in one house is based on the population of the states. So, states with more people have greater representation in the government. In the other house, each state has three representatives, regardless of its population (Metz 1992).

By establishing new states (Figure 7 on pages 33 and 34), Nigeria has tried to give ethnic groups more control over national politics by giving them more representation. For example, some states have Hausa majorities; others have Igbo, Yoruba, Ibibio, Tiv, or other ethnic majorities.

- 4. What other types of political systems can you think of?
- 5. How does representation in the Nigerian legislature compare to that in the U.S. Senate and House?

Despite this federal system, Nigeria's nation-building strategy has not been a complete success. In a true federal democracy, power is shared between the states and the federal government, and the role of each is defined by a constitution. This ideal of a civilian-led, democratic federal system has not been realized during most of Nigeria's history. Between 1960 and 1993, Nigeria was led by civilians in only 10 years—the rest of the time, the national government was ruled by the military. Under military rule, constitutions have been suspended; civilian political activities have been restricted; and the states have had little autonomy. The national military governments have given the state governments little power (Metz 1992).

Why has this happened? The following sections describe the major events in Nigeria's political history. As you can see, the path toward Nigerian national unification has been rough. Think about the following questions as you read.



Military ruler Ibrahim Babangida.

- 6. What policies has Nigeria's government used to unify the country?
- 7. How are these policies a response to Nigeria's ethnic diversity?
- 8. What factors have caused governments to fail in Nigeria?
- Can a country expect to prosper during times of political instability? Explain your answer.
- 10. Do you think Nigeria's nation-building strategy has been successful? Why or why not?

#### The First Republic: 1960-1966

After independence, Nigeria had a civilian-led, parliamentary form of government, modeled after Britain's system. Each region (Figure 7a) was given autonomy and controlled by major ethnic groups: Hausa (Northern); Yoruba (Western); and Igbo (Eastern). The Northern Region had more people and so had more power than the two southern regions. The Yoruba and Igbo regions had more economic development, because they had longer contact and greater trade with industrialized countries.

Because population was used to determine representation in the federal government, censuses became very important. Often these were contested and riddled with fraud and violence. Each region wanted to increase its power. The failure of the civilian government to guarantee safe censuses and elections led to a military coup d'état (pronounced koo-day-ta) in January 1966 (Metz 1992).

The January 1966 coup was led by an Igbo, General Johnson Ironsi. He had many Hausa and Fulani leaders killed. Ironsi also threw out the federal system, and northern Nigerians feared that they would fall under the control of the south. In July 1966, Ironsi was overthrown by other members of the military, under the leadership of Lieutenant Colonel Yakubu Gowon, who was from Nigeria's middlebelt (central area). Gowon reinstated the federal system.

#### Civil war: 1967-1970

Many Igbo leaders were killed in the July 1966 coup. Relations between the Igbos and the rest of Nigeria became tense. To keep the Igbo-dominated Eastern Region from declaring its independence, Gowon proposed to increase the number of states to 12 (Figure 7b). Most new states would be in the Eastern Region and be dominated by minority ethnic groups who would not support the Igbo. This was meant to limit Igbo power in the east (Metz 1992).

But in May 1967, before these changes took place, the Eastern Region declared itself to be the independent country of Biafra. Biafrans were mainly Igbo but also had support from others, such as the Ibibio. In July, Biafran troops invaded the Western Region. Nigerian federal troops counter-attacked. Federal troops included many eastern minority groups who had been promised their own

states (Morrison et al. 1989; Metz 1992).

By mid-1968, most major towns in Biafra were under federal control. Military casualties were estimated to be over 100,000, but many civilian deaths—an estimated 2 million people—occurred as a result of starvation in Biafra. The war continued until January 1970, when Biafra surrendered and the defeated Igbos rejoined the Nigerian federation (Morrison et al. 1989). Gowon said that he wanted to reunify the country to heal the wounds caused by the civil war.

#### Military rule in the 1970s

In 1973, Nigeria's wealth increased greatly when the world's oilexporting countries—including Nigeria—raised their prices. This gave Gowon's government money to promote economic growth. Oil money was used to build roads, schools, hospitals, and other projects throughout Nigeria. The 12-state system proposed in 1967 was enacted. To help unify the country, Gowon started the National Youth Service Corps. All Nigerians were required to perform a year of community service in a state outside of their home region after they finished college.

But Gowon's government was corrupt, and in July 1975, he was overthrown by General Murtala Muhammad, a Hausa from Kano State. Muhammad was popular because he promised to end corruption. He increased the number of states to 19 in 1976 (Figure 7c). He also proposed that the national capital be moved from crowded Lagos to a new city, Abuja, to be built in the center of the country. In February 1976, an attempted coup by Gowon's supporters failed, but Muhammad was killed. His second-in-command, General Olusegun

Obasanjo, a Yoruba, replaced him. Obasanjo continued the policies of Muhammad, including planning for the return of a civilian government by 1979 (Metz 1992).

#### The Second Republic: 1979-1983

Nigeria returned to civilian rule in October 1979, after 13 years of military government. But this Second Republic lasted only four years. Many of the same problems that caused the downfall of the First Republic led to the end of the Second Republic (Othman 1990).

Nigeria's new civilian government borrowed heavily to pay for economic development projects. But oil prices dropped in the early 1980s and Nigeria had no money to repay these loans. The country was deep in debt and both unemployment and inflation soared. Government corruption was again a major problem.

Ethnic and religious problems continued. An attempt by Muslim leaders to have Islamic religious law adopted in the entire country was fiercely opposed by Christian southerners. The country split into numerous political parties, each dominated by a different ethnic group. No single party could win clear majorities in elections, and the civilian government again could not guarantee safe elections and censuses. After the 1983 election was torn by fraud and violence, the military again took over. As in 1966, many Nigerians believed the military coup was needed because the civilian government had been so inept (Metz 1992).

#### Military rule: 1983-1993

The new military government was led by a Hausa from Katsina State, Major General Muhammadu Buhari. Buhari restricted freedoms of press and speech and moved power into the national government. But the economy did not improve, and discontent became widespread because of the loss of freedoms. Buhari was overthrown in 1985 by General Ibrahim Babangida, a Muslim from the middle-belt.

Babangida also restricted political freedoms and reduced the powers of state governors. He instituted new economic policies that lowered inflation, but high unemployment and food prices remained. He also enacted policies favorable to Muslims. Nigeria joined the Organization of the Islamic Conference. Christians thought that this meant the end of secular rule in Nigeria, but Babangida denied that. He created more states, first in 1987 and again in 1991, to give more

representation to ethnic minorities (Figure 7d). A coup supported by civilians failed in April 1990, but Babangida promised to return the government to civilians by 1992 (Metz 1992). Babangida's plan to return to civilian rule was delayed several times. He wanted to avoid the problems that caused the failure of the first two civilian-led republics. Finally a new constitution was created and the Third Republic was planned to begin with free elections in June 1993.

#### The Third Republic: 1993

The Third Republic was based on a two-party system. This was a big change, because these new nationwide parties were not regional ethnic parties of the earlier republics. The new constitution guaranteed individual rights and health, education, and welfare for all Nigerians (Metz 1992).

But the Third Republic did not go as planned. The June 1993 elections were apparently won by a Muslim Yoruba named Moshood Abiola, but northern Nigerians opposed these results (Associated Press 1993). Babangida canceled the election and resumed power. Widespread street demonstrations forced him to resign in August 1993, and he appointed another civilian to lead Nigeria. In November 1993, this civilian was ousted by General Sani Abacha, a Hausa who had helped lead two previous military coups in 1983 and 1985 (Darnton 1993).

Abacha said the military takeover was needed to save Nigeria from collapse. He dismantled democratic institutions promised by the new constitution and banned the new political parties (Reuters 1993). The Yoruba became uneasy with the power taken by Hausa leaders. Many Nigerians complained that the military had been in power too long and become corrupt. Abacha and Babangida were accused of using oil money to make themselves rich (Darnton 1993).

To calm the fears of the Yoruba and the pro-democracy leaders, Abacha appointed political allies of Abiola to his Cabinet. He also promised that Nigeria would return to civilian control as soon as a new constitution was created (Associated Press 1993).

#### Why was Nigeria's national capital moved?

Until 1993, the federal capital of Nigeria was located in Lagos. Opportunities there attracted Nigerians in vast numbers. The population of Lagos increased from under 1 million persons in the 1960s to over 5 million in the early 1990s. Modern Lagos is a crowded, congested city that has little room for future growth.

After the Nigerian civil war, the government sought to build a new capital. This was meant to be a "symbol of Nigeria's aspirations for unity and greatness, being a central, neutral, and healthful place with plenty of room for urban development" (master plan for new capital, quoted in Binns 1993, page 52). The federal government began moving to this new capital, Abuja, in 1993. By the turn of the century, Abuja will have a population of over 1.5 million. Eventually, it is expected to grow to over 3 million people (Binns 1993).

- 11. Where would you choose to locate a federal government capital in Nigeria? Would your answer be different if you were Yoruba? Hausa? Igbo?
- 12. What are the economic advantages to keeping the capital in Lagos? What are the economic advantages to moving the capital to Abuja?
- 13. Why would a new, central capital help unify Nigeria politically?



# What are the problems of development facing Nigeria?

#### **Objectives**

In this lesson, you will

- Explain how political stability and economic development are linked.
- Describe Nigeria's economic development problems.
- Understand the worldsystems theory of economic development.

#### **Glossary Words**

core-periphery development gross national product (GNP) multinational corporations (MNCs)

### How is economic development related to nation building?

You saw in Lesson 4 that Nigeria has tried—sometimes without success—to keep its ethnic diversity from causing political instability. Nigeria's recent political troubles are also related to its economic problems. Economic development is less likely to occur in times of political trouble.

Development is a process of change that moves a society closer to meeting basic human needs. As a result of development, widespread employment prevails, which increases social and economic equality

among the population.

Development is commonly measured by growth in a country's per person gross national product (GNP). This is an estimate of the total value of a country's annual economic production, divided by its population. Countries that are *developed* have a much higher GNP per person than *developing* countries. North America, with only 6 percent of the world's population, produces about 30 percent of world GNP. In contrast, the developing countries have over 50 percent of the world's people, but they account for only 15 percent of world GNP (Berry et al. 1987). GNP is sometimes a misleading measure. For example, it does not say whether income is evenly or unevenly distributed within a country. But many measures of quality of life are associated with GNP, so it is the most frequently used indicator (Berry et al. 1987).

Table 3 provides annual GNP per person and other quality-of-life measures for 10 countries in Africa and, for comparison, Canada and the United States. Such GNP differences between developed and developing countries are typical, but African countries have some of the world's lowest GNP per person figures.

Table 3 Basic social indicators for selected countries

	Population (millions) 1990	GNP per person (U.S. \$) 1990	Life expectancy (years) 1990	Adult literacy (percent) 1990	Calories per person per day 1989
Burkina Faso	9,0	330	48	18	2,288
Cameroon	11.7	960	57	54	2,217
Côte d'Ivoire	11.9	750	55	54	2,577
Ghana	14.9	390	55	60	2,248
Kenya	24.2	370	59	69	2,163
Mali	8.5	270	48	32	2,314
Mozambique	15.7	80	47	33	1,680
Nigeria	115.5	290	52	51	2,312
Uganda	16.3	220	47	48	2,153
Zaire	37.3	220	52	72	1,991
Canada	26.5	20,470	77	>95	3,482
United States	250.0	21,790	76	>95	3,671

> = greater than

Source: World Bank 1992.

- Given a country's estimated per person GNP, how would you estimate the total GNP for the entire country?
- 2. How does Nigeria's per person GNP compare to that of other African countries? How does its total GNP compare to that of other African countries?
- 3. How do measures of life expectancy, literacy, and food consumption relate to GNP per person?
- 4. Why is improvement in life expectancy, literacy, and food consumption important for promoting economic development?

### How do Nigeria's political problems relate to its economic development?

. . . [The differences] between developed and developing countries appear to have widened in the postwar years. . . . (Berry et al. 1987, page 10).

Nigeria is called a developing country, but is it actually developing? Table 4 below gives a time-series of data for Nigeria and the United States. Figure 8 on page 45 shows that Nigeria's economy enjoyed strong growth in the period from 1960–1982, growing even faster than the U.S. economy. But in the 1980s, Nigeria's economy slipped backward. Why did this occur?

Table 4 GNP per person, Nigeria and the United States, 1970–1990 (U.S. \$)

	1970	1975	1980	1985	1990
Nigeria	150	430	1,020	950	290
United States	4,950	7,400	12,000	16,770	21,790

Sources: World Bank 1990b; 1992.

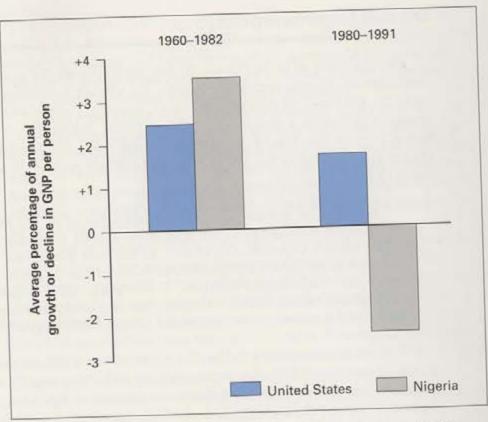


Figure 8 Annual growth rate in GNP per person for two periods in Nigeria and the United States.

Sources: World Bank 1984; 1993.

- 5. What can you conclude from Table 4 and Figure 8 about Nigeria's development?
- 6. What other kinds of data would you want to see in order to answer the question, "Is Nigeria developing?" Why?
- 7. What is the link between Nigeria's economy from 1970 to 1990 and its history of political troubles since independence? (See Lesson 4 section "What political problems has Nigeria faced since independence?" on pages 35–40.)

#### Oil and Nigerian society

The discovery of oil in Nigeria in the late 1960s set off an economic boom. Nigeria eventually became the world's sixth-largest oil exporter. Oil replaced the crops of cocoa, peanuts, cotton, and palm products as Nigeria's major export (Metz 1992). Before the oil boom, Nigeria was one of the world's poorest countries. Sharply rising income from oil in the 1970s boosted GNP per person (World Bank 1989).

Control of, or at least access to, large sources of oil has long constituted a strategic prize. Of that there can be no doubt. It enables nations to accumulate wealth, to fuel their economies, to produce and sell goods and services, to build, to buy, to move, to acquire and manufacture weapons, to win wars. Yet it is also a prize that can be overvalued. Moreover, the very reality of a world based on oil is coming to be questioned (Yergin 1991, page 777).

Nigeria's economy became dependent on oil—in 1988 oil produced 87 percent of Nigeria's export income and 77 percent of its federal revenues. But there are dangers if a country is dependent on only one export. Nigeria's heavy dependence on oil made it highly vulnerable to changes in world oil prices. The sharp drop in Nigeria's GNP per person in the 1980s was mainly because of the fall in oil prices (Metz 1992). This economic crisis cancelled out the progress of the previous 20 years (Table 4 and Figure 8 on pages 44 and 45) and "had a severe effect on the poor" (World Bank 1990a, page 42).

- 8. What impact has oil had on Nigeria's development as a nation-state?
- 9. How does economic development affect the building of a new nation?

#### Can poor countries build strong nation-states?

[E]ach country must be analyzed as part of a wider entity, the unfolding world-system that is the world-economy (Osei-Kwame and Taylor 1984, page 575).

Most nation-states appear to be built around a core region of political and economic control. This core develops by exploiting the natural resources and labor forces of the surrounding region, or periphery. For example, many capital cities of African countries are core regions exploiting their peripheral farmlands.

Geographers who study the world economy argue that rich and poor countries are also connected by a core-periphery relationship. At the global scale, the core regions include the powerful, developed states in North America, Europe, and Japan. The poor, developing states in Africa, Asia, and Latin America are in the periphery. Nearly all of the countries in Africa-South of the Sahara are considered to

be in the periphery.

People who support this idea argue that countries in the periphery are restricted from achieving economic development. The point is that these countries are controlled, through the world economy, by outside interests such as multinational corporations (MNCs) and international banks. These interests, it is argued, take more from developing countries than they give to them. Whether or not this is true, the movement for a New International Economic Order (NIEO) shows that developing countries take this argument seriously.

The declaration to establish an NIEO was introduced at the United Nations in 1974. It was approved as a resolution on "Development and International Economic Cooperation" one year later. The NIEO is an attempt by the world's developing countries to gain greater economic, social, and political equality with the developed world. The main economic goal is to reduce the growing gap between rich and poor nations by a more balanced distribution of future growth. The major political objective of the developing countries is to gain more control over their own natural resources, as well as over their trade and other relations with the developed world (Berry et al. 1987).

- 10. Do you think Nigeria's colonial experience supports the core-periphery arguments of the world-systems theorists? Explain your answer.
- 11. Do you think Nigeria's experience since independence supports the core-periphery arguments of world-systems theorists? Why or why not?
- 12. Do you think that the NIEO resolution has had a major impact on the global system? Explain your answer.



## Must nations have their own territories?

#### **Objectives**

In this lesson, you will

- Appreciate the problems left by apartheid as South Africa attempts to build its nation-state.
- Understand why the Kurdish nation has been unable to obtain its own state.
- Consider whether nations need states in order to obtain equal access to political representation.

### Glossary

apartheid autonomy boycott cultural pluralism nation state

### How has cultural pluralism threatened the Republic of South Africa?

The challenges that ethnic diversity places in the path of nationstate building could not be more magnified than in the Republic of South Africa. The scramble for Africa extended to the southern tip of the continent in the nineteenth century. Three groups—British colonists, descendants of the first Dutch colonists (known as Afrikaners), and the African peoples who originally inhabited the region—fought each other. The Afrikaners and the British eventually gained control of the area and created the country of South Africa. Afterward, the Afrikaners steadily gained more political power, until in 1948 they defeated the British in the national elections (only whites could vote). The Afrikaners have controlled South Africa since then through the National Party (De Blij and Muller 1991).

South Africa's productive farmland and valuable economic resources, notably gold and diamonds, made it the richest country in Africa. The British brought in laborers from southern Asia to work on farms and plantations (today these people are called *Indians* in South Africa). The African peoples worked in the mines and factories. Over the years, the descendents of interracial marriages (known as *Coloured* people in South Africa) came to comprise a sizeable part of the population, especially around Cape Town. Today, the Republic of South Africa has Africa's most racially diverse population (Table 5 below).

Table 5 Estimated population of South Africa by race

	Population, 1993 (millions)	Percentage of total population, 1985
Blacks (The two major nations are the Zulu and Xhosa; the next most populous groups are the Sotho, Tswana, Shangaan, Swazi, Venda, and Ndebele.)	28.1	72.0
Whites (About 60 percent are Afrikaners and 40 percent are English-speakers.)	6.1	15.6
Coloured	3.8	9.7
Indians	1.0	2.7
Total	39.0	100.0

Sources: Population Reference Bureau 1993; Smith 1987.

South Africa is a powerful example of core-periphery relationships within a country, as discussed in Lesson 5. The industrialized urban core (populated mainly by whites) has been supported by the labor of the blacks. Most of the blacks have lived in villages and poor townships in areas surrounding the wealthier core (De Blij and Muller 1991).

When the Afrikaners gained power in 1948, they installed a policy of racial segregation, called *apartheid* (a word meaning apartness or separation in the language of the Afrikaners). The following quote describes this policy:

"Europeans (Whites) Only" signs appeared where they had not been before. Buses and trains . . . were segregated as a matter of law. Social services, education, and other institutions were more rigorously segregated than before. Small residential areas near inner cities, where some African, Asian, or Coloured housing remained, were evacuated and the land sold to white investors.

[Apartheid's] . . . chief objective, pursued through a set of strict new laws, was to minimize contact among the many ethnic groups. . . . Behind apartheid lay a . . . grand design of a South Africa . . . of racially-based states, where each ethnic or cultural community would have its own "homeland." . . . During the 1950s, the government set this plan into motion, and the map of South Africa was transformed as these "homelands" began to appear on it. Apartheid had now become separate development (De Blij and Muller 1991, page 446).

From the beginning, apartheid was opposed from both inside and outside South Africa. In the 1960s, black leaders were jailed in South Africa for fighting apartheid. One of these was Nelson Mandela, a Xhosa (pronounced Shaw-suh) who was the leader of the African National Congress (ANC). The ANC was an antiapartheid political party banned by the ruling Afrikaners. But apartheid continued. In the 1970s, the plan for black homelands inside South Africa was implemented. According to this plan of "separate development," black ethnic groups would have citizenship only in their own homelands (Figure 9 on page 51).

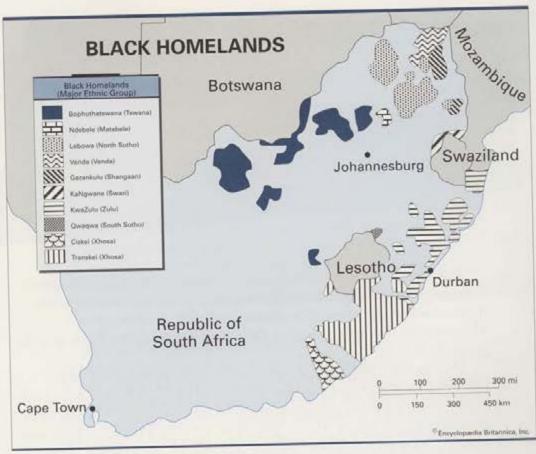


Figure 9

Black homelands established or planned in the Republic of South Africa. Lesotho and Swaziland are independent countries governed by Africans and were never a part of the country of South Africa.

The homelands were placed on marginal lands—the good farmland and rich mining areas were kept by the whites. Unable to make a living on the homelands, most blacks had to apply for temporary permits to work in South Africa's mines, factories, and farms (De Blij and Muller 1991).

- Do you think the way the homelands were defined represented a fair distribution of South Africa's land? Explain your answer.
- 2. Why do you think many of the homelands (KwaZulu and Bophuthatswana, for example) were defined so that their territory was not connected?

The black homelands were declared "independent" by the South African government, but no other country in the world recognized them as sovereign states. The Zulus, under the leadership of Mangosuthu Buthelezi, rejected their homeland of KwaZulu, and the program stalled.

During the 1980s, world opposition to apartheid grew. Many countries joined in an economic boycott of South Africa. Under both internal and external pressures, the policies of apartheid began to be modified within South Africa. Mandela, by now a national hero and world symbol of black liberation, was released from prison. The ANC was legalized. In 1991, apartheid was abolished.

- 3. Why was apartheid condemned as an unjust system?
- 4. What problems might racial segregation create for a country?
- 5. How would an international economic boycott be damaging to a country?

After apartheid, there are still many problems in South Africa. For the first time, free elections were held in April 1994, with all of South Africa's races allowed to participate. Nelson Mandela was elected president. Many Afrikaners feared the changes and actively opposed sharing any power with blacks. And for several years, violence had broken out between the two largest African nations, the Zulu and the Xhosa. At issue is which nation will become dominant in the new political order of South Africa.

#### MANDELA, BUTHELEZI CALL FOR CEASE-FIRE

B lack leaders Nelson Mandela and Mangosuthu Buthelezi put their political rivalry on hold Tuesday and ordered warring supporters to stop fighting and work together to end apartheid.

The two old friends, meeting for the first time in 29 years, reached a cease-fire accord after nine hours of talks in Durban, an area hard hit by fighting between Mandela's African National Congress and Buthelezi's Inkatha Freedom Party.

Whether their peace call will end the fighting remains in doubt. Both men have previously made individual pleas for a stop to the bloodshed.

About 3,000 blacks died in faction fighting in 1990—the worst year on record—and most of it was linked to the ANC-Inkatha feud (Susman 1991, page 5).

And as the 1994 elections neared, black leaders in some former homelands feared that they would lose power under black control of a new central government. They opposed the elections and said they would not allow their people to vote. In one homeland, Bophuthatswana, people demonstrated against this. They demanded that the homeland be reincorporated into South Africa and that voters be allowed to take part in the elections (Drogin 1994). South Africa faces an uncertain future as its diverse cultures clash for political control of the country. But South Africa's future nation-building must contend with more than ethnicity. The legacy of apartheid also includes corruption, crime, poverty, and ignorance (Berkeley 1994).

#### A NEW SOUTH AFRICA FACES A TEST AFTER APRIL 1994

o the visitor to South Africa], it doesn't take long to detect a pervading sense of uneasiness and anxiety . . . as the clock ticks away toward the fateful April [1994] elections.

The African National Congress is widely expected to win by a huge margin, with the National Party, in power since 1948, a poor second; but skepticism of the polls is even more pronounced . . . because of the many unpredictable elements involved. . . .

Foremost among the volatile conditions that could affect the elections is ... the "fear factor." As the world knows, the danger of violence is everpresent in the incredibly complex tangle of racial, social and economic tensions that have long prevailed in South Africa....

Looming ominously in the tense

atmosphere is the specter of unrealistically high expectations among the millions of impoverished, jobless, largely uneducated blacks (and to a less extent by virtue of their smaller numbers, the "Coloured" mixed race and Asian segments), who "expect to have a house, a TV, a car and a job" the day after elections. An extreme exaggeration, to be sure, but there is

no cloaking the fear that black expectations are bound to be dashed as the glow of pre-election promises evaporates in the inevitable post-election reality....

Come what may, after April 27, 1994, the Republic of South Africa will never be the same again (Duncan 1994, page 2B).

- 6. What did the author of the second article mean when he said that "black expectations are bound to be dashed as the glow of pre-election promises evaporates in the inevitable post-election reality"?
- 7. What do you think the chances are for the success of South Africa's new leadership? Explain your position.

### Why doesn't the Kurdish nation have its own state?

In the cases of Nigeria and South Africa, countries are struggling to unify in the face of ethnic diversity. In these cases, the single country of Nigeria or South Africa includes numerous distinct ethnic groups. But the ethnic groups in those countries are not, at this time, seeking to separate and form their own states. In other cases, however, there are distinct ethnic groups who are divided across more than one sovereign country. Some of these ethnic groups lacking their own territory want to build their own nation-states.

One of these is the Kurdish people of Southwest Asia. The approximately 28 million Kurds are spread among six different countries, in an area about the size of Thailand (Figure 10 on page 55). Table 6 on page 55 shows how many Kurds live in each of these countries. The Kurds are the world's most populous nation without their own state (Marshall 1991). A long-standing goal of the Kurds is to control their historical territory, which they call Kurdistan.



Figure 10 Area in which the Kurdish nation lives.

Table 6 Distribution of the Kurdish population

	Kurdish population (millions)	Total population of the country	Kurdish percentage of total population
Iraq	4.9	19.2	26
Turkey	14.5	60.7	24
Iran	6.7	62.8	- 11
Syria	1.4	13.5	10
Azerbaijan and Armenia*	0.4	10.8	4

Kurdish population in the former Soviet Union is split between the newly independent countries of Armenia and Azerbaijan; data are not available on the distribution of the Kurds within these two countries.

When World War I ended in 1918, the defeated Ottoman Empire was divided into many territories. Among the new countries emerging from these lands were Turkey, Iraq, and Syria. The Kurds were promised their own country, but except for a brief period in 1946, there has never been an independent Kurdistan.

One reason for this is that Kurdish territory is divided by the Zagros Mountains, which were historically the border between the Ottoman (Turkish) and Persian (Iranian) Empires. The border also led to deep divisions between the Kurds themselves—there are two distinct dialects of the Kurdish language, one related to Persian, the other more closely linked to European languages. And there has also not been a single political party to unite the different Kurdish nationalists struggling for autonomy within Turkey, Iran, Iraq, and Syria (Marshall 1991).

Why haven't these independent countries allowed the Kurds to go their own way? Consider how much land Turkey would be giving up if Kurdistan were to exist. Also consider that the Kurdish part of Iraq contains about two-thirds of Iraq's oil supplies. And the Kurds have long been involved in territorial battles between Iran and Iraq. The Kurds have allied themselves against each of these countries at different times during their struggle for autonomy. But the governments of Iran and Iraq have betrayed their Kurdish allies when their help was no longer needed and crushed Kurdish revolts (Marshall 1991). After the Gulf War of 1991, Iraq's army was weakened, and Kurdish rebels had new hope.

#### GETTING THEIR WAY

If we had a king,
He would be worthy of his crown;
He should have a capital
And we would share his fortune.
Turk and Persian and Arab
Would all be our slaves.

—Kurdish verse popular in the 1920s

The slaves are out of the question, but the capital and the fortune are looking more attainable than ever to Iraq's Kurdish minority. After struggling for most of this century for control of their homeland, which happens to sit atop some of Iraq's richest oil fields, the Kurds have wrested large portions of it from Saddam Hussein's disheveled forces. Though their gains are far from irreversible, this time the Kurds appear to have a chance of holding on and, in the end, winning at least a form of autonomy. Says a beaming Hoshyar Zebari, spokesman for the Kurdistan Democratic Party: "This is the nearest we've ever come to achieving our objectives."

Saddam is not the only one worried about the Kurds; the allies . . . are concerned too. The Kurdish leadership professes a modest aim—autonomy with a democratic Iraq. But suspicions run deep that the real agenda is, as it has been in the past, independence... That is an outcome none of the allies desire. For one thing, they do not want to be held responsible for Iraq's partition. For another, the Kurds in Turkey, Syria, Iran, and the [former] Soviet Union might come down with separatist fever as well....

Life under non-Kurdish rulers has not been easy. Teaching the Kurdish language is prohibited in Iranian and Syrian schools. In Turkey singing a Kurdish ditty can bring a jail term. Syria has revoked the citizenship of many of its Kurds to punish their rebelliousness. Iraq has expelled tens of thousands of Kurds from their homes, and in 1988 gassed the town of Halabja, killing 5,000 people. The world community scarcely took notice.

Outsiders are . . . skeptical that the Kurds would settle for autonomy. "As the first step, yes," says Michael Lazarev, an expert on the Kurds at Moscow's Institute of the Middle East. "But I am sure they are still dreaming of a Kurdistan of their own."

. . . For the Kurds, a capital and a fortune may yet prove as illusory as those slaves (Goodgame et al. 1991, pages 34–36).

- 8. What factors have prevented the Kurds from getting their own state?
- 9. Why do the Kurds feel that autonomy over their country is necessary?
- Should the United States assist the Kurdish people to form their own nation-state? Explain your answer.

## Does ethnic diversity threaten other nation-states?

Ethnic diversity has been shown to be a force that can impede nation building. It can even break countries apart. Ethnic fragmentation is the cause of conflict in many parts of the world today. It is possible that, in poor countries such as Nigeria, ethnic conflict—in combination with desperate poverty—will cause further political disorganization and human suffering. You have learned that the nation-state is an ideal. But when more than one nation is included within one country, it is not always a politically stable situation.

- 11. Can you think of examples of other nations without states? Why would nations that do not have their own country seek sovereignty?
- 12. Given the conflicts caused by ethnic diversity, does the ideal of a nation-state have any future?



# Is there a future for the nation-state ideal?

#### **Objectives**

In this lesson, you will

- Give examples of institutions that promote international economic and political integration.
- Consider whether global interdependence will diminish the importance of nation-states.

#### **Glossary Words**

global interdependence multinational corporations (MNCs) nationalism nation-state

### What forces are changing the world's nation-states?

In this module, you have learned that many countries became independent in the last half of the twentieth century (Table 1 on page 5). Many of these new states, such as Nigeria, contain more than one nation. For these countries, problems of nationalism and development have made building a unified nation-state difficult. Even in older countries, such as South Africa, ethnic differences, desperate poverty, and lack of law and order threaten to pull the nation-state apart (Kaplan 1994). Forces of nationalism have already ripped the

former Yugoslavia into five separate countries and split Czechoslovakia into two independent states. It would seem that the world is destined to be split into ever more, smaller countries.

Or is it? At the same time as these developments, there have been instances in which different nation-states have come together. The European Community is one example. The North American Free Trade Agreement (NAFTA) is another. Given these and other examples, global interdependence—eased by rapid communications and transportation—appears to be on the rise. The reasons for this international integration have been both economic and political.

The following two sections discuss examples of economic and political ties that have bridged the gap between different countries.



President Clinton signs the North American Free Trade Agreement into law.

### Economic integration: The role of multinational corporations

One thing that links different countries is the growth of multinational corporations (MNCs). These are firms that conduct operations in more than one country (Figure 11 on page 61).



Locations of offices for Mitsubishi, one of Japan's largest industrial groups. Mitsubishi is represented in every major country with operations in many industries, including food, fuels, information systems, metals, machinery, chemicals, and textiles. Figure 11

Source: Marshall 1991.

Multinational corporations account for much of the world's technological inventions, international trade agreements, flows of money between countries, and industrial growth. The enormous size of these corporations is not always appreciated (Table 7 below). In economic importance, they rival many countries (Berry et al. 1987). Because of their economic power, MNCs often wield political power, especially in smaller and weaker countries. MNCs ease the economic integration of countries around the world, especially the richer ones, into a global market.

Table 7 World's 10 largest industrial corporations

Company (location of headquarters)		Total sales, 1991 (millions of U.S. \$)	
1.	General Motors (U.S.)	123,780	
2.	Royal Dutch/Shell Group (Britain/Netherlands)	103,835	
3.	Exxon (U.S.)	103,242	
4.	Ford Motor (U.S.)	88,963	
5.	Toyota Motor (Japan)	78,061	
6.	International Business Machines (U.S.)	65,394	
7.	IRI (Italy)	64,096	
8.		60,236	
9.	British Petroleum (Britain)	58,355	
10.	Daimler-Benz (Germany)	57,321	

Source: Fortune 1992.

- 1. How do the total sales from the MNCs in Table 7 compare to the total GNP for individual countries in the world?
- 2. What do you think might be the effects of MNCs generating more money than an entire country?
- 3. Why would the operations of MNCs link different countries?

### Political integration: The role of international organizations

The United Nations is the most important example of an international organization among different countries. But there are many other cases of countries joining together on a regional basis. For example, the Organization of American States (OAS) attempts to maintain peace and cooperation among countries in the Western Hemisphere.

If the countries of Africa and other poor regions are to develop, how might they organize themselves to achieve greater political stability and economic strength? One way is for smaller countries without great economic power to join together in political (or economic) organizations. It is often said, "in union there is strength."

What organizations have African countries established to increase their economic and political power in the world? Leaders of Ghana and Nigeria were among several Africans who tried to form an all-African continental government right after their countries gained independence. In 1963, the Organization of African Unity (OAU) was formed. The focus of the OAU has been on political union more than economic cooperation (Best and De Blij 1977).

- 4. What international organizations are bringing the world's countries closer together?
- 5. What advantages do international organizations bring to countries that share important economic resources or political goals?

# What will the world political map look like in 50 years?

Two powerful forces—nationalism and global interdependence—are pulling at the world today. Nationalism separates peoples into ethnically-based sovereign territories. The nation-state is the ideal of nationalism. Interdependence brings nations together through international economic, political, and cultural interactions. Increasing integration of peoples and places is the result of interdependence.

You have seen that forces of nationalism have been acting to create new independent countries—there were over 190 of them in 1994. But there are still nations (ethnic groups) without independence, and many of them are struggling for autonomy. Many nations without states, such as the Kurds, want to form separate nation-states. At the same time, global economic and political interdependence is acting to bring different countries together.

In the last 50 years, the world map has changed dramatically. What will it be like in the future?

- 6. Do you think that there will be more or fewer nationstates in 50 years? Why?
- 7. How do you think the United States will be changed by the forces of nationalism and interdependence?
- 8. How do you think the changes in nation-states you suggested will affect how you live in the future?

### Glossary

- Apartheid The South African government's former policy of separating and controlling peoples of different racial types.
- Autonomy A country's right to be selfgoverning.
- Boycott The act of refusing to do business with a country in order to show disapproval of its actions or policies.
- Colonialism A powerful country's control of the territory of weaker peoples in order to exploit those peoples and their resources.
- Colony A region or territory politically and economically controlled by another country.
- Core-periphery The idea, or theory, that one area, called the *core*, grows economically and politically strong by exploiting its surrounding territory, called the *periphery*.
- Country A territory with defined, internationally recognized boundaries and with an independent government; same as a state.
- Coup d'état An attempt to overthrow and take over a government; literally, "a blow to the state."
- Cultural pluralism The existence in a given area of many different cultural groups.
- Culture The whole complex of knowledge, beliefs, customs, and learned behaviors that identify a group of people as distinct from another group.
- Development The improvement of a country's or a region's standard of living through economic growth.

- Emirate The territory ruled by an emir, an Arabian prince, or military commander.
- Ethnic Relating to large groups of peoples classed according to common traits and customs.
- Ethnicity The identification with a particular ethnic group.
- Federalism A government form in which separate political units surrender their sovereignty to a central authority but retain limited powers for themselves.
- Global interdependence Relations of mutual dependence among all countries.
- Government A means for administering the purposes of a state and exercising control over its territory.
- Gross national product (GNP) The total monetary value of all goods and services that a country produces in a given year.
- Lingua franca A common language used to communicate among people who speak diverse languages.
- Multinational corporations (MNCs)

  Companies that operate in many countries, often influencing the internal affairs of those countries.
- Nation A large group of people with shared cultural characteristics, values, and aspirations. They are identified with a defined area but may not have sovereignty in that area.
- Nationalism The sense that a nation has of a shared history, purpose, and identification with a defined area, often resulting in efforts to form a state of its own.

- Nation-state The ultimate political expression of nationalism, it is an independent state with a high degree of cultural or ethnic unity and cohesion.
- Pastoralism A system of agriculture based upon the herding of animals.
- Political geography A branch of geography concerned with access to power and resources by groups, states, and nations.
- Sedentary agriculture A system of agriculture in which farmers are permanently settled on the land they cultivate.

- Sovereignty Having freedom from outside control, such as the autonomy of an independent country.
- State A political unit, also called a country, having a well-defined territory with internationally recognized borders and with an independent government. Some countries have internal divisions that are also called states.

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