

# PLURALISM AND INEQUALITY IN NIGERIA: FACTORS INHIBITING AND PROMOTING DEVELOPMENT

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A Teaching Unit for  
Global Politics Students



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# UNIT OVERVIEW

## Description

The following unit can be used with the Social Science **Global Politics** course in the International Baccalaureate (IB) as well as any course exploring the complexity of the challenges we face in the 21<sup>st</sup> century. The materials provided examine to what extent Nigeria's federal model has mitigated group grievances and addressed regional socio-economic inequalities or increased ethnic and religious competition. They focus on the impact of colonialism in creating current intergroup power dynamics, and the role of federalism in managing tensions over resources and representation. The materials also reveal the limits of the federal model in Nigeria: significant economic and educational inequalities between the North and South have persisted, and extremist insurgencies in the North continue to be a threat. This unit is comprised of seven tasks and offers a unique exploration of political power-sharing between several groups in the wake of protracted ethnic violence. Learning materials provide opportunities to examine inequality and development and the role of federalism, ethnicity and institutions in achieving social change and furthering respect for all groups.

Although originally designed to correspond with IB curriculum, we expect that teachers will select the tasks and materials that are most appropriate for their context. The Links to Theory tasks may be more relevant for students already familiar with these theories.

## Audience

IB and non-IB teachers of upper-grade secondary (high school) students.

## Approach

IB teachers are expected to take a case study approach to allow a deep and conceptual understanding of these units.

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## Themes

- Power, Legitimacy and Sovereignty
- Peace and Conflict
- Development and Globalization
- Inequality
- Federalism
- Human Rights
- Pluralism

## Learning Outcomes

By the end of this unit learners will be able to:

- Explain how a specific case study relates to inequality and development
- Apply relevant key concepts, theories and ideas from the core units of analysis to the case
- Evaluate the case study from different perspectives and in the wider context of global politics
- Apply a pluralism lens in order to analyze the drivers of inclusion and exclusion in a specific country context

## Materials

This unit includes the following resources:

- A student workbook with articles, tasks and activities (in PDF)
- A slide presentation that follows the Workbook and includes links to media clips (in PowerPoint)

One possible approach to the case study is for teachers to present while students follow the tasks in the Workbook. They can do this using a hard or soft copy.

# Summary of Tasks

## TASK 1: BACKGROUND ON NIGERIA (SLIDES 4 TO 5)

Learning Objectives	Materials, Activities & Learning Routines
<ul style="list-style-type: none"> <li>Describe Nigeria's "geographic challenge." Assess prior knowledge and knowledge gaps regarding the challenges faced by Nigeria.</li> </ul>	<ol style="list-style-type: none"> <li>Learn about Nigeria:               <ol style="list-style-type: none"> <li>Watch Stratfor's video "Nigeria's Geographic Challenge," <a href="https://www.youtube.com/watch?v=irn2SWBRZWQ&amp;list=PLD985DC24042D71ED&amp;t=0s&amp;index=24">https://www.youtube.com/watch?v=irn2SWBRZWQ&amp;list=PLD985DC24042D71ED&amp;t=0s&amp;index=24</a> (2 minutes).</li> <li>Read the text from the Global Centre for Pluralism's (GCP) Nigeria case note.</li> </ol> </li> <li>Answer the questions in the Workbook (connect, extend, challenge).</li> </ol>

## TASK 2: NATIONALISM, ETHNICITY, FEDERALISM AND PLURALISM IN NIGERIA (SLIDES 6 TO 10)

Learning Objectives	Materials, Activities & Learning Routines
<ul style="list-style-type: none"> <li>Define state, nation-state, ethnic nationalism, unity and federal states.</li> <li>Explain the relationship between nationalism and ethnicity in Nigeria.</li> <li>Assess whether ethnicity is a driver for conflict in Nigeria.</li> <li>Apply a pluralism lens to the issues facing Nigeria.</li> </ul>	<ol style="list-style-type: none"> <li>Fill in the table with the definitions.</li> <li>Read the text from GCP's Nigeria case note.</li> <li>Answer question 3 in the Workbook.</li> <li>Take notes on the slides about pluralism.</li> <li>Take notes on Daniel Agbiboa's video <a href="https://www.youtube.com/watch?v=7wSni9cJYps">https://www.youtube.com/watch?v=7wSni9cJYps</a> (15 minutes).</li> <li>Answer question 6 in the Workbook.</li> </ol>

## TASK 3: LINKS TO THEORY I (SLIDE 11)

Learning Objectives	Materials, Activities & Learning Routines
<ul style="list-style-type: none"> <li>Summarize Samuel Huntington's "Clash of Civilizations" theory.</li> <li>Assess whether the conflict in Nigeria has a "civilizational" character.</li> <li>Describe and compare inclusive and extractive institutions.</li> <li>Assess how federalism in Nigeria has led to the creation of extractive institutions.</li> </ul>	<ol style="list-style-type: none"> <li>Read the text from GCP's Nigeria case note.</li> <li>Answer the questions about positive and negative peace.</li> <li>Watch the interview with Samuel Huntington where he describes his "Clash of Civilizations" theory, <a href="https://charlierose.com/videos/17838">https://charlierose.com/videos/17838</a>. (22 minutes). Summarize the theory.</li> <li>Answer question 4 in the Workbook.</li> <li>Answer questions 5a and b in the Workbook.</li> </ol>

#### TASK 4: NIGERIA'S DEVELOPMENT CHALLENGES (SLIDES 12 TO 14)

Learning Objectives	Materials, Activities & Learning Routines
<ul style="list-style-type: none"> <li>Outline Nigeria's challenges to development.</li> <li>Present a challenge to Nigeria's development.</li> <li>Compare and analyze the different challenges.</li> </ul>	<ol style="list-style-type: none"> <li>Read the International Crisis Group's report "Herders Against Farmers: Nigeria's Expanding Deadly Conflict" (September 2017), <a href="https://www.crisisgroup.org/africa/west-africa/nigeria/252-herders-against-farmers-nigerias-expanding-deadly-conflict">https://www.crisisgroup.org/africa/west-africa/nigeria/252-herders-against-farmers-nigerias-expanding-deadly-conflict</a>.</li> <li>Create a poster for one of the identified sections of the report.</li> <li>Run a Chalk Talk Routine based on the posters (see Learning Routines in the Overview).</li> </ol>

#### TASK 5: INEQUALITY IN NIGERIA: POLITICAL FACTORS AFFECTING DEVELOPMENT (SLIDES 15 TO 16)

Learning Objectives	Materials, Activities & Learning Routines
<ul style="list-style-type: none"> <li>Connect the IB key concept of Inequality to Nigeria and its development challenges.</li> <li>Assess the impact of Nigeria's federal system on ethnic and religious competition.</li> <li>Explain the rise of Boko Haram and its impact in Nigeria.</li> <li>Connect Francis Fukuyama's concept of "social mobilization" to the case study and the key concept of Violence.</li> </ul>	<ol style="list-style-type: none"> <li>Read the definition for the IB key concept Inequality.</li> <li>Do the 3-2-1 Bridge activity.</li> <li>Read the text from GCP's Nigeria case note.</li> <li>Answer questions 4 to 7.</li> </ol>

#### TASK 6: LINKS TO THEORY II (SLIDES 17 TO 18)

Learning Objectives	Materials, Activities & Learning Routines
<ul style="list-style-type: none"> <li>Outline the factors affecting Nigeria's development.</li> <li>Assess whether Nigeria is a "stable state" according to Fukuyama's 3 criteria.</li> <li>Connect these criteria to IB key concepts.</li> <li>Apply Paul Collier and Anke Hoeffler's "Greed vs Grievance" theory to Nigeria.</li> </ul>	<ol style="list-style-type: none"> <li>Read Chapter 14 part 1 in Fukuyama's <i>Political Order and Political Decay</i> (2014).</li> <li>Answer question 2.</li> <li>Read Chapter 14 part 2 in Fukuyama's <i>Political Order and Political Decay</i>.</li> <li>Answer question 4 and 5, and fill out the chart.</li> <li>Read "Regional Responses to Boko Haram."</li> <li>Answer question 7.</li> <li>Answer question 8 and fill out the chart on "greed and grievance" in Nigeria.</li> </ol>

## TASK 7: NIGERIA THROUGH A PLURALISM LENS (SLIDES 19 TO 22)

Learning Objectives	Materials, Activities & Learning Routines
<ul style="list-style-type: none"><li>• Outline the drivers of inclusion and exclusion and how they relate to Nigeria.</li><li>• Identify and compare examples of inclusive and extractive institutions in Nigeria.</li><li>• Apply a pluralism lens to current challenges.</li></ul>	<ol style="list-style-type: none"><li>1. Read through GCP's drivers of inclusion and exclusion</li><li>2. Find examples of how Nigeria has inclusive institutions and extractive institutions and fill out the table.</li><li>3. Read the Iwa Salami's article "Nigeria: What Muhammadu Buhari's Re-election means for Africa's Biggest Economy" about the 2019 elections on <i>The Conversation's</i> website. <a href="https://theconversation.com/nigeria-what-muhammadu-buharis-re-election-means-for-africas-biggest-economy-112806">https://theconversation.com/nigeria-what-muhammadu-buharis-re-election-means-for-africas-biggest-economy-112806</a> (March 2019).</li><li>4. Update the descriptors for the three drivers of pluralism in Nigeria.</li><li>5. Read the concluding text from GCP's Nigeria case note.</li></ol>

## Timeframe

When piloted with 19 students, it took approximately 12 hours of learning time to go through the case study. However, some tasks are dependent on the students knowing the learning routine already and their ability to process information. The number of students will affect the duration of activities. Teachers may choose to skip some tasks.

## Learning Routine

Chalk Talk, the learning routine used in this teaching unit (part of Task 4 in the presentation and Workbook), is adapted from Ron Ritchhart, Mark Church and Karin Morrison's *Making Thinking Visible* (2011).

**Chalk Talk** — A task in which groups of students are seated at different tables with chart paper, different colour pens and a different prompt/idea. Students are asked to write down their ideas and reactions, and to question the prompts/ideas. The students then circulate to other tables and are encouraged to add ideas to their colleagues' chart paper, and to modify and/or question their colleagues' statements in a constructive manner. Once groups have visited every table and have returned to their initial station, they will share thoughts on their topic, taking into account contributions received from other groups.



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## About This Resource

This unit was originally designed to support the new International Baccalaureate (IB) course **Global Politics**. This course aims to understand the complexity of the challenges we face in the 21<sup>st</sup> century by focusing on Peace and Conflict. This resource primarily explores the concept of Inequality, one of the 4 key concepts in the Development Unit (the other 3 key concepts are Development, Sustainability and Globalization).

*This teaching case study is related to a research paper on Nigeria commissioned by the Global Centre for Pluralism, an international research and education organization headquartered in Ottawa, Canada. Entitled “Federalism and Group-Based Inequalities in Nigeria,” it can be found [here](#). This teaching case study was produced by Vlad Gogulescu, a former Global Politics teacher with the International Baccalaureate (IB) in Amsterdam.*

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