

Unit EQ: What is the impact of economic globalization on developing countries (with an emphasis on China and Nigeria)?

(Students have already completed separate units on China and Nigeria, so they should already have a foundational understanding of each country's government and economic structure.)

China/Nigeria Mini-Unit

50 Minutes Class Periods	Lesson	Purpose
Class #1	China Country Fact Sheet	Reviewing the basic components concerning China. This fact sheet will likely not take students the entire class period, but I will go through the content with the students to ensure that they are aware of the vital details that will be necessary to deal with the content that is to come.
Class #2	Nigeria Country Fact Sheet	Reviewing the basic components concerning Nigeria. This fact sheet will likely not take students the entire class period, but I will go through the content with the students to ensure that they are aware of the vital details that will be necessary to deal with the content that is to come. At the end of class, we will compare and contrast China and Nigeria and the students will be asked to compile a Venn Diagram with the material
Class #3	Why Africa?	Students are to understand why Chinese companies are interested in Africa.
Class #4	Is Chinese involvement in Nigeria good for Nigeria or just China?	The students will begin to formulate an opinion on the involvement of China in Nigeria.
Class #5	Globalization in Africa (who are the winners and losers?)	This lesson should tie in the US economy to China and Africa as

		a whole. The students will get a big picture idea of the impact of globalization on Africa from the world's two largest economies.
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Class #1 - China Country Fact Sheet

Name:

China Country Fact Sheet

Official Name of Country & Capital		
Federal or Unitary?		
Presidential, Parliamentary, or Mixed?		
Head of State/Head of Government		
Name of Legislative Branch (Identify both houses if applicable)		
Name of Judicial Branch		
Source of legitimacy (remember can be more than one method)		
Media		
Features of the Constitution (written or unwritten, important documents in government/history)		
Historical Evolution of Political Traditions (major events that shaped the evolution of their government)		

Key Political Leaders and their Policies			
Cleavages			
Political Parties (Identify/describe platforms of main 3)			
Electoral Systems (first past the post or proportional or hybrid)			
Role of Political Elites (see “political recruitment”)			
Interest Group System (identify pluralist or corporatist)			
Economic System (identify capitalist, socialist, etc.; identify major economic policies the government has adopted)			
1st, 2nd or 3rd World & HDI ranking			

Supranational Organizations		
Public Policy (at least 3 issues)		

Class #1 - Nigeria Country Fact Sheet

Name:

Nigeria Country Fact Sheet

Official Name of Country & Capital		
Federal or Unitary?		
Presidential, Parliamentary, or Mixed?		
Head of State/Head of Government		
Name of Legislative Branch (Identify both houses if applicable)		
Name of Judicial Branch		
Source of legitimacy (remember can be more than one method)		
Media		
Features of the Constitution (written or unwritten, important documents in government/history)		
Historical Evolution of Political Traditions (major events that shaped the evolution of their government)		

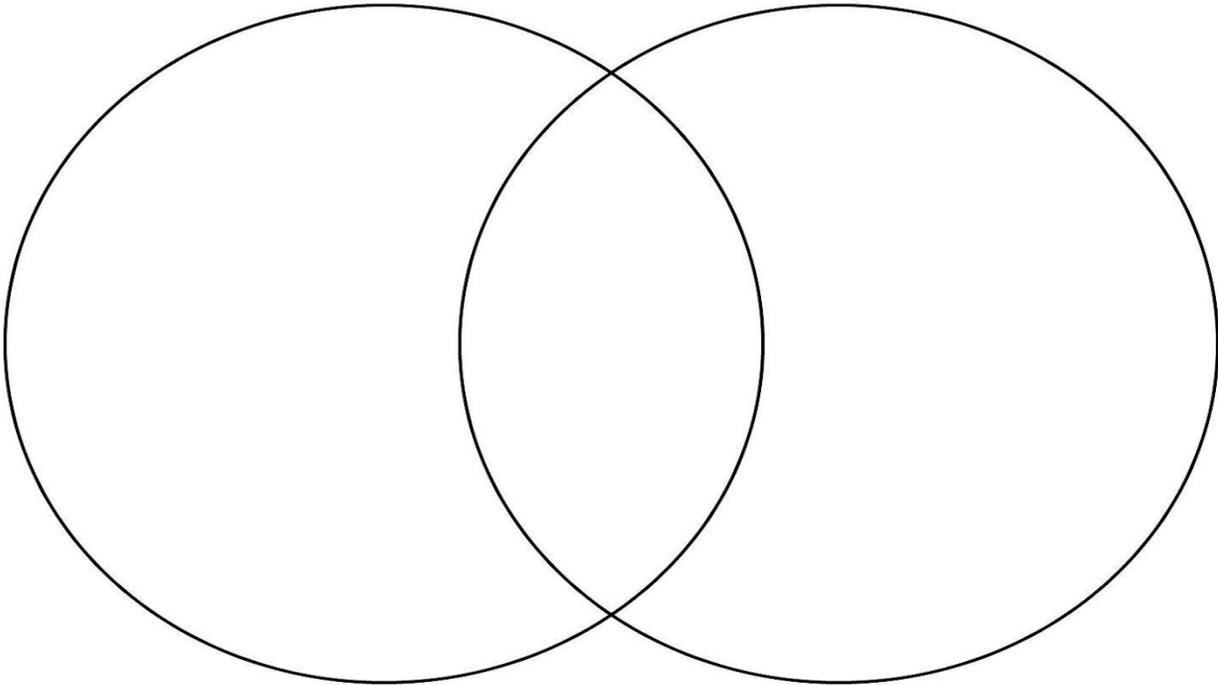
Key Political Leaders and their Policies			
Cleavages			
Political Parties (Identify/describe platforms of main 3)			
Electoral Systems (first past the post or proportional or hybrid)			
Role of Political Elites (see “political recruitment”)			
Interest Group System (identify pluralist or corporatist)			
Economic System (identify capitalist, socialist, etc.; identify major economic policies the government has adopted)			
1st, 2nd or 3rd World & HDI ranking			
Supranational Organizations			

Public Policy (at least 3 issues)	

China

BOTH

Nigeria



Class #3- Why Nigeria?

We will begin the class with a discussion on why China would be interested in Nigeria. Students will be asked to look at their Venn Diagrams and to talk about the differences and commonalities of the 2 countries.

We will look at a map and discuss the distance between Beijing and Abuja (roughly 11,000 km) and the climate differences. Then the class discussion should lead to the abundance of natural resources that Nigeria has and the students should begin to think of a big motivator in the global economy (oil). This is a discussion that comes up constantly in my AP Comparative course.

Class reading - The class will then do a reading from Financial Times titled "[Chinese investment extends its influence in Nigeria](#)"

Questions to consider while reading.

1. What are the industries China is involved in?
2. Are they producing things in Nigeria or simply exporting the resources or both?
3. Is this good for China?
4. Is this good for Nigeria?
5. Is this good for the rest of the world?

Class #4 - The toll of Chinese involvement in Nigeria

We will begin the class with a discussion of the findings from the article that we read in the previous class. What industries are the Chinese involved in? Is the Chinese involvement in Nigeria good for China/Africa/the world?

Today the students will read an article from the New York Times titled “[In Nigeria, Chinese Investment Comes With a Downside](#).” This article points out the toll that the Chinese involvement is having on Nigeria.

Quick Write (10-15 minutes)

Prompt: By now you have an understanding of the history of Nigeria and the ways in which it was exploited in the past and present by Western nations. You also understand the levels of corruption that exist within the government of Nigeria (think back to the [VICE](#) documentary we watched). The article deals with the cost of doing business with the Chinese for Nigeria, what are those costs and who is taking the brunt of the costs (government or people)? Is this “exploitation” or just business? Is the overall impact a net positive or negative?

Class #5 - Globalization and Africa

The class discussion will begin with a discussion on the negative impacts that stem from doing business with China. We will then draw on our past lessons concerning the exploitation of Nigeria by Western nations. The students will decide whether or not the Chinese comparison can be made and we will draw some similarities and differences. This will lead to a quick discussion on globalization and the impact it has on any country.

The goal of today's lesson is to give the students an idea of the impact of globalization on Africa.

The students will read the [policy brief](#) and pay special attention to the graphs.

Figure 1:

1. What happened with trade between the US and Africa from 2002-2015?
2. What happened with trade between China and Africa from 2002-2015?

Figure 2:

3. What do you notice about the oil trade between the US and Africa from 2002-2015?
4. What do you notice about the oil trade between China and Africa from 2002-2015?
5. What does FDI stand for?
6. What are some of the take-aways from the article (things that stood out, surprised, or you something you learned)?