**Unit 6 Study Guide**

**SS7CG1 and SS7CG2**

* Governments distribute power three ways. In a unitary system, there is one central authority. In a confederation such as the African Union, power is shared by several countries, states, or regional groups. Nigeria has a federal system where power is shared by the central authority and the regional groups.
* Citizen participation is also defined three ways. In an autocratic society, one person has all the power, and the citizens have very few—if any—rights and freedoms. In a democratic society, the ultimate power is in the hands of the citizens. A small group of people hold the power in an oligarchic society, and the citizens’ rights and freedoms are limited.
* There are two types of democracies. In a parliamentary democracy like South Africa, the leader is chosen by the legislative branch. This is different than a presidential democracy like Kenya where the leader is chosen directly by the people. Both of these countries’ type of government is called a republic. A **rep**ublic is where the citizens vote for others to **rep**resent them in government.
* South Sudan gained their independence in 2011 by seceding from Sudan. There were a number of reasons why South Sudan voted to split from Sudan including political, economic, and social conflicts. Political differences involving the government often led to conflict as did the argument over the unequal distribution of oil wealth. And of course, differences between ethnic and religious groups leading to civil wars played a part as well.

**SS7CG3**

* In the US, we sometimes take our educational opportunities for granted; however, the opportunity to learn and get ahead in life is not common in a lot of places around the world. Kenya and Sudan are contrasting countries in Africa when it comes to education. The opportunity for advanced education is much more common in Kenya as evidenced by their much higher literacy rates, but in both countries, the opportunity is limited compared to the US.
* There are a few factors in Kenya and Sudan that limit education opportunities.
  1. Girls do not receive equal access to education due to cultural importance given to males. If a family does not have enough money to send all their children to school, the boys will go first since they are considered the “earners.”
  2. Traditional roles and culture may not put as much importance on education. Children may be more useful to the family on the family farm or family business.
  3. African governments cannot afford to invest as much of their limited GDP into education.
* Famine is an issue in over ½ of African countries on a regular basis. This can be caused by drought, deforestation, and desertification as we’ve learned before. However, this can also be caused by governments spending money on wars and military instead of things to help the farming (agricultural) industry. In addition, unstable or corrupt governments and undeveloped economies could lead to famine for parts of a country’s population.
* HIV/AIDS is a major health issue in sub-Saharan Africa. Over 70% of the people worldwide infected with AIDS live in sub-Saharan Africa. During the last half of the 20th century, Africa has had numerous civil wars. One of the major consequences of the numerous civil wars affecting the treatment of AIDS patients is the disruption in the distribution of medicine.
* In South Africa, 13% of the population is HIV positive. This has had a negative impact on economic growth. Many infected young people are unemployed and unable to work. More money is spent by the government on treating the disease and caring for the sick. Less money is used for investment into factories, machinery, and new technology that would help businesses and the economy.

**SS7E1**

* There are three basic types of economic systems: market, command, and traditional. In a market economy, business owners decide what to produce, how to produce it, and for whom to produce. In a command economy, a central authority/government makes those economic decisions. In a traditional economy where bartering for goods and services is most common, customs and culture determines those economic decisions.
* In reality, the economic systems of all countries are mixed and fall somewhere on a continuum between a pure market and a pure command economy because both the government and citizens play an important role in today’s economic environment. We compared the economies of South Africa and Nigeria in class and found that they are both on the market side of the continuum although South Africa is more toward market than Nigeria due to Nigeria’s corruption in government.

**SS7E2**

* Most African nations depend on foreign trade with many nations to provide things which are not made in their country. The world relies on a system to exchange currencies so that fair international trade can take place.
* Because no one can produce everything their people want and need, specialization is a valuable method which encourages trade. Specialization allows people to do a more efficient (better) job at producing what they make best and trade for the things they need but don’t have.
* Despite the need for international trade, political trade barriers are sometimes put in place for a variety of reasons. A tariff is a tax on imported goods. It is often used simply as a way to make money (revenue) or as a way to protect a country’s own companies who make similar products—the tax raises the price of the cheap imports which helps the domestic (within your own country) companies compete with the new price.
* This is the same reason why a quota could be used. A quota is a limit on the quantity of an imported good. This will either raise the price of the import or limit the quantity sold in a country, after which the consumers must buy the domestic product.
* An embargo is an elimination of trade and is often used to hurt another country’s economy until they change a policy or action. For example, the world put an embargo on Iraq after they invaded Kuwait in 1990 with the hope that they would leave the country.

**SS7E3**

* When a country invests more in human resources (spends more on training, education, and healthcare for its workers), it usually means their workers will be more productive—raising the GDP per capita. This usually results in a higher literacy rate in the countries that do this. A higher literacy rate usually means a higher standard of living because the people are more prepared for better jobs. The standard of living in a country is often reflected by its GDP per capita and per capita income.
* When a country invests more in capital resources (spends more on factories, technology, and equipment), it usually means a higher GDP for that country because they can produce mass produce products and more technologically advanced products.
* Natural resources such as diamonds, gold, and uranium are not distributed (located) evenly throughout Africa. Those who are rich in natural resources are more likely to increase economic development whereas those without are likely to have an undeveloped economy.
* Nigeria is rich in oil deposits, and their GDP is dependent on that resource. South Africa is a more diverse (has variety) economy but has benefitted greatly from gold and 40% of the world’s known diamonds. Because of the diverse economy, it is easier for the entrepreneurs of South Africa to start a business.