

CGU363 GU-BUURI MALEMA (CULTURAL STUDIES)

Culture and its components

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Acknowledgements

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About this Course Guide

Gurene Cultural Studies has been produced by the University of Education, Winneba. All Course Guides produced by University of Education, Winneba are structured in the same way, as outlined below.

How this course is structured

The course guide overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Lessons

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into lessons. Each lesson comprises:

- An introduction to the lessons content.
- The lesson outcomes.
- New terminologies used in the lesson

- Core content of the lesson with a variety of learning activities.
- A lesson summary.
- Assignments and/or assessments, as applicable.

Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this course; these may be books, articles or web sites.

Your comments

After completing the Cultural Studies course we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Lesson 3

Political/State Organizations

Introduction

The topic introduces students to the political/state organisations as they operate in their communities. The topic encompasses the following key areas that need attention: They are Chieftaincy, Military system, the Judiciary and the Political economy (tax system, etc.)

Upon completion of this unit you will be able to:

**Outcomes**

- Identify and discuss at least four political/state organisations as they operate in the traditional system.
- Identify and evaluate some important cultural issues in contemporary times in relation to the political/state institutions.

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**Sɔa zo'e me ti farefari buuri za'a tara maala bamesi,
mw.**

- **Tiŋa maalego yela (political economy)**
 - **Lampo to'osego**
 - **Leebego**
 - **ŋmaare**
 - **Yaŋebasa yaŋemo**
 - **Gu'ulego**
 - **Kua**
 - **Gɔbega**
- **Sareya dia yela (judicial system)**
 - **Pɔsega, luŋere la nɔbinere ta'am base ti ba baŋe mina n iŋe yele la mw, nayigum puan.**
 - **Yidaana bii yizukiima ta'am maale yele**
 - **Yetɔgum diti nayire me**

- Mina n sa'am yelesabele, (mw, nayigum, penzeera,...) naba ta'am base ti ba lo e tabele naafu bii weefo ti a ve'era e zota kaara.
-
- Na'am yela (chieftaincy)
 - Tiya woo tari naba me. Naba de la mina ti tiya la дума loe e ti a bona ba neya bisera ba.
 - Dagi nera woo n diti na'am; naboteba boi me ti tindaanduma me bona. naba sci la nereba la timmaalego ti tiya la дума loe e ti a bona ba neya bisera ba.
 - Dagi nera woo n diti na'am; naboteba boi me ti tindaanduma me bona. Naba sci la nereba la timmaalego yela za'a ka'asera.
 - Na'am tigese me wuu:
 - Nayire—nakate--nabibesi—nabiisi—kambonaba—tiya la nereba
 - Na'am sunjeri me ti asaala maala amiya
 - Na'am ka'aseri la nereba ti ba tara noyine
 - Naba de la mina n gakeri a nereba nake'ene basera

- A me de la mina n baseri lasebaare bii muulego n paara nereba.
 - Na'am tari la dataane-zerebe, ninterega
 - Na'am tari la logesa'ango
 - Naduma ta'am dola bilam faara nereba
 - Na'am yela bo'ori la zeba tiya puan.
- Lengima yela
 - Lengima de la tigere n boi tiya puan gu'ura tiga la ba lgero
 - Budaa woo n boi buuri la puan de la lengima tigere la puan me. A dagi tigese'ere n boi ti nera woo kom mina. Dee la n de se'em la de wuu zerebe san lui tiya la puan budaa woo yeseri me.

Lengima zamesego sa:

- Dunkiine puan ti dunkiima la ni mura la
- Pema daka/tia
- Dea dia
- Ko'om ki'a
- Goki'a

- **Bayaam ki'a bii sika**
- **Tidire**
- **Kua**
- **kurega**

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Course overview

Welcome to Gureñ Cultural Studies: Political/state organisations

This course is intended to expose students to all aspects of their culture in relation to modernisation. These include culture and its components, political/state organisation, traditional economy and social structures. The course will also consider issues on the family/clan systems and urbanization. Under each broad heading, detail description of the various sub-titles will be made.

Gureñ Cultural Studies: Political/state organisations

Is this course for you?

This course is intended for all categories of people who wish to broaden their knowledge in what pertains in their traditional cultures in relation to contemporary times.

Lesson summary



Summary

- In this lesson, we have identified and discussed some of the political/state organisations as they operate in the traditional system. We observed that in the traditional state institutions there is a hierarchy as we find in contemporary times. Some of these institutions are Chieftaincy, Military system, the Judiciary and the Political economy (tax system, etc). These institutions function as one block, ie there is an interface among them.

It was also discovered that many of the traditional institutions are still run by people who have not had formal education. Age is also a key factor in the choice of leadership, hence the aged is advantaged. As a result, their participation in national debates on developmental issues is virtually non-existent. This deficiency (formal education) leads to serious setback to national development. There is therefore the need to have a pragmatic approach to solving the problem. Younger and educated people should be encouraged to take up the mantle of leadership, eg. Chieftaincy.

Assignment



Assignment

In your own candid opinion, discuss why you think that there should be a new paradigm shift from using age as a yardstick for leadership positions.

Assessments



Assessments

The following will be required for assessment:

Class Attendance:	5%
Class work:	35%
End-of-Semester Examinations:	60%
Total Score:	100%

There will be at least two assignments and one quiz. Each assignment will take two weeks to be submitted by students.

NB: Attendance and class assignments are pre-requisites for participation in the End-of-Semester Examinations.

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