

# **CGU 363GU –BUURI MALEMA (CULTURAL STUDIES)**

Traditional Economy



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# Acknowledgements

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# About this Course Guide

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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.

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## 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

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

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### 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.

## Lesson 2

# Buuri timmaalegጋ yጥla (The Traditional Economy)

### Introduction

This lesson focuses on areas that constitute our traditional economy. The backbone of every community and the nation as a whole depends largely on land, agriculture, labour, commerce, transport and communication. The lesson will discuss contributions that system contributes to the development of the economy.

Upon completion of this unit you will be able to:



#### Outcomes

- (a) Mention at least five areas which contribute to the development of the traditional community and the nation as a whole.
- (b) Discuss any five benefits and problems of your response in (a) above.

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- New terminologies used in the lesson where necessary
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Ɔɔa zo'e mɛ ti Farefari buuri tara maala bamesi. Tu me wan kelum bise Ɔɔa

wa n tari daaŋɔ se'em bɔ\ɔra asaala. Ɔɔa wa asi'a de la:

- Kua la ugere yela
  - Kua de la yelekatɛ bɔ'ɔra Atibiifareŋa woo. Kua bo'ori la taresum. Diisi zo'e zo'e ti kaareba nyɛta kua puan, mw, ki/si, sukaam, tɛa, suma, kamantuusi la nanzu'usi. Ba me kelum nyɛta

zema'asa wuu bemeto, aleefu la nangina me. Neramina n de kaara, kora nyeta, a duma njoni la naba me. A ta'am di pgeba zo'e, dge koma sarege ti la dena nyu'w nmi'a b'ora e. Ye'esa, a wa kelum ta'am da dusi wuu nii. bosi, piisi, buusi la kurikuri duma base ti la dena gu'ulego b'ora e.

- Samana tarega yela

- Samana tarega de la sela n sujeri asaala a tuuma puan. Nera san bota samane ti a ko bii a nje sela, nerebana bii folesi'a ti a wa ta'am nye a njwana:
  - Tindaana
  - A zo bii a suma
  - Naba
  - Mina n de tarema (bunkaka, ba'ara...) ta'am dike a samane bo nera a ti a ni ko dee nje diisi la bo e.
  - Nera san tara lagefu a ta'am da
  - Se'em me boi me ta'am nyoke a naafu tee kua
- Daanjo me boi samana tarega puan me. Fu san era zi'a ti fu ko dee ka tara lagefu, fu ta'am kan nye zi'a la.
- Nereba baseba doli la bilam faara ba taaba.
- Ninterega me base ti la sa'ana la buuri.

- Leebego yela

- Leebego me po sugera tija maalego me. Leebego kuna wa de la lgero ti ba yuum tara teesena taaba lgero. Nasaara kurego yuum ka boi. Lgeseto ti leebereba la yuum tara leebera tuseto n njwana:
  - Nyogesi
  - Pedanini
  - Yagembasa
  - Tadugero
  - Valesi
  - Motana
  - Gu'ure

- Wɔbego nyina
  - Taba
  - Vɔnɛsi...
- Daanɔ yuum boi leebego wa puan:
    - Nɛreba yuum faari taaba mɛ
    - La yuum tari la wuɲere bem zuo, nɛra ta'am ɛ mɛ ti a tee lɔkɔ ta koŋe dɛna la eɲa n ka nyɛ mina me n boti a dinɛ la zuo.
    - Lɔgerɔ la gelegere zim zim yuum de la yele
    - Lɔgerɔ la zia yuum tɔi me.
- Sore kinɛ yɛla
    - Nɛreba yuum kini la nama paara zi'isi bem zuo lɔa yuum ka boi. Sɛba n yuum tari la n ba'ari bosɔ la wiiri kina zi'isi wuu Kumaasi, Ankara, Konsaa bii Mɔtiŋa.
    - Nɛreba yuum viberi mɛ sɔa zuto la kom la konyuuro.
    - Bunseleduma la weedusi me daani ba mɛ
    - Nayigeba la faareba me yuum de la sɛba n ka baseri nɛreba la yɔi ti ba ɛra fai fai.
- Lasebaare bu'a yɛla
    - Lasebaare bu'a de la sɛla n de yelesabele timmaalego puan. Tuune san wan tum suɲa suɲa nereba zi'an la wan yese lasebaare la n paɛ nereba la se'em se'em.
    - Sɔsi'a ti lasebaare wan ta'am doose bini paɛ nereba la n nɲwana:
    - Gɔsego soolenɔ
    - Ba ta'am tum nɛra ti a ta bɔ lasebaare
    - Bugum san nyɔ sinsua nɛra yizagenɔren, la pa'ale ti yele n niɲɛ mw, kum, bii pɔka n dɔge,..
    - Fuo me san page nɛra yizagenɔren bii gɔsewanɛ zuo la pa'ale ti kum n ku yire la puan
    - Suɲɔ me san ti'a yire zagenɔren, la me kelum pa'ala kum kua.

Daanɔ me boi lasebaare bu'a puan me. ba ta'am bo lasebaare ti la ka pae nera woo. La san pugum pae, la ta'am bo gelege me bii la bo nwana nyɔsa nyɔsa.

## 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.

## Course overview

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### Welcome to Gureɛ Cultural Studies: The Traditional Economy

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.

### Buuri Malema: Buuri timmaalegɔ yɛla

### 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.

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## 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.