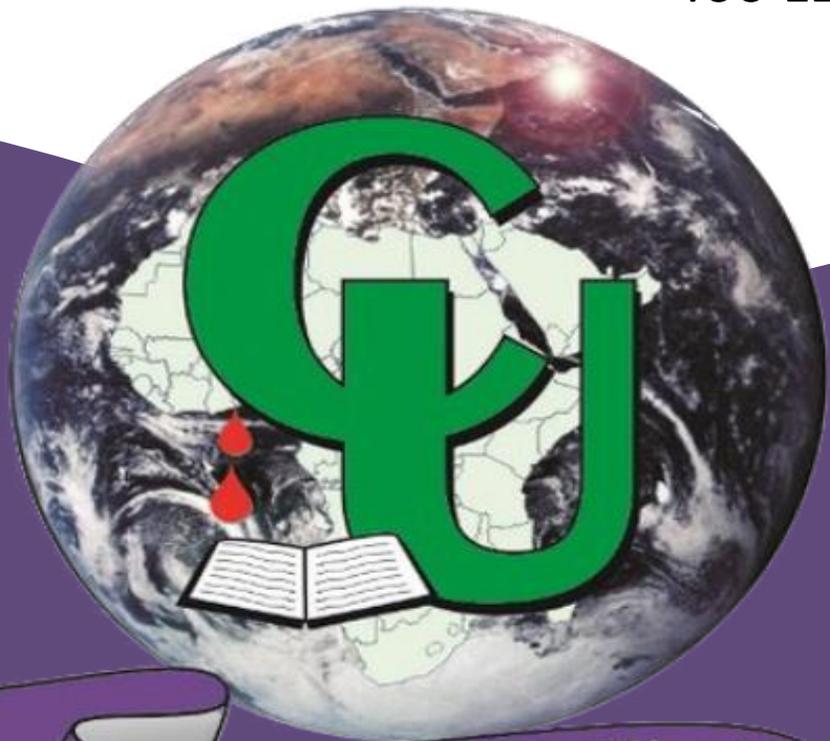


COVENANT UNIVERSITY

OMEGA SEMESTER TUTORIAL KIT
(VOL. 2)

PROGRAMME: POL. SCIENCE

400 LEVEL



Raising A New Generation Of Leaders

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LIST OF COURSES

POS411: STATE AND ECONOMY
POS423: CIVIL MILITARY RELATIONS
IRL424: FOREIGN POLICIES OF THE POWERS
STS424: INTERNATIONAL TERRORISM

***Not included**



COVENANT UNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc. EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: POLITICAL SCIENCE & INTERNATIONAL RELATIONS

SESSION: 2015/2016

SEMESTER: ALPHA

COURSE CODE: POS 411

CREDIT UNIT: 3

COURSE TITLE: STATE AND ECONOMY

MARKING GUIDE

1. Identify the assumptions theory of Developmental state the factors that accounted for East Asian miracle. Can the theory of developmental state succeed in a democratic society? (17.5 marks)

Topic Covered: Theory of Developmental State

Answer Hint: Students are to explain the assumptions of the theory of developmental state, that is the state must be autonomous, have a strong leader and political/administrative stability. Students should also mention and explain those factors that worked in East Asia, social dislocation, existence of external military threat, skilled/independent bureaucracy, influence of external power and political stability.

Full Answer

- Students are to explain the assumptions of the theory of developmental state, that is the state must be autonomous. (2.5 marks)
- Such state must have a strong leader (2.5 marks)
- The state must be political stable. (2.5 marks)
- The factors that made theory of developmental state to work in East Asia, are social dislocation (2 marks)
- existence of external military threat, (2 marks)
- Presence of skilled and independent bureaucracy devoid of corruption (2 marks)
- The influence of external power (2 marks)
- The assurance of political stability. (2 marks)

2. Compare and contrast the assumptions of Economic Liberalism, Economic nationalism and Marxism on the state and economy. (17.5 marks)

Topic Covered: Theoretical Perspective of state and the economy

Answer Hint: Students are to describe the three theoretical perspectives and highlight and discuss the major assumptions of their variations.

Full Answer

- Economic Nationalism, developed from the practices of statesmen and assumes the primacy of politics over economics. its essential doctrine is state-building which can best be achieved when the market is subordinated to state interest. (2.5 marks)
 - Economic Liberalism emerged from the writings of Adam Smith and David Ricardo, basically a reaction against mercantilism (Nationalism). It assumes that politics and economics exist in separate spheres and argues that the market in the interest of efficiency, growth and consumer choices should be free from political interference (2.5marks)
 - Marxism appeared as a reaction against Liberalism and classical economics. it holds that economics drives politics. It also holds that political conflict arises from struggles among classes over distribution of wealth. It also holds that political conflict will cease with the elimination of the market and a society of classes.(2.5 marks)
 - A detailed comparism of the various theories view on where the unit of analysis, role of state among other (10 marks)
3. Using any country of your choice, describe the functions and challenges of a welfare state? (17.5 marks)

Topic Covered: Welfarism

Answer Hint : Students are to relate the issues as it regards welfarism to a country and the challenges emanating from the programmes of the welfare state.

Full Answer

- Ability of the students to establish welfarism as a system in which the government undertakes the responsibility for providing social and economic security for vulnerable populace (2.5 marks)
 - Further discussion that the system underlies a conception of relationship between the state and individual within a market economy aimed at ameliorating the worst feature of capitalism (2 marks)
 - Ability of the students to establish the irrationalities of capitalism that gives effect to inequalities in society and create a class of underprivileged of which welfarism aim to help (2 marks)
 - Ability of the students to establish that welfare policies emerged from the ideas of Maynard Keynes and Beveridge following the great depression of the 1930s and 1940s (4 marks)
 - Student would thereafter establish that the practice of welfarism over the years has become burdensome and plunging the countries into economic challenges and causing a divide and debate on its continued existence or reformation (7 Marks)
4. What is your understanding of taxation? Discuss this drawing example from Nigeria, the roles and functions of tax system in an economy. (17. 5 marks)

Topic Covered: Taxation

Answer Hint : Students are to define establish the philosophy and rationale behind taxation and the various types of taxation citing examples of the Nigerian system.

Full Answer

- Ability of the students to define tax as a financial charge imposed by the state on individual and legal entities within its territorial confines (3.5 marks)
 - Furthermore the students must state those functions and responsibilities that necessitate imposing of charges by the state.(4 marks)
 - Also the students must state some of the roles taxation policies are meant to achieve in an economy especially the four Rs representation, repricing, revenue and redistribution.(5 marks)
 - Ability to establish the different tax systems such as progressive, regressive and proportional and where the burdens of such tax systems resides (5 marks)
5. In a market economy, it is said that the state can intervene on the planks of externalities and public goods. Discuss (17. 5 marks)

Topic Covered: Introduction, the state and the market

Answer Hint: Students are to look at the way role the state can play in a market economy.

Full Answer

- Ability of the students to establish that externalities occur when there is a difference between marginal private cost and marginal social cost in some activity which can either be positive or negative (4.5 marks)
 - Furthermore, the ability to explain that a public good is a good the consumption of which by one person does not reduce the amount available for others meaning that provision of such goods by profit oriented individuals is not tenable. (5 marks)
 - Thereafter the student should explain why it is necessary that the state should hinge on this to intervene in a market economy buttressing every point with clear examples (8 marks)
6. Discuss in details Karl Mars’s Labour Theory of Value and Marx Theories of Motion. (17. 5 marks)

Topic Covered: Theoretical Perspective, Marxism

Answer Hint: Students should explain the crux of antagonism in a capitalist society and the inherent seed of destruction which is buried in its workings.

Full Answer

- The labor theory of value stipulates that the value of a product is determined by the past and present labor used to produce it. (3.5 marks)
- The appropriation of the surplus by the bourgeoisie to the detriment of labour who is given paltry wage creates room for conflict and antagonism. (3 marks)
- This makes the capitalist economy is necessarily conflictual because of the relationship between capitalist and workers (2 marks).

- Law of disproportionality due to anarchy of the market, because the capacity to produce goods and wage earners to purchase the goods creates the disproportionality, which recurs causing periodic depression and economic fluctuation. (3 marks)
- Laws of concentration, that the competition of capitalism drives people to be more efficient to be at the competitive edge, thereby driving the inefficient out of the market and concentrating wealth in the hands of the few and resulting in growing impoverishment of the many. (3 marks)
- Laws of falling rate of capital, that is as capital accumulates and becomes more abundant, the rate of return declines, thereby decreasing the incentive to invest due to pressure of competition, new labour-saving and more productive technology are deployed resulting in the level of unemployment and drop in rate of profit will decrease. (3 marks)



Covenant University

Canaan land, KM 10 Idiroko Road, PMB 1023.Ota, Ogun State Nigeria

Title of Examination: BSc Degree Examination

College: Development Studies

Department: Political Science and International Relations

Session: 2015/2016 **Semester:** Omega

Course Code: POS 423 **Course Title:** Civil Military Relations

Marking Guide

1. The paradox of civil-military problematic presents a scenario in which because we fear others, we create an institution of violence to protect us, but then we fear the very institution we created for protection. Discuss this in light of developments in CMR studies. (22 marks).

Answer

- Students' ability to establish the CMR problematic especially the necessity of creating an institution invested with coercive powers to protect the society and the dilemma on how to subject them to civil control or prevent them from turning against the society they are meant to protect. (12 Marks).
- Further more students must establish the historical dynamics that gave rise to modern military institution vested with sophisticated armoury. (4 Marks).
- Students must also establish clearly the debate on the nature of military either as a purely competent fighting machine or much more than an institution that is called upon to intervene at times of extreme emergency call. (6 Marks).

2. Compare and contrast the classical civil-military relation theories of Samuel Huntington and Morris Janowitz. (16 marks).

Answer

- Students must be able establish the motivation for both scholar Samuel Huntington and Morris Janowitz that is to fashion out a kind of military that would be competent

enough to defend liberal values and at the same time subjected under civil control. (4 Marks).

- The student must clearly establish the similarities in the theories of the two scholars, particularly as it has to do with their emphasis on military professionalism (4 marks)
- Thereafter, the student shall then bring out the variances in the two theories especially Samuel Huntington focus on what he calls objective civilian control and what Morris Janowitz convergence thesis of civilianization of the military (8 marks)

3. The American role as the global policeman is fired by the interest to advance of the military-industrial complex of that country. Elucidate. (16 marks).

- Students must first of all establish that American driving foreign policy as the sole global superpower is its pen chance to intervene in global trouble spots to ensure that its conception of global peace is prevalent across the continents of the world. (4 Marks).
- The student must also establish that in these wars, military hardware are expended, supplies of the military in the battle front are replenished, improvements on making the military more efficient are sorted after. (4 Marks).
- As a follow up, the student must highlight the fact that individuals who engage in the provision of these hardwares, military supplies and improved armaments are empowered when wars linger and that things get lull when otherwise. (4 Marks).
- That the interest in fuelling wars and conflict that involve the American military are the military industrial complex who interest are advanced when these conflict keeps raging. (4 Marks).

4 Identify and explain the factors that create condition for military coup d'état in a country. (16 marks)

- Students must first of all start by defining military coup de tat as a situation whereby a group of people decides to overthrow the existing defacto government and assume total control of the apparatus of the state (2 Marks).
- Thereafter students must explain that this occurs when people that are mainly in the military decide to forcefully remove a legitimate government and establish a government outside the legal framework prevailing in the country. (2 marks)
- That this situation has been common in Africa and most third world society and that the major question of CMR scholars in Africa borders on the question of why the military institution abandons their traditional role to engage in governance. (3 marks)
- The students should list and explain some of the factors established as reasons for the actions of the military justifying coup de tat ie socio-economic condition, ideological inclination of officers, weakness of civilian regime, ethnicity, external influences etc (9 marks)

5. Is the intervention of the military in Nigerian politics designed or reactive of the spur of the time? Discuss. (16 marks).

- Students must first of all establish that the politics of Nigeria is riddled with the imprints of the military bringing to the fore the question on whether the dominance of the military in the affairs of post-independent Nigeria was implanted in the system or spurred by the need of the time to correct the excesses of the civilian government. (3 marks)
- Then the students must establish the important historical facts surrounding the creation of the Nigerians military institution and the stake the various ethnic and religious elites attached to that institution.(4 marks)
- The student must then establish how the north has strategically positioned northerners in the military and how that has played out in the outcome of politics of military rule in the country.(9 marks)

6. Identify and discuss in details with relevant examples, the major dependent variables of Civil-Military Relations. (16 marks)

- Students must establish that the motivation of scholars of CMR center on how to establish civilian control over the military institution and that these studies (2 Marks).
- Listing and explaining the five core variables; Coup de tat, Military Influence, Civil-Military Friction, Military Compliance and Military Effectiveness (7 marks)
- Ability to cite relevant examples to buttress each of the points in the explanation of the variables (7 marks).



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TITLE OF EXAMINATION: B.Sc EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

SESSION: 2016/2017

SEMESTER: OMEGA

COURSE CODE: IRL 424

CREDIT UNIT: 3 UNITS

COURSE TITLE: FOREIGN POLICIES OF THE POWERS

INSTRUCTION: Answer any four (4) questions. Each carries equal marks.

TIME: 3 HOURS

1. “Contemporary international system is shaped by Washington D.C’s policies”. Do you agree?
2. Examine the features of French foreign policy.
3. Examine the “Three Concentric Circles” in the foreign policy of Great Britain.
4. Consider the view that China and Russia as nations in contemporary international system still constitute a threat to the Western Hemisphere.
5. Consider the argument that the nature of foreign policy in contemporary international system is shaped by the foresight of the major powers.
6. Who is a super power? Does the international system have any super power today?

IRL 424: MARKING GUIDE

1. “Contemporary International system is shaped by Washington D.C’s foreign policies”. Discuss.

Topic: United States foreign policy.

-A brief introduction of the United States foreign policy-2marks

-Principles of American foreign policy (maintenance and restoration of international balance of power, support for western values, protection the United States national security and autonomy, geo-political considerations, non-entanglement of Europe. etc) -5marks

-Discuss the transitions in the United States foreign policy (isolationism, culture of internationalism, nuclear arms race between the US and SU, policy of containment, war on terror)-7.5marks

-Critique of the United States foreign policy (presidential imperialism, arrogance, lack of empathy, double standards)-3marks

Total- 17.5marks

2. . Examine the features of the French Foreign Policy

-A detailed history of French foreign policy- 5marks

-Features of the French foreign policy (multilaterism, respect for human rights and democracy, respect for the rule of law and co-operation amongst nations, spread of French values and views) -10marks

-Creativity-2.5marks

Total-17.5

3.Examine the “Three Concentric Circles” in the foreign policy of Great Britain.

Topic: Britain Foreign policy

-Introduction of Great Britain’s foreign policy-5marks

-A detailed description of the three circles- 10marks

-Creativity-2.5marks

Total-17.5marks

4. Consider the view that China and Russia as nations in contemporary international system still constitute a threat to the Western Hemisphere.

Topic: China and Russia’s Foreign policy.

-Introduction (a brief historical background of the formation of China and Russia’s foreign policy)-5marks

-Discuss extensively the factors that make both nations a threat to the Western hemisphere (This include (the Chinese economy, its culture, its technology etc)(Russia’s oil and energy, military strength, economy etc)- 10marks

-Creativity- 2.5marks

Total-17.5marks

5. Consider the argument that the nature of foreign policy in contemporary international system is shaped by the foresight of the major powers.

Topic: Weeks 1/2- The Nature of Foreign policy.

-Definitions of Foreign policy by at least 3 renowned scholars- 5marks

-Discuss extensively using the determinants of foreign policy (internal and external) to argue the fact that the nature of foreign policy is shaped by the foresight of major powers-10marks

-Creativity-2.5marks

Total- 17.5 marks

6. Who is a super power? Does the international system have any super power today?

Definition of the Powers-3marks

-Features/characteristics of the powers-3marks

-Begin a historical trace from the 17th Century through to the powers emerged after WW11.i.e Britain, United States, china, Russia, France traced through to Cold war where two major powers emerged (the United States and Soviet Union) and discuss the powers that are reckoned with in contemporary politics- 10marks

-Creativity- 1.5marks

Total- 17.5 marks



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COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: POLITICAL SCIENCE & INTERNATIONAL RELATIONS

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: STS 424

CREDIT UNIT: 3

COURSE TITLE: INTERNATIONAL TERRORISM

INSTRUCTION: Attempt any FOUR questions

TIME: 3 HOURS

1. The lack of agreement on a definition of terrorism has been a major obstacle to meaningful international counter measures. Discuss. (17.5 marks)
2. Research literature on causational factors and diverse goals that drive people to resort to carry out terrorist acts is inclusive. Discuss. (17.5 marks)
3. Examine the characteristics of global and state terrorism of the past and present. (17.5 marks)
4. Although, there is no generally acceptable typologies of terrorism that account for all forms of terrorism, write an explanatory note on what you considered to be the ideal typologies of terrorism. (17.5 marks)
5. Since the activities of terrorists are vicious and unwanted, suggest means of combating or curtailing this global menace. Also, explain the reasons for studying terrorists' sources of fund. (17.5 marks)
6. Examine some of the doctrine that explains terrorist operations. (17.5 marks)

Marking Guide

Question 1: The lack of agreement on a definition of terrorism has been a major obstacle to meaningful international counter measures. Discuss.

Topic: Concept of Revolution

Answer Hints: Students are expected to define terrorism, features of terrorism and state why the concept is difficult to define.

Full Answer: A first attempt to arrive at an internationally acceptable definition was made under the League of Nations, but the convention drafted in 1937 never came into existence. The United Nations member states still have not agreed upon definition.

The lack of agreement on a definition of terrorism has been a major obstacle to meaningful international counter measures. Cynics have often commented that one state “terrorist” is another state “freedom fighter”.

3.5 marks for the reason why there is no generally accepted definition.

Proposed Definition of Terrorism

League of Nations Convention (1937). 2 Marks

UN Resolution Language (1999). 2 Marks

Academic Consensus Definition. 2 Marks

Features of Terrorism

From the above definitions, there are important features of terrorism that needs to be observed.

1. To create a state of terror in the mind of a person, group of persons or general public
2. It is always for political, philosophical, ideological, racial, ethnic or religious reasons
3. Usually the direct target of violence is not the main target. The immediate human victims of violence are generally chosen randomly (targets of opportunity) or selectively (representative or symbolic targets) from a target population, and serve as message generators.
4. It is unjustifiable. It cannot be justified under any circumstances.

2 marks for each point mentioned and explained.

Question 2: Research literature on causal factors and diverse goals that drive people to resort to carry out terrorist acts is inclusive. Discuss.

Topic: Causes of Terrorism

Answer Hints: Students are expected to provide the two phases of the causes of revolution

Full Answer: Social and political injustice.

The belief that violence or its threat will be effective, and usher in change

2Marks for each point mentioned and explained

Ethnicity, nationalism/separatism

Poverty and economic disadvantage, globalization

(non)democracy

Disaffected intelligentsia

Dehumanisation

Religion

2Marks for each point mentioned and explained

1.5 marks for orderly presentation of work and clarity.

Question 3: Examine the characteristics of global and state terrorism of the past and present.

Topic: History of Terrorism

Answer Hints: Students are expected to explain the historical perspective of terrorism.

Full Answer: 1793: The Origins of Modern Terrorism

1950s: The Rise of Non-State Terrorism

1970s: Terrorism Turns International

1990s: The Twenty first Century: Religious Terrorism and Beyond

4 marks for each point mentioned and explained

1.5 marks for orderly presentation of work and clarity.

Question 4: Although, there is no generally acceptable typologies of terrorism that account for all forms of terrorism, write an explanatory note on what you considered to be the ideal typologies of terrorism

Topic: Typologies of Terrorism

Answer Hints: Students are expected to explain the types of terrorism and mode of attacks.

Full Answer: Terrorism Classified by Place

Terrorism Classified by Personality Trait

Terrorism Classified by Purpose

Terrorism Classified by Target

Terrorism Classified by Issues

3 marks for each point mentioned and explained

2.5 marks for orderly presentation of work and clarity.

Question 5: Since the activities of terrorists are vicious and unwanted, suggest means of combating or curtailing this global menace. Equally, explain the reasons for studying terrorists' sources of fund.

Topic: Combating Terrorism and Sources of fund for terrorist groups

Answer Hints: Students are expected to explain means of combating or curtailing terrorist operations and also discuss how terrorist groups get their fund.

Full Answer: Negotiation 1.5marks

Counter terrorism 3marks

Anti terrorism 1.5marks

International cooperation 1.5marks

Freezing of the terrorist accounts 1.5marks

Sources of fund 8.5 marks.

Students are expected to fully explain these points to earn the maximum marks.

Question 6: Examine some of the doctrine that explains terrorist operations

Topic: Theories of Terrorism

Answer Hints: Students are expected to identify and discuss five of the theories of terrorism.

Full Answer: These theories include:

The Political Theory of Anarchism as a Theory of Terrorism

The Political Theory of Fascism as a Theory of Terrorism

The Philosophical Theory of Religion as a Theory of Terrorism

The economic theory of rational choice as a theory of terrorism

The Globalization Theory of Terrorism

Sociological and Psychological Theories of Terrorism

Psychiatric Theories of Mental Illness as a Theory of Terrorism

3 marks for each for any five points mentioned and explained.

2.5 marks for clarity of work.

