

# Understanding Sudan

## A Teaching and Learning Resource



## A Teaching Guide for the module on Oil in the Sudan

### Overview

This unit is designed to allow students to:

- a) Understand the way the oil economy functions in the world generally.
- b) Think critically about the oil economy in relation to a particular case study: Sudan. Students will be encouraged to understand the myriad ways oil is linked to social, political and economic issues in Sudan.
- c) Begin to think pragmatically about the claims of people involved in both the oil industry and criticism of it.

### How to use the materials in this module

This module is divided into two Lessons, which are sub-divided into themes, each corresponding to a fact sheet. All the fact sheets are designed to be read out together as a class (unless otherwise noted in the teaching guide – we recommend allowing the students to read the country brief on their own), with pauses for questions. When there is a question indicated in the text, it is an opportunity for the class to stop and discuss the material.

The questions at the end of each fact sheet allow for a more substantial period of debate. It is envisioned that fully 50% of the time will be spent in conversation and debate, allowing students to master the material and think critically about it.

There is considerably more information here than can be included in only two classes. I have left it at the discretion of teachers as to which material they should use – additional material could simply be distributed by the teachers as supplements to be used in the homework assignments. This flexibility is designed so that the course may be taught in as little as two lessons, but could also be spread much broader.

### The fact sheets build up to the two homework assignments:

- 1) After the first Lesson (corresponding to Lesson One Fact Sheets 1-10), the first assignment asks the students to compare the countries briefly looked at in class in terms of the resource curse and peak oil hypotheses.
- 2) After students have completed the in-class activity detailed in Lesson Two (and described below), they will be prepared for the second homework assignment. Using the sources given on the fact sheets, and the additional bibliography (L2 Fact Sheet 17), students should write a homework assignment describing what they think the organization of oil production *should* be like in Sudan – taking into account everything they have learned over the two modules.

**The study of the history of oil in Sudan builds up to an extended in-class activity:**

Students should be split into small groups, and presented with the fictional oil contract (Lesson Two Fact Sheet 12) and their respective group's position card. (For these, use Lesson Two Fact Sheets 13-16). They should be given adequate time to prepare a presentation explaining and defending their group's position. Each group then makes their presentation to the rest of the class, followed by a period of question and debate between the groups. Either the teacher or a selected student should act as the debate moderator.

