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 ASSIGNMENT

1. Attempt an incisive interrogation of Solomon A. Edebor’s Good Morning, Sodom, underscoring at least five underlying thematic thrusts the drama engages.
2. Attempt detailed character analyses of any three characters in Solomon A. Edebor’s Good Morning, Sodom.
3. What are the points of divergence between the published and the film version of GOOD MORNING, SODOM?

Good morning, Sodom is a play that is inspiring and instructive.specifically, the play is an eye-opener to the causes of some lingering atrocities that have been bedeviling the nation’s campus of learning

Thematic thrust the drama engages

1. Peer pressure
2. Lack of adequate parental Care and monitoring.
3. Repercussions
4. Justice
5. Inabilities of university authorities

1.peer pressure: this is is seen in the chief characters, keziah Richards and Demola Diran, 200 level students of Mayflower university. Keziah is a discipline, upright and focused student, she knew her purpose as she stated it to demola, “I am here for a purpose:to study and make something worthwhile out of my life.” She turned him down severally telling him that the last thing she need for now is distraction from anyone – including him, but later falls victim of negative peer pressure. Ovie and Bunmi, keziah’s course mates, bring negative pressure to bear on her as they lead her into Demola’s trap. Demola on the other hand was different from the other boys according to K.K but was made to do terrible things. K.K made him leave the hostel for town and later introduced him to drug, he was even encouraged to rape Keziah and initiated into cult which led to his ignominious death long before his time.

1. Lack of adequate parental Care and monitoring: K.K in his words initiated the idea of Demola leaving the hostel especially when he realised that his parents would never find out. Demola was able to lie to his parents about so many things, and got away with it as his parents never bothered to check on him, to know how he was doing in school and what his challenges where. Demola’s parents allowed the desire to secure their child’s financial future becloud their sense of duty as parents who should see to the well-being of their children, not only financially and materially, but also physically and psychologically. Demola’a parents where only concern about his financial needs there by neglecting their parental Care and monitoring role as parents to their children and so, his friend took their place! He became his mentor and persuaded him to engage in different dispicable acts, and finally, he successed in luring him into cultism and shooting him point-blank afterwards. It later dawn on them that they drove Demola to his tragic end! Which was due to lack of adequate parental Care and monitoring.
2. Repercussion: there are consequences for all our actions just as Zuwaira said “Our lives are like an open book. Following a series of gross misconduct and anti-social behaviour recorded in the university there was a repercussion or consequences for there actions, As twelve persons is expelled for anti-social vices, three persons expelled for violation of matriculation oath, three persons expelled for examination malpractice, and also two persons for Gross misconduct. K.k was also sentence to life in prison for the offence of manslaughter and for his membership of an unlawful society and a fine of hundred thousand naira for unlawful possession of firearms. Each of the other accused person is sentenced to two years in prison for the offence of membership of an unlawful society, and a fine of Hundred thousand naira for unlawful possession of firearms. For all actions of the characters in the play there was a repercussion.
3. Justice:The Court as the temple of justice, serves as the cause of justice to accused persons accordingly, As the said My lord, let justice prevail, contrary to the defense counsel plea for justice to be temper with mercy. The Court ruled the case according to the defense counsel plea for justice to be temper with mercy. The Court ruled the case according to the the legal system which states; Fiat justitia rust caelum, that is let justice be done through the heaven fall. Having critically considered the laid evidence, the guilty were declared as charged. Justice was served in the play as the first accused person is sentence to life imprisonment for the offence of manslaughter, pursuant to section 325 of the criminal code act cap C28 LFN 2004, two years imprisonment for membership of an unlawful society and outline of 100,000 for unlawful possession of firearm, All to run concurrently. Each of the other accused persons is sentenced to two years imprisonment for the offence of membership of an unlawful society. Therefore, justice is served and it is a pronounced theme in the play.
4. Inabilities of the university authorities: the play is an eye-opener to the causes of some lingering atrocities that have been bedeviling the nation’s campuses which includes the inability of constituted authorities to take decisive steps towards curbing the menace. It equally draws attention and proffers enduring solutions to what designed authorities in higher institutions of learning could do to curb criminals tendencies on the part of students particularly cultism, prostitution, taking of hard drugs and other anti- social vices. All the agents of education contribute to the moral decadence in society. The writer of the play foreword also agree with the playwright that crime needs to be eliminated from our campuses before it consumes the entire academic community. All constituted authorities and social institutions must take decisive steps towards curbing the menace. As the playwright stated that Moreover, as it is said in the holy in the holy Writ: righteousness exalts a nation, but sin is a reproach to any people’(prov. 14:34). The church must intensify it’s efforts by sponsoring effective chaplaincy services in higher institutions of learning. The cooperative efforts of all agencies of education in the university will go a long way in curbing all anti-social vices in these institutions.

2. Attempt detailed character analyses of any three characters in Solomon A. Edebor’s Good morning, Sodom.

* 1. Keziah: a medium height, slightly rotund, fair young lady with newly plaited hair. She is a 200- level student of may flower university Evidently in her late teens, Keziah one of the chief character in the play starts out as a discipline, upright and focused. She knew her purpose In school as she clearly stated it to Demola. “ I am here for a purpose: to study and make something worthwhile out of my life.” She clearly told him that the last thing she need for now is distraction from anyone- including him. It is seen from the manner in which she turned down demola that she is not naïve. In her words she told him “ I am not a baby, you know. I know what boys like you are after, and I am sorry to disappoint you, I am not ready for such game.”she was a determine and focus student, but later falls victim of negative peer pressure. Ovie and Bunmi, Keziah’s course mates, bring negative peer pressure to bear on her as they lead her into Demola’s trap. Keziah could also be described as secretive as Ovie told Demola that “ Keziah only tells you what she wants you to know about her.
	2. Demola: one of the chief character is said to be different from other boys according to K.K. at first his intentions towards Keziah was pure and genuine as he was concerned and worried when she missed morning yesterday evening class. He was also a victim of peer pressure as he was made to do terrible things including:Drugs, he was even encouraged to rape Keziah and initiated to cult which led to his ignominious death before his time.his conduit was also due to lack of adequate parental Care and monitoring as his parents only cared about his financial needs their by neglecting their parental Care and monitoring role as parents to their children. And so, his friend took their place!
	3. DR Yusuf: is one of the minor characters in play. He is a short, middle-aged, bald-headed man. He is the Oral literature lecturer. He looks engrossed in the oral literature he is teaching, his mien uninviting spotlight picks on Ovie and Bunmi sitting together towards the front row, listening attentively . Dr. Yusuf taught the class that contrary to the opinions of some Eurocentric scholars like Ruth Finnegan and their black appologists like M. J. C Echeruo that there is no drama in indigenous African society, other Africans, particularly Nigerian scholars like Isidore Okpewho, J.A. Adedeji, have posited that there is, indeed, drama in indeginous African society,manifested in such practices as festivals, rituals, story telling, tradition, among other things. He further urge his students to research further as credit will only be given for personal research and others yet to come.

3.what are the point of divergence between the published between and the film version of Good morning, Sodom?

\* According to the play four men where seen bringing out clothes from a house under the command of adeyoju but in the movie only man is seen.

\*In the book Emmanuella came to see Stella in the hostel to speak to her about the love of God for her. But in the movie Emmanuella came while Stella was packing her clothes outside.

\*In the movie there are two people blindfolded and seven standing while in the play three people blindfolded and seven people standing.

\*The esteric language in the movie and in the book are different.

\*In the movie 9th movement was not shown

\*There where three apprehended cultist in the book while in the movie four people was apprehended.

\*The DPO in the movie is a man while the DPO in the play is a woman

\*According to the movie, keziah’s daughter was named Heritage but in the play keziah’s daughter was called Mouritha.