



**PCS 203 INTERNATIONAL POLITICS OF THE ENVIRONMENT AND
CLIMATE CHANGE (2 Units)**

**COURSE SYLLABUS (Work in Progress)
FIRST SEMESTER 2017/2018 SESSION**

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Course Description

This course deals with the international political processes that have developed in response to international environmental problems. It examines the emergence of the environment as an important issue in international politics, and the nature and effectiveness of international responses to key environmental issues. Case studies of communal, national, regional and international conflict situations are also considered with a view of examining their implications on our social, economic and physical environment.

Core Objectives

Student Learning Outcomes

At the end of the course students should be able to:

Course Outline

1. Introductory Class: The Environment Week 1

General introduction to the course and assessment structure. It provides a broad overview of issues and topics to be covered in the course. The class also introduces the concept of the environment in geographical terms. It covers major components environment such as the atmosphere, water, vegetation, land, climate, animals, relief etc. and their major sub-divisions.

Objective:

Required Reading:

2. Geography Theories/Philosophies of Man-Environment Relationship Week 2

The topics cover 3 major theories in geography about man-environment relationship—environmental determinism, environmental possibilism (cultural determinism), and environmental probabilism (cultural ecology).

Objective:

Required Reading:

3. The Evolution of Environmental Issues Week 3

The topic covers periods of the three generations of the evolution of environmental issues and the pervasive environmental issues. First generation(pre-1960s):

protection of wildlife and habitats, soil erosion, and land pollution; Second generation (from 1960s): population growth, technology, desertification, pesticides, resources depletion and pollution abatement; Third generation (late 1970 onwards): acid rain, ozone depletion, loss of biodiversity, climate change, destruction of rainforest, and genetically modified organisms.

4. **Key Concepts in International Politics of the Environment and Climate Change** **Weeks 4&5**

Definitions and explanations of main concepts in international politics of the environment and climate change discourse. Concepts to cover include: sustainable development, climate change, biodiversity, party politicization, ozone depletion, holism, conservationism, global warming, modern environmentalism, preservationism, ecologism, limits to growth, new politics, policy paradigm, ecological modernization, marine dumping, precautionary principle, eco-tax, traditional policy paradigm, regulation, market-based instrument, postmaterialism, greenhouse gases, green consumerism, global warming, greenhouse gases, and social justice.

Objective:

Required Reading: Neil Carter. (2001) *The Politics of the Environment: Ideas, Activism, and Policy*. Cambridge University Press. Pp 1-8 (e-copy provided on ABUAD e-Learning Management System)

5. **Environment and International Politics: Linking Humanity and Nature** **Week 6**

Objective:

Required Reading: Simon Dalby (2016) *Environment and International Politics: Linking Humanity and Nature*. in: *Environment, Climate Change, and International Relations*. Eds Gustavo Sosa-Nunez & Ed Atkins (pp 42-59)

6. **The Institutionalization of Climate Change in Global Politics** **Week 7**

This topic provides an overview of treaties, key indicators, and related international responses and strategies to key environmental issues, especially, climate change.

Objective:

Required Readings:

1. Nina Hall (2016) *The Institutionalisation of Climate Change in Global Politics*. In: *Environment, Climate Change, and International Relations*. Eds Gustavo Sosa-Nunez & Ed Atkins (pp 60-74)

2. Climate Change: Treaties, Indicators, and National Responses.
<http://sedac.ciesin.org/entri/guides/sec3-climate.html> Assessed, 4/11/17

7. Awareness of Causes, Consequences, and Issues in Climate Change Among Selected Nigerians Weeks 8

Key environmental issues such as causes, effects, remedy for deforestation, drought, and desertification and oil-related activities such as oil exploration, exploitation, oil spillage, gas flaring in Nigeria and their connections with climate change and conflict. Environmental pollution

Objective:

Required Reading:

Akinyoade, Demola and Akinwande, Eniola (2016) "Awareness of causes, consequences, and issues in climate change among selected Nigerians". **Journal of Institute of Economics of Nigeria** Vol. 2 no 4. Pp 1-18.

8. The United Nations Framework Convention on Climate Change (UNFCCC) Weeks

9. Climate Change and Conflict: Case studies of conflicts and their implications on our social, economic and physical environment

the 2015 International Conference on Climate Change Paris

RECOMMENDED TEXTBOOKS

1. UNDP 2006 Report on the Niger Delta Human Development
2. Clarke, T and Peterson, T. R. 2016. Environmental Conflict Management.
3. Onosode, G. 2003. Environmental Issues and Challenges of the Niger Delta.

Typical Class Agenda

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|--------------|----------------------------------------------------------------------|--------------------|
| 1. | Review of last class (discussion, questions and answers, quiz, etc.) | 10minutes |
| 2. | Overview of today's class | 5 minutes |
| 3. | Teaching | 80 minutes |
| 4. | Discussion (Q&A) | 25 minutes |
| Total | | 120 minutes |

Course Assessment Structure

Students' assessment in this course include continuous assessment—class attendance, test, and term paper—and examination. Students should get familiar with the marks allocated to each required academic activity for this course as shown below.

Grading

Activity		Marks	
A.	A. Continuous Assessment		40%
	a. Class Attendance		10%
	i. Punctuality	75% (minimum)	3%
	ii. Regularity	75% (minimum)	3%
	iii. Participation (question, answering, debate,)		4%
	b. Test (Written and/or Oral)		15%
	c. Term Paper ¹		15%
B.	Examination:		
	60%		
		Total	100%

Required Readings

1. Bangura, Abdul Karim. 2007. The Study of Peace and Conflict Studies: Reflections on a Scientific Approach in McCandless, E, Bangura, A. King, M.E. and Sall, E. eds. *Peace research for Africa: Critical essays on methodology*. Switzerland. University for Peace, Africa Programme
2. Demola Akinyoade. 2015. (2nd Edition) Peace for All: Empowering Nigerians for a culture of peace.
3. Demola Akinyoade. 2015. (2nd Edition) Peace Education: A compendium of knowledge, skills, and abilities.
4. Demola Akinyoade (2014) Ontology and epistemology of peace and conflict studies.
5. Simon Fisher, Dekha Ibrahim Abdi, Jawed Ludin, Richard Smith, Sue Williams, and Steven Williams (2000). Working with conflict: Skills and strategies of action. Zed Publications.
6. McCandless, Erin. 2007. Peace and Conflict Studies: Origins, Defining Issues, Current Status in McCandless, E, Bangura, A. King, M.E. and Sall, E. eds. *Peace*

¹ You must show originality of thoughts in your term paper. Under no circumstance must you 'copy and paste' from the internet. That's plagiarism and it's a serious offence

research for Africa: Critical essays on methodology. Switzerland. University for Peace, Africa Programme.

7. McCandless, Erin. 2007. The Emergence of Peace-building and Development: Scholarship and Practice in McCandless, E, Bangura, A. King, M.E. and Sall, E. eds. *Peace research for Africa: Critical essays on methodology*. Switzerland. University for Peace, Africa Programme
8. Miall, Hugh, Ramsbotham, Oliver and Woodhouse, Tom. 2005. Contemporary Conflict Resolution. (4th Edition)
9. Miller E. Christopher. (2005). King E. Mary (ed.) A glossary of terms and concepts in peace and conflict studies (2nd edition) University for Peace (UPEACE) Africa Programme (electronic copy will be provided)
10. United State Institute of Peace (2011). Dan Snodderly (ed.) Peace terms: Glossary of terms for conflict management and peacebuilding. Washington DC. (electronic copy will be provided)

Further policies guiding course administration

Continuous Assessment

Continuous Assessment (CA) makes up 40% of the total marks for this course. It comprises class attendance, a written test, term paper and oral presentation and it is spread out throughout the semester.

Class Attendance

Students are expected to attend classes regularly, punctually and to participate in class discussions and activities. I mark attendance in each class and note students' punctuality and participation. The university requires 75% class attendance for students to sit for the examination of the affected course. I will not take any excuse for absenting yourself in class unless you have genuine reason to do so AND you contact me before the class. Consulting the reading materials ahead will make it easier to participate in class. Refer to the list of required and recommended readings in this Course Syllabus. The list may be updated as the course proceeds.

Test

Test will normally be conducted mid-semester and/or towards the end of the semester. It will cover all topics treated as at the time of the test. So you already know the AOC—area of concentration. As it is against the ethics of the teaching profession to give IMPROMPTU test, all students will be duly notified of the date and format of the test. I will normally NOT conduct make-up test except in

EXCEPTIONAL cases—health² or circumstances which I adjudge to be outside the control of the affected student. I will treat each case on its merits.

Term Paper

Term papers offer students opportunity to present their original thoughts, critical thinking and creativity. I therefore take it as a VERY SERIOUS form of assessment. I'm aware that a few students are in the habit of 'copying and pasting' from internet and other sources and presenting them as their original ideas. This is called **PLAGIARISM** and it's a very grievous offence in the university system. Academic staff and students have been severely punished for plagiarizing. This unpopular act of STEALING is almost becoming the order of the day among Nigerian undergraduates. To check plagiarism, I have installed on my personal computer special computer software (plagiarism checker) to help me check students' papers for plagiarism. And believe me they are effective. I will STRONGLY encourage you, therefore, not to plagiarize. This will save both of us some embarrassment, time and effort. To be on the safe side and save all of us some embarrassing moments, I do STRONGLY encourage you to use online plagiarism checker to check your paper before submitting them. Free plagiarism checking is provided online. Google plagiarism checker and Google will give you several to choose from. Here is one of such websites offering this service:

1. www.grammarly.com/Plagiarism_Check. (This checks your grammar as well!)

Reference ALL materials you use for your term paper appropriately, using the **APA referencing style**³ (5th or 6th edition). There is an automated way you can do this using Microsoft Word processor⁴. I have developed a format for the layout of the term paper. You MUST use this template for your term paper.

PLEASE NOTE: Term Paper Question: Write a 2,500-3,000 words on aspects of the course that the course tutor will discuss with the class later.

Examination

Examination in this course carries 60% of the marks. It will normally be a three-hour paper in which candidates will be asked to answer between four of six questions provided. I encourage you to spend ENOUGH time on your answers. Examiners or invigilators don't eat EXAM TIME. There is NO SENSE in showing off or bragging that you finished the paper before the allotted time. Nobody awards marks or prizes to those who finish their papers earliest. Rather, marks and sometimes, prizes are awarded to students who demonstrate critical thinking, originality of thought and supply sufficient information in answering exam questions. Note that generally exam questions are properly 'weighed' before time is allotted to the paper. There are technical ways of doing this. So, generally speaking, if you think you have finished a three-hour paper in one-

² There must be hard evidence in form of doctor's report showing that students is actually unfit or receiving medical treatment during the period of the test.

³ I will also provide electronic copy of APA referencing style on our online forum.

⁴ I'll take few minutes during one of the classes to teach those of you who might not know this facility.

and-a-half hours, chances are you have not supplied sufficient information in your answers.

Punishment for non-compliance

1. Plagiarism: Losing the 15marks for the term paper and reporting the student to the appropriate quarters in the university.
2. Bad referencing: Deduction of marks (at my discretion) and returning the paper to the student to re-do the referencing part.
3. Not using the term paper template: Deduction of marks (at my discretion) and return of the paper to student to make rework the paper using the template.
4. Absenteeism, non-punctuality and irregularity in class: loss of appropriate marks. Possibility of not being allowed to write the exam.

Students' Responsibility

For a most rewarding teaching and learning experience students are required to:

1. Read the assigned readings before each class;
2. Attend classes punctually, participate in class discussions and other course activities;
3. Write the written test;
4. Turn in your term paper in the **required format** and on or before the due date;
5. Complete other course assignments on a timely basis;
6. Sit for the final exam.

Other Important Information

Student-Teacher Relationship: I do look forward to fruitful relationship with students of this course. So, feel free to discuss with me as often as you deem necessary on issues relating to the course and others about your academic life. I am available to provide students with support services in form of learning assistances, advising and mentoring in line with the vision of ABUAD in producing world-class graduates. You may book appointment with me during my visiting hours (to be communicated in class) or correspond with me via email, phone, or through an course online platform that I will provide in class. Ordinarily, I will respond to your e-mail and phone messages. If I do not respond to them in a reasonable amount of time, then you should assume that I did not receive your message and try to re-send them or use other means.

Students are responsible for all relevant announcements and information provided during classes and online media (there is a WhatsApp group for the course. Endeavor to join). If you must miss a lecture for whatever reason, let me know ahead of the class and be sure to get a copy of the notes and information updates from your classmate(s).

I will do all that I can to help you learn the material and succeed in this course. However, you are responsible for learning the material. I have assigned the books

for a reason — they will help you to better understand the course. I expect you to read them! I have **NO** sympathy for students who do not put in required effort.

You will succeed in this course if you complete the readings and assignments by the due dates, attend class regularly, and ASK QUESTIONS when you don't understand. I encourage you to make frequent use of my office hours and other media for contact.

Student with Physical Challenges: In order to give all students level playing ground, students with physical challenges in hearing, sight, etc. should see me to discuss appropriate provisions for their peculiar situations.

Academic Honesty and Integrity: Academic dishonesty is a completely unacceptable mode of conduct and is not tolerated in a university environment. It is punishable offence in ABUAD regulations and procedures. Discipline may include suspension or expulsion from the University.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, lying for another person, signing the attendance sheet for someone absent, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

It will be unfair to everyone if I make exceptions to the policies described in this syllabus. **I WILL THEREFORE NOT MAKE EXCEPTIONS.**

Looking forward to a rewarding teaching and learning experience with you.
Thanks