

COURSE: Environmental Politics- IRL 4035 (A)
LECTURER: Dr. Agnes Behr
CREDIT: 3

1. COURSE DESCRIPTION

The purpose of this course is to provide a historical context for understanding domestic and international environmental politics, as well as an introduction to the tools necessary to participate in policy-making in the multi-disciplinary system (science, geography, economics, politics and law) of environmental policy. It focuses on a critical review of alternative theoretical models that explain public attitudes, particularly the values and ethics of the public, towards environmental protection, and research data that documents these attitudes. The goal is to increase environmental awareness and help students become informed citizens who can participate in the environmental policy process. The course examines the political ideas and practices which have shaped environmental politics and practices in the International systems. There will be an examination of the role of the state and the policy process (agenda-setting, formulation, implementation), and case studies with a detailed examination of recent developments in one or more areas of environmental politics. The course will introduce and develop students' field research, writing, and oral presentation skills.

2. PROGRAM LEARNING OUTCOMES

1. Generate and utilize theoretical and practical knowledge of international relations.
2. Apply knowledge of theory and process in peace-building and conflict transformation.
3. Evaluate various forms of public policy.
4. Apply written and oral communication skills in issues of international relations.
5. Employ relevant theories and methods to evaluate the performance of actors in international relations.

3. LEARNING OUTCOMES

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

1. Critically analyze environmental issues and their relationships with human activities.
2. Assess how international environmental regimes and treaties work.
3. Evaluate how various actors and stakeholders have addressed environmental issues.
4. Apply environmental concepts, theories, paradigms, laws, and principles to develop policies and strategies for solving environmental problems.

NB: PLEASE SWITCH OFF YOUR MOBILE PHONES DURING CLASS TIME.

4. KEY INSTITUTIONAL ACADEMIC POLICIES THAT SHALL ATTRACT PENALTIES.

Students should note that the following are the key policies as outlined in the University Catalogue and Students Handbook.

ACADEMIC DISHONESTY: Academic dishonesty includes: Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.

FABRICATION: Any falsification or invention of data, citation, or other authority in an academic exercise.

PLAGIARISM: This is the unauthorized representation of someone else's thoughts, words, and ideas as if they were your own. Students must acknowledge sources from which they adopt ideas through citation, and direct quotes must be indicated by the use of quotation marks.

PREVIOUSLY SUBMITTED WORK: Presenting work prepared for and submitted to another course.

The university takes these cases seriously, and violations may result in failure in the course and in serious cases expulsion from the degree program.

An attendance roster is kept, and students are expected to attend all sessions on time and as scheduled. **As per the university rules, any student who misses more than 7 sessions will receive an F grade.**

5. COURSE TEXT

1. Chasek, Pamela, Leonard, David and Brown Janet, (2010), *Global Environmental Politics*, 5th edition, New York, Routledge.
2. Conca, Ken, and Dabelko Geoffrey, (eds.) (2010), *Green Planet Blues: Four Decades of Global Environmental Politics*, New York, Routledge.
3. Kütting, Gabriela, (ed.) (2011), *Global Environmental Politics: Concepts, Theories, and Case Studies*, New York, Routledge.
4. Miller, Norman, (2009), *Environmental Politics: Stakeholders, Interests, and Policymaking*, 2nd edition, New York, Routledge.
5. Vaughn, Jacqueline, (2011), *Environmental Politics: Domestic and Global Dimensions*, 6th edition, Boston, Wadsworth.

ADDITIONAL READINGS

6. Adar, Korwa and Check, Achu N., (eds.) (2011), *Cooperative Diplomacy, Regional and National Interests: The Nile River and the Riparian States*, Pretoria, Africa Institute of South Africa.
7. Bonyhady, Tim, Macintosh, Andrew and McDonald, Jan, (eds.) (2011), *Adaptation to Climate Change*, New York, Routledge.
8. Borrás Jr., Saturnino, McMichael Philip, and Scoones Ian, (eds.) (2011), *The Politics of Biofuels, Land and Agrarian Change*, New York, Routledge.
9. Calder, Gideon and McKinnon, Catriona, (eds.) (2011), *Climate Change and Liberal Priorities*, New York, Routledge.
10. Evans, J., P., (2011) *Environmental Governance*, New York, Routledge.
11. German, Laura, Karsenty, Alain, and Tiani, Anne Marie, (eds.) (2011), *Governing Africa's Forests in a Globalized World*, New York, Routledge.
12. Haq, Gar, and Paul, Alistair, (2011), *Environmentalism since 1945*, New York, Routledge.
13. Harris, Paul, (eds.) (2009), *Climate Change and Foreign Policy*, New York, Routledge.
14. Harris, Paul, (eds.) (2009), *Environmental Change and Foreign Policy*, New York, Routledge.
15. McKinnon, Catriona, (2011), *Climate Change and Future Justice*, New York, Routledge.
16. Roberts, Jane, (2011), *Environmental Policy*, 2nd edition, New York, Routledge.

17. Torgler, Benno, Garcia-Valiñas, Maria and Macintyre, Alison, (2011), *Participation in Environmental Organizations*, New York, Routledge.
18. Walker, Gordon, (2011), *Environmental Justice: Concepts, Evidence and Politics*, New York, Routledge.
19. Chin - Yee, S. (2016) 'Briefing: Africa and the Paris climate change agreement' *African Affairs*, VI. 115(459), pp.359-368
20. Karlas, J. (2017) "States, coalitions, and the legalization of the global climate regime: negotiations on the post-2020 architecture." *Environmental Politics* vol 26(6): 825-846
21. Marchiori, C., Dietz, S, Tavoni, A. (2017). "Domestic politics and the formation of international environmental agreements." *Journal of Environmental Economics and Management*, Vol.81, pp.115-131

6. COURSE CONTENT

WEEK 1 AND 2 (15th & 22nd May): INTRODUCTION TO ENVIRONMENTAL POLITICS

Questions:

- What is environmental politics?
- What are the conceptual framings of the environment in international politics?
- How have environmental politics historically developed?
- Critically analyze Wangari Maathai's **Documentary "Taking Root."**

○ Learning Outcomes

- Understand the concept of environment in international politics.
- Identify the historical development of environmental politics.

Reading /Assignment

1. Miller, Norman, (2009), *Environmental Politics: Stakeholders, Interests, and Policymaking*, 2nd edition, New York, Routledge pp: 1-15.
2. Vaughn, Jacqueline, (2011), *Environmental Politics: Domestic and Global Dimensions*, 6th edition, Boston, Wadsworth pp: 6-30.
3. Andrew Dobson (2016). *Environmental Politics: A very Short Introduction*. Clarendon: Oxford University Press. (Chapter 1).

WEEK 3 (29th May): ENVIRONMENTAL THEORIES

Documentary: Kay Kay: The Girl from Guangzhou/Rewind in Aljazeera

Questions:

- How helpful are IR theories in helping us understand GEP? (Realism/Neorealism, liberalism, constructivism, securitization, feminism or other critical theories).
- What is the relationship between mainstream International Relations theories and the environment?
- What Ecological theories inform EP?
- How does Ecological Modernization theory inform EP?
- What is the understanding of Ecofeminism?

Learning Outcomes

1. Identify the mainstream International Relation theories and link to the environment.
2. Outline ecological theories and Ecofeminism.

Reading Assignment

1. Van Der Ven, H (2016) 'Power and Authority in Global Climate Governance' (book review essay) *Global Environmental Politics*, 2016, Vol.16(4), pp.130-135
2. Baylis, J, Smith, S, and Owens, P (eds) (2017) (earlier editions also fine) *The Globalization of World Politics*, 6th ed, (Part I)
3. Burchill, S., A. Linklater et al. (2009) *Theories of International Relations*, 4th ed (Introduction)
4. Detraz, N. (2014) 'Gender and International Environmental Politics' In Betsill, M. et al. (eds) *Advances in International Environmental Politics*
5. Dunne, T, Kurki, M and Smith, S (2016) *International Relations Theories: Discipline and Diversity*, 4th ed (Introduction and chapter 13)
6. Hill, C. (2011) 'Foreign Policy Analysis' in Badie, B. et al. (eds). *International Encyclopedia of Political Science*
7. Kesgin, B. (2011) 'Foreign Policy Analysis' in J. Ishiyama and M Breuning (eds) *21st Century Political Science: A Reference Handbook*
8. MacGregor S. (ed.) (2017) *Routledge Handbook of Gender and Environment* (e-book), Introduction
9. Mathews, F. (2017) 'Gender and environment from "women, environment and development" to feminist political ecology' MacGregor S. (2017) (ed.) *Routledge Handbook of Gender and Environment*
10. Mearsheimer, J (1994/5) 'The False Promise of International Institutions', *International Security*, 19 (3), 5- (realism)
11. Nye, J. and Welch, D. (2011) *Understanding International Conflict and Cooperation: An Introduction to Theory and History*, (Chapters 1 and 2)
12. Paterson, M (2014) 'Theoretical Perspectives on International Environmental Politics' In Betsill, M. et al. (eds) *Advances in International Environmental Politics*.

13. Snyder, Jack (2004) 'One World, Rival Theories,' *Foreign Policy*, vol 145
14. Stevenson, H. (2013) 'Alternative theories: constructivism, Marxism and critical approaches' Harris, P. (ed.) , Routledge Handbook of Environmental Politics
15. Vanderheiden, S. (ed.) (2008) Political Theory and Global Climate Change C5 Pol.
16. Vogler, J. (2013) 'Mainstream theories: realism and rationalism and revolutionisim' Harris, P. (ed.) Routledge Handbook of Environmental Politics
17. Weber, Cynthia, 2005, International Relations Theory: A Critical Introduction, 2nd ed, London: Routledge
18. Wendt, A (1992) 'Anarchy Is What States Make of It: The Social Construction of Power Politics', *International Organization*, 1992, 46:2 (constructivism)

WEEK 4 (5th June): ACTORS IN GLOBAL ENVIRONMENTAL POLITICS AND GOVERNANCE

Question: Who are the Actors in EP & Governance?

1. Nation States
2. Environmental Non-Governmental Organizations (ENGO).
3. International Governmental Organizations (IGOs).
4. Green political parties.
5. Individuals, the broader public, and non-human world.
6. Non-state actors (corporate sector, experts group, and faith based group).
7. International activism/activists.
8. The environmental justice movement.
9. The media.

Learning Outcomes

- Identify the different actors and their role in global environmental governance.
- Understand the contributions of global environmental actors in environmental policymaking and management.

Reading Assignment

1. Miller, Norman, (2009), *Environmental Politics: Stakeholders, Interests, and Policymaking*, 2nd edition, New York, Routledge pp: 1-15
2. Vaughn, Jacqueline, (2011), *Environmental Politics: Domestic and Global Dimensions*, 6th edition, Boston, Wadsworth pp: 31-59.

Assignment 1: Event Reflection: Look at Environmental related politics issues in the Nairobi region/Kenya/East Africa/Africa and write a three page event reflection as to the genesis, cause and possible solution of the issue.

Due Week 4 Tuesday, May 28th, 2019.

- Identify the central Thesis of the Article and page no. It is located (1 mark)
- Summarize the article in your own words; plagiarism will lead to disqualification (3 marks)
- Critically appraise the article, each point must be in paragraph form (4 marks)
- Organization and articulation (2 Marks) = **Total 10%**
- **Maximum 2 pages**

WEEK 5 : INTERNATIONAL ENVIRONMENTAL REGIMES

How do the following impact Environmental Regimes?

- From Stockholm to Copenhagen.
- The process of regime construction: negotiation, strengthening, and implementing existing agreements.
- The impacts and effectiveness of environmental regimes.
- Climate Change regime.
- Hazardous waste regime.
- Toxic chemicals regime.
- Global biodiversity regime
- Endangered species and habitat protection regime.
- Ocean pollution regime
- Mediterranean Sea regime.
- Desertification regime.
- Antarctic treaty regime.
- Pan-European air pollution regime etc.

Learning Outcomes

- Define and identify the different international environmental regimes.
- Understand the function of these regimes in global environmental politics.

Reading Assignment

1. Vaughn, Jacqueline, (2011), *Environmental Politics: Domestic and Global Dimensions*, 6th edition, Boston, Wadsworth.
2. Chasek, P. and Wagner, L (2016) "Breaking the mold: a new type of multilateral sustainable development negotiation." *International Environmental Agreements : Politics, Law and Economics*, vol.16(3): 397-413
3. Christoff, P. (2016) "The promissory note: COP 21 and the Paris Climate Agreement." *Environmental Politics*, vol.25(5), p.765-787
4. Dauvergne, P. (2018) The power of environmental norms: marine plastic pollution and the politics of microbeads *Environmental Politics*, Vol.27(4), p.579-597
5. Van der Ven, H. Bernstein, S and Hoffman, M (2017) 'Valuing the Contributions of Non-state and Subnational Actors to Climate Governance' *Global Environmental Politics* vol 17(1), pp 1-20

WEEK 5 (12th): THE POLITICS OF CLIMATE CHANGE

Question: How would you critically discuss- Class Simulation

- Climate Change?
- Greenhouse gas emissions and the planet?
- International treaties and conventions on Climate Change?
- Environmental summits and diplomacy?

Learning Outcomes

- Define climate change and understand the politics of Climate Change.
- Identify the main issues, in climate change, including challenges and progress.
- Outline environmental international treaties, conventions, summits, and diplomacy in climate change.

Reading Assignment

See from previous readings

WEEK 6 (19th June): DOCUMENTARY: AN INCONVINIENT TRUTH (AL GORE DOCUMENTARY)

Questions:

1. What are the issues arising from the documentary?
2. Are states interests at loggerheads with environmental protection efforts?
3. Does democracy matter when it comes to environmental politics?

WEEK 7: MID SEMESTER EXAM (June 26th, 2021)

WEEK 8 (3rd July): ENVIRONMENTAL RESOURCES AND SUSTAINABILITY

Questions: What are the explanatory values of ...

1. Natural resources and conflict?
2. Biodiversity and endangered species?
3. Waste and toxins?

...In environmental protection and sustainability?

Learning Outcomes

- Identify the main issues in environmental resources and sustainability.
- Outline the relationship between natural resources and conflict.
- Understand the impact of environmental protection and sustainability.

Reading Assignment

- Previous texts

WEEK 9, 10 AND 11 (10th, 17th, & 24th July): THE AFRICAN CONTEXT OF ENVIRONMENTAL POLITICS: CASE STUDIES-(Group Assignments posted on page 12-13 of the course outline)

Questions: Critically discuss the following in relation to Environmental Politics (use two countries as case studies in a comparative format).

1. Resource conflict
2. Biofuel politics
3. Oil and energy
4. Food security
5. Land debates
6. Post-Kyoto policies
7. Local and international initiatives
8. Water (Trans-boundary rivers)
9. Waste and toxins
10. Environmental refugees
11. Trends in Population growth and sustainability.

Learning Outcomes

- Using the examples of different African countries, identify the emerging trends and issues in the context of African environmental politics.

Reading Assignment

1. Vaughn, Jacqueline, (2011), *Environmental Politics: Domestic and Global Dimensions*, 6th edition, Boston, Wadsworth.
2. Sylvia N. Tesh and Bruce A. Williams (1996) Identity Politics, Disinterested Politics, and Environmental Justice. *Polity*. 28(3), 285–305
<<http://www.jstor.org/stable/3235374>>, ISSN 00323497
3. Gwyn Kirk (1997) Ecofeminism and Environmental Justice: Bridges across Gender, Race, and Class. *Frontiers: A Journal of Women Studies*. 18(2, Intersections of Feminisms and Environmentalisms), 2–20
<<http://dx.doi.org/10.2307/3346962>>, ISSN 01609009
4. Michael F. Maniates (2001) Individualization: Plant a tree, buy a bike, save the world? *Global Environmental Politics*. 1(3)August, 31–52
<<http://dx.doi.org/10.1162/152638001316881395>>
5. Julian Agyeman and Tom Evans (2003) Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions. *Annals of the American Academy of Political and Social Science*. 590November, 35–53
6. <<http://dx.doi.org/10.1177/0002716203256565>>, ISSN 00027162

2nd Assignment: Article Review, posted on Blackboard Week 9, submit to safe assign and attach the report. Note that it should not exceed 20% match or you will get an F grade for plagiarism.

Due Week 9 Tuesday, July 2nd, 2019.

- Identify the central Thesis of the Article and page no. It is located (1 mark)
- Summarize the article in your own words; plagiarism will lead to disqualification (3 marks)
- Critically appraise the article, each point must be in paragraph form (4 marks)
- Organization and articulation (2 Marks) = **Total 10%**
- **Maximum 2 pages**

WEEK 12 (31st July): ENVIRONMENTAL SECURITY

Questions?

- What are the general links between the environment and security?
- How does security relate to Climate Change?
- How, when, and why would an Environmental conflict become an environmental security concern?
- Are there implications of “Securitizing” Climate Change?

Learning Outcomes

1. Understand the environment as a security issue.
2. Identify the relationship between security and the environment.
3. Identify how environmental conflict discourse links the environment and environmental problems to traditional security concerns, in state security.
4. Understand how environmental security is much more closely linked to notions of security at an individual level or human security.

The last Assignment: Hand in group essays on Saturday, July 31st, 2021, without fail.

WEEK 13 (30th & 1st July-August): Overflow from previous Lessons/MOVIE: AVATAR. And Revision of the course

Questions:

- I. How has globalization impacted the environment?
- II. Do traditional societies provide a better environmental protection culture?
- III. How civilized is civilization when it comes to the linkage to the environment?

WEEK 14 (16th APRIL): FINAL EXAM. Good Luck

7. COURSE EVALUATION

Attendance and Participation	- 10%
Group presentations & Term paper	- 25%
Student-led reading assignment discussions	- 15%
Mid-Term Exam	- 20%
Final Exam	- <u>30%</u>
Total	100%

8. TEACHING METHODOLOGY

The class uses power-point presentations, Socrates panel discussions and Fish-bowl Discussions, Documentaries, one page-summaries of articles, article reviews, independent study, group work, and group presentations, and Guest speakers on specific topics. Furthermore, students are expected to watch & listen to the news every day. The first fifteen minutes of class will be used to discuss current political affairs both locally and globally, to enhance knowledge concerning matters related to the course. **Switch off your car music systems and switch on BBC news and local news channels☺ I will do the same!**

GROUPS ASSIGNEMENTS

1. The role of the Kyoto Protocol in enhancing global environmental protection (Look at the actors, historical background, trend, and challenges).
2. Critically discuss the argument that the problem of Piracy in Somalia is rooted in environmental protection.
3. The Environmental impacts in the Niger-Delta and the rise of sub-groups against the Nigerian government in a bid to enhance various phases of security and protect the environment.
4. The Democratic Republic of Congo (DRC) natural resources extraction and linkage to environmental politics.
5. The impact of the Refugee crisis in the Horn of Africa's environment and governance.
6. Land debates and the crisis of the **Ogiek** Kenya.
7. Critically discuss the origins, trends, and the Crisis facing Madagascar's biodiversity.
8. The Impact of Ethiopia's Gibe III dam on North Africa's politics.
9. Discuss the argument that developed countries have done so at the expense of the developing countries? Look at the case of Great Britain and its former colonies (*hint use clips from Dr. Seuss- the Lorax movie to explain your points*).
10. Evaluate the linkage between the natural resources extraction and destruction with terrorism and armed groups (use any two African countries of your choice).

11. The Poor man's burden, how the impact of environmental politics on traditional societies (choose a case study of your liking).
12. Critically analyse the impact of securitizing environmental issues on governments.
13. Critically analyse the argument that "Climate change is a figment of imagination by a few!" Use real real-world examples to show why those who support the statement believe so and why others defy this argument.
14. Genetic engineering of foods as a solution to the increasing population and food scarcity.
15. Critically argue the statement that the decrease in biodiversity is as a result of "Darwinism," and human activities or, lack thereof have nothing to do with it.

9. OTHER REQUIREMENTS (Personalized)

- Lateness will not be allowed. The lecturer will shut the door upon commencement of the class, and no one would be permitted in afterward.
- Take attendance and participation very seriously. It has saved students from failing the course before. Also, any assignment failed or carelessly undertaken has a serious repercussion of damaging your GPA, which is critical for opportunities and further studies in the future.

SEMINAR ASSESMENT: WHAT MAKES A GOOD PRESENTATION?

1. Evidence of preparation did student/group do the background reading (academic/ news)?
2. A clear explanation of the chosen topic/questions does the student/group present a convincing and clear explanation of the topic and/or question?
3. Presentational clarity and engagement (including creativity) is the information presented in a clear, accessible, interesting way?
4. Ability to work in groups do the members work well together?
5. How well does the student/group handle the questions/comments from the other students?

Note: The quality rather than quantity of your contributions will be monitored. It's not about how much one says. Rather, students will be rewarded for their capacity to make relevant, informed points, bring in the readings where appropriate, listen to, and engage with others.

A WRITING GUIDELINE FOR STUDENTS

The aim of writing in any subject is to transmit information to the reader. Therefore, students are expected to submit a typed term paper due for this course. Cases of blatant plagiarism and cheating shall be dealt with harshly. To maintain standards and to uphold academic ethics, students are expected to adhere to the highest standards of professional ethics and academic integrity.

The following guidelines are useful when writing a term paper:

- Font 12 of Times New Roman
- 1.5 spacing
- 15 pages Minimum and 17 Pages maximum
- Referencing as per either APA or Harvard system guideline
- A minimum of 15 scholarly references (i.e., journals, books, periodicals)
- The paper should have a clear structure (i.e., introduction, main body & conclusion)
- The idea which is not students own must be cited/acknowledged in the body of the paper
- Use short, simple, clear and complete sentences
- Use the active or direct voice (avoid using passive or indirect voice)
- Direct quotations which are four lines (4) or more must be indented and single-spaced with the source (s), and page number (s) included
- Avoid one sentence paragraphs.
- Avoid unnecessary repetition.
- Avoid using colloquial language.
- Avoid using disjointed paragraphs.
- Avoid having more than one idea in a paragraph.
- Adhere strictly to the due dates for the submission of term papers.

10. USIU GRADING

A	90 – 100		C	70-73
A-	87 – 89		C-	67-69
B+	84 – 86		D+	64-66
B	80 – 83		D	62-63
B-	77 – 79		D-	60-61
C+	74 – 76		F	0-59/7 MISSED CLASSES