



Global Environmental Studies

STUDY GUIDE

(30 ECTS credits)

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Changes may occur

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1. Dates and Deadlines Autumn 2018

<p>Self-study 9 Jul- 31 Aug</p>	<p>SELF STUDY: Environment and development Study on your own, only e-mail contact with the seminar leaders. You are expected to read approx. 500 pages of literature and write a short paper of 1800 words (+/- 10%), which equals 4-5 pages. The deadline for submission of short paper is 20 Aug; it must be submitted by e-mail to ghana@kulturstudier.org. The short paper must pass as "approved" for you to continue the study in Ghana. If it is not approved, you will be given the chance to improve it and re-submit in Cape Coast. SUGGESTED ARRIVAL IN CAPE COAST: 2 September</p>
<p>Week 1 (36) 3 Sep – 7 Sep</p>	<p>INTRODUCTION WEEK GHANA GUEST LECTURERS: Introducing Ghana During the first week, a series of guest lecturers will introduce various aspects of Ghana and Ghanaian society providing a basis for the following 10 weeks. Participation is compulsory.</p>
<p>Week 2 (37) 10 Sep – 14 Sep</p>	<p>LECTURES Module 1: Environment and development: An introduction. Lecturer: Dr. Laura Pereira SEMINAR During the lecture weeks, students prepare for and follow the lectures and take part in seminars. They are expected to work both individually and together with the other students. Participation is compulsory.</p>
<p>Week 3 (38) 17 – 21 Sep</p>	<p>LECTURES Module 1: Environment and development: An introduction. Lecturer: Dr. Laura Pereira SEMINAR PLANNING GROUP PAPER</p>
<p>Week 4 (39) 24 – 28 Sep</p>	<p>LECTURES Module 2: Political ecology. Lecturer: Dr. Peter Walker SEMINAR DEADLINE: Organizing groups for group paper by Sep 25.</p>
<p>Week 5 (40) 1 Oct – 5 Oct</p>	<p>LECTURES Module 2: Political ecology. Lecturer: Dr. Peter Walker SEMINAR</p>
<p>Week 6 (41) 8 – 12 Oct</p>	<p>LECTURES Module 3: Environmental challenges in West Africa. Lecturer: Dr. Albert Arhin SEMINAR DEADLINE for handing in a research question, an 1200 words synopsis and outline for the group paper, plus a list of additional literature comprising at least 200 pages.</p>
<p>Week 7 (42) 15 – 19 Oct</p>	<p>LECTURES Module 3: Environmental challenges in West Africa. Lecturer: Dr. Albert Arhin SEMINAR</p>
<p>Week 8 (43) 22 – 26 Oct</p>	<p>WRITING GROUP PAPER: Group paper of 6000 words (+/- 10%), which equals about 15 pages, on the defined topic, drawing on literature from the curriculum and 200 pages of individual/group choice. SEMINAR</p>
<p>Week 9 (44) 29 Oct – 2 Nov</p>	<p>WRITING GROUP PAPER SEMINAR ORAL PRESENTATION OF GROUP PAPERS</p>
<p>Week 10 (45) 5 – 9 Nov</p>	<p>WRITING GROUP PAPER 8 Nov: DEADLINE FOR GROUP PAPER. 9 Nov: END OF PROGRAM IN GHANA</p>
<p>Home exam 12 Nov – 29 Nov</p>	<p>THE INDIVIDUAL HOME EXAM ESSAY</p>

2. Introduction

This *Study Guide* is a supplement to the *Course Description*. It will give you some advice and information about the study program in Ghana and how to carry out the different tasks. Our intention is that it shall answer most questions about the organisation of the course, such as dates and deadlines, assignments, exams, requirements, and criteria for assessment. The course description is the property of Oslo Metropolitan University (OsloMet) (formerly HiOA), and provides formalities as well as details of the academic content of the course. Here you will also find objectives and learning outcomes of the course.

Should you not find the information you are looking for, please contact us, and we will do our best to assist you.

For academic questions that have not been answered in the Study Guide please contact seminar leaders on ghana@kulturstudier.org. For other inquiries, please contact the Kulturstudier office in Oslo at mail@kulturstudier.no or tel: +47 22358022.

The Study Guide contains the following sections:

- *Course Content*

The three sections of the course are outlined with the corresponding student requirements

- *Practical Information*

A summary of the course practicalities is provided, such as working hours, accommodations, free time etc.

- *Lecture plan and Course Reading List*

This section provides you with information on the main topic of each module and tells you which main books you need to buy before going to Ghana. *A separate reading and lecture plan (describing readings and key concepts for each individual lecture) will be supplied by the seminar leaders one month ahead of each module start.*

- *Guidance on Writing Essays*

The main criteria for assessment are listed, alongside general guidance on how to compose a good essay.

- *Course Lecturers and Staff*

An overview of the Kulturstudier staff on the ground and visiting lecturers is provided.

3. Course Content

The overall objective of the course *Global Environmental Studies* is to generate an interdisciplinary understanding of substantive issues of global environmental challenges, in general, and in the West African region in particular.

This chapter provides information about the different parts of the course, as well as guidance on how the students should work in collaboration with each other, the

seminar leaders, and lecturers. As a part of the course, students have to complete three written assignments, details of which are provided below.

Part 1 – Self Study Period

(10 July – 31 Aug)

The course begins with a self-study period. In addition to gaining a general impression of the course and curriculum, the objective of the self-study is to acquire an understanding of the concepts relevant to concerns about environment and development issues. It prioritizes the emergence of the concept of “sustainable development”. Since this forms the basis of the course as a whole, you are expected to familiarize yourself with this before coming to Ghana. A general acquaintance with the history, culture and politics of Ghana and the West African region would also be preferable, although this is not included in the formal part of the self-study period.

During this period, you are obliged to read Sachs (2015) *The Age of Sustainable Development* (see reading list), which will give you an overview of global environment and development issues. Your understanding of this book will be tested in the short paper as well as in the introductory lectures and seminars.

Because the reading load is intense while you are in Ghana, it is highly recommended that you get an impression from the readings of the rest of the curriculum as well, this will indeed make your self-study in Ghana easier. The readings can be downloaded from the internet during the self-study period (except for the books which you must buy). When you arrive in Ghana, the readings will be made available to you as a bound printed reader, at the costs of printing and binding expenses.

Studying on your own is always a challenge. It demands discipline to set aside enough time for reading and reflection. But it also compels you to develop an independent understanding of your readings. If you have questions or need help during your self-study period, you can send your questions to one of the seminar leaders by e-mail: ghana@kulturstudier.org.

Student Requirement

Assignment 1 – Short Paper

Deadline: 20 Aug

Title: What is sustainable development? Give a brief overview of various historical and current aspects of the concept, based on Sachs (2015) *The age of sustainable development*. New York: Columbia University Press.

Deadline: 20 August

- Individual work
- 1800 words (±10%)
- Must be marked ‘approved’ for student to progress in the course

As part of the learning activity, you have to write a short paper based on the account given by Jeffrey Sachs (2015) *"The age of sustainable development"*. This is a broad and complex question that you will become very familiar with during the course. In this first assignment, we do not expect you to present a comprehensive discussion. What matters is to demonstrate an overview of the main lines and perspectives as they are presented by Sachs. However, you are encouraged to criticize claims and

perspectives of the book if you argue your case. **Important: please do not forget to use proper academic citing**, and to follow standard requirements for paper writing (see below).

Start to work on the short paper from the beginning of the self-study period. Before searching through the curriculum, you might want to plan an answer based on your current understanding and interests. Revise and improve the response throughout the self-study period by integrating perspectives and insights from what you read, also reflecting about your own learning development on the topic. This approach is likely to make your reading and learning process more fruitful and to better enable you to critically assess the text.

The short paper has to be 1800 words (+/- 10%), which equals to 4-5 pages, and must be written in English. More detailed advice on how to write papers is given below.

The finished short paper must be submitted to ghana@kulturstudier.org by 20 August.

The short paper will be assessed by your seminar leaders and must qualify as “approved”. If it fails, you will be given the possibility to improve your paper within the third week of the stay in Ghana. You will get brief individual feedback from the seminar leaders on your paper during the second week of your stay in Cape Coast.

Part 2 – Study in Ghana

(3 Sept – 9 Nov)

The major part of the course takes place in Ghana. Living and studying in different and unfamiliar cultures demands awareness. Good relations, with both locals and co-students, are essential for good working conditions. Therefore, the first week in Ghana is dedicated to introducing you to study technique skills, research ethics, and Ghanaian society and culture. This way we hope that you can get the most out of your studies and stay in Ghana while maintaining respect and sensitivity to the cultural context that you are in.

The study period in Ghana consists of three course modules: 1. ‘Environment and development: An introduction’ 2. ‘Political ecology’ and 3. ‘Environmental challenges in West Africa’. These three modules are run by three different lecturers, some of which are locally based and others that internationally based (see *Course Description* for further details).

Studying in Ghana will take a variety of forms, as summarised below:

Lectures

There will normally be lectures on all weekdays. **Participation is compulsory.**

The first lecture takes place on **Monday 3 September**.

It is essential to have read the required readings prior to each lecture. (For further details, see Section 4: Lecture Plan and Course Reading List)

Seminars

As study of environment and development issues is a multifaceted field, it demands multifaceted approaches. In addition to studying the curriculum through lectures, individual readings and group work, you are expected to participate in seminars organised by the seminar leader. Here, you will have the opportunity to explore the

various concepts taught in the lectures in a different and more active way. **Everybody must participate in and prepare for the seminars.** You will find that discussing and sharing is a highly efficient way to learn. Since any study of the environment has normative implications, it is equally important to be able to question, reflect, and criticise – both verbally and in writing.

Field excursions

Ghana provides a rich historical and contemporary context for questions at the nexus of development and environment. In order to learn and take advantage of this, we will undertake organised field excursions during the semester. Here, you will get to investigate topics from the curriculum in a real-life context. These fieldtrips will be particularly relevant for the group paper, and will be useful for finding a topic for this paper. Additionally, students might be expected to either write a short report or have an oral presentation based upon experiences from the field excursion.

Working in groups

In addition to the lectures, group work is central to the course. Group work can be challenging, but also very rewarding. Inspiration and ideas often come as a result of discussions with others. In addition, the group will be useful as a forum where you can reflect upon your experiences in Ghana, and discuss about them as they relate to the concepts and theories that you learn about.

For the group to work well, we advise you to discuss expectations and make an agreement within the group on common understandings and rules of behavior. Here we suggest a few such rules:

- a) All group members have the right *and* obligation to participate in the activities of the group.
- b) All group members should be included in group-discussions, agreements, and the flow of information.
- c) There must be a clear division of responsibilities and tasks within the group.
- d) Routines must be established on how to work and when to meet.
- e) The group members must show basic respect for each other across diverse backgrounds and personalities.

Still, differences between group members can sometimes produce problems that prove hard to solve. In such cases, it is important that group members are open about the problems, and try to sort them out. In general, be self-reflective. If conflicts reach intolerable levels despite such efforts, the group in question should consult the seminar leaders who will help find solutions.

Student Requirement

Assignment 2 - The Group Paper

Deadline: 8 Nov

Title: Describe, reflect upon, and discuss the chosen topic(s) critically. (Help will be given to find suitable topics)

Deadline: 8 November (to be confirmed by OsloMet)

- **Groups of 4-5 members**
- **6000 words ($\pm 10\%$)**
- **40% of final Mark**

Information about exam deadlines is published on the OsloMet StudentWEB. Information about your group and individual home exam submission will be sent to your student e-mail account at OsloMet approximately two weeks before your group exam submission deadline.

The groups will consist of 4-5 members, and will be formed in the beginning of the stay in Ghana. The main purpose of these groups is to fulfil the group assignment, but they can also be instrumental to work together on current topics from the lectures and literature.

You should start early on to reflect upon and discuss with others what topics you find interesting for the group paper, as the various interests will be taken into consideration when the seminar leaders facilitate the group formation process. Shortly after the groups have been organized, a seminar will be held on how to write assignments and narrowing down topics for the group paper. Once you have been organized into groups you will be required to submit a 1200 word synopsis on how you intend to go about conceptualizing and writing your group paper. Final details on this, as well as the deadline for its submission will be set by the seminar leaders.

The members of each group are expected to work together and produce a common product, namely a **group paper**, which they shall submit and present by the end of the stay in Ghana. You will use course readings and lectures as the basis of your work. The topic must be pre-approved by the seminar leaders.

You should use the course readings and lectures as background to your group research paper. **An application of the curriculum is one of the criteria for the awarding of grades.** The groups are also expected to compile approx. 200 pages of additional literature (If you have relevant books, do not hesitate to bring them with you to Cape Coast). It is a requirement of the course that you take an active part in the researching and the writing of the group paper. If you do not take part, you will be given a warning by the seminar leader. If you still do not take an active part in the group work, the seminar leaders have the authority to fail you.

Much of the writing will require access to a computer. If you have a laptop, we recommend you to bring it with you. Make sure you have an insurance that covers a possible loss of your computer, or any other valuables.

The group paper shall contain 6000 words +/- 10%, which equals to about 15 pages. You will receive an email with your candidate number and detailed information about the exams a week before the group work is due.

One internal examiner from OsloMet and one external examiner will assess the group paper, which will comprise 40% of the final mark of the study. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

The group paper is to be submitted to OsloMet according to deadlines and instructions you will receive from OsloMet.

Assistance with group paper

Although the group paper is the product of the students, you are entitled to some supervision from the seminar leaders during the writing process. To ensure progress in the writing process, you will have to commit to certain deadlines. Soon after the

groups are formed, you will have to agree on a topic for the paper. You are entitled to two reviews/ supervising advising sessions from the seminar leaders; one in the early stage of writing and one in the final stage. A draft of the paper must be handed in to the seminar leaders at least two days in advance of the review in order for them to have time to read and comment on the draft. Details on such procedures will be provided by the seminar leaders.



Useful Tip: At the end of this *Study Guide* there is an overview of relevant web pages that may also be useful for writing the group paper. Moreover, you can find useful secondary literature and additional sources in the reading list in the *Course Description*. Many of these will be useful for your group topics. At the study centre, there is a small library of books and reports as well as all the literature included in the secondary reading list.

Part 3 – Home Exam

(9 Nov – 29 Nov)

Student Requirement

Assignment 3 - The Written Exam: Essay

Deadline: 29 November

Form: Home exam (the assignment will entail choosing *one question* from 3-4 provided questions.)

Deadline: 29 November (to be confirmed by OsloMet)

- Individual work
- 4400 words ($\pm 10\%$)
- 60% of final Mark

Information about exam deadlines is published on the StudentWEB. Please re-read the information about exam submission which was sent to your student e-mail account at OsloMet approximately two weeks before your group exam submission. OsloMet is responsible for all formalities related to exams.

When writing the final home exam, you are again on your own. You will receive questions and a candidate number from OsloMet. You will be given 3-4 questions – one from each course module – from which you **chose one**. You are expected to write an essay of 4400 words ($\pm 10\%$), which equates to 10-12 pages, using literature from the compulsory reading list.

One internal examiner from OsloMet and one external examiner will assess the home exam. It will comprise 60% of the final mark of the study. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

The exam is to be submitted to OsloMet according to deadlines and instructions you will receive from OsloMet.

4. Practical Information related to your stay in Ghana

Accommodation

Kulturstudier uses two apartment houses, one for students and one for staff. The apartment houses are both in the center of Cape Coast, but not neighboring.

Program study time

In Ghana, the academic week lasts from Monday through Friday with lectures and seminars and reading/ self-study. Lectures, seminars and academic support activities will be held at the campus of the University of Cape Coast. However, on one or two days a week, lunch and self-study time will take place at the beautiful Brenu Beach, about 20 kilometers outside of Cape Coast. There will be bus transport to and from UCC.

Free time

The evenings and weekends are free for students to organize as they like. There will be some cultural activities a few evenings, but these are optional.

Expenses - Cost of living

The cost of living is modest in Cape Coast, although prices have gone up as in the rest of (especially urban) Ghana. It is possible to buy a meal for \$5-20 at tourist restaurants and down to \$1 at local places in town.

Opportunities for independent travel

During the week, from Monday to Friday, students must stay in Cape Coast and take an active part in the program. Students have the possibility to travel on weekends, although this must be balanced with your responsibilities for the group paper as well as general course work. A long weekend is provided in the middle of the program for students to travel if they wish.

5. Lecture Plan and Course Reading List

What follows is a brief overview of the main books and the three modules that the course in Ghana consists of. You will find a detailed list over all the literature that is on the curriculum in the **Course Description**. The Course Readers (compendium) will be made available in an Internet document before the self-study period begins. You will also be able to buy a printed copy of the Course Readers during the first weeks of the course.

A lecture plan describing the readings and key concepts covered in each lecture will be made available to you by the seminar leaders one month before the start of each module.

Required Books

The Global Environmental Studies curriculum contains a variety of sources; books, articles and reports. Most of this is included in the Course Reader that will be made available to you online. You can also buy a print of these in Ghana. In addition to the Course Readers, there are five main books that combined form a basis for your learning process. **You have to buy these books before going to Ghana:**

- Sachs, J. (2015) *The Age of Sustainable Development*. New York: Columbia University Press. Chapters: 1, 2, 6, 7, 10, 11, 12, 13, 14
- Toulmin, C. (2009). *Climate Change in Africa*. London. Zed books.

- Robbins, P. (2011). *Political Ecology: A critical introduction*. Oxford: Blackwell (2nd edition).
- Benjaminsen, T. A. and Lund, C. (eds.) (2001). *Politics, Property and Production in the West African Sahel: Understanding Natural Resources Management*. Uppsala: Nordic Africa Institute. Chapters: 1, 8, 14. [Electronic version available at: <http://nai.diva-portal.org/smash/record.jsf?searchId=1&pid=diva2:248863>]
- Cotula, L. (2013). *The great African land grab?: agricultural investments and the global food system*. Zed Books Ltd.



Remember that you might need to order the books if you don't find them in your local book store. Ordering books can take time. Make sure you do this well ahead of time! www.bookdepository.com is usually quick and cheap.

Course Structure

The course in Ghana is divided into three different modules of equal status.

Module 1 – Environment and Development: an Introduction

Lecturer: Dr. Laura Pereira

The module will introduce students to the intersecting study areas of environment and development. By the end of the module students should be able to grasp concepts such as sustainable development, ecosystem services and the green economy, as well as some of the challenges of climate change (including climate change governance) faced by countries in sub-Saharan Africa.

Main books:

- Sachs, J. (2015). *The Age of Sustainable Development*. New York: Columbia University Press.
- Toulmin, C. (2009). *Climate Change in Africa*. London. Zed books.

Module 2 – Political Ecology

Lecturer: Dr. Peter Walker

This module presents the students to political ecology - a critical approach to the analysis of power in relation to human-environmental dynamics. Political ecology originated in the 1970s and is centered on the idea of a “politicized environment”. Lectures and discussions in this module will trace the theoretical roots of political ecology and present some concepts of key importance to this approach. All of this will be exemplified through case studies, predominantly from sub-Saharan Africa, that employ a political ecology lens, exploring questions such as who are the winners and who are the losers of different environmental management practices.

Main book:

- Robbins, P. 2011. *Political Ecology*. Oxford: Blackwell, Second Edition.

Module 3 – Environmental Challenges in West-Africa
Lecturer: Dr. Albert Arhin

This module engages with current environmental challenges and debates in the West African region; their historical background, local and global implications, main stakeholders, and possible future developments. The module also explores what kind of perspectives and analyses of these issues a political ecology approach can contribute with.

Main books:

- Benjaminsen, T. A. and Lund, C. (eds.) (2001). *Politics, Property and Production in the West African Sahel: Understanding Natural Resources Management*. Uppsala: Nordic Africa Institute. [Electronic version available at: <http://nai.diva-portal.org/smash/record.jsf?searchId=1&pid=diva2:248863>]
- Cotula, L. (2013). *The great African land grab? Agricultural investments and the global food system*. Zed Books Ltd.

6. Course Staff



Natasha Verco

Seminar leader

E-mail: natasha@kulturstudier.org

Natasha has completed her MA in Communication for Development at the School of Arts and Communications at Malmö University, Sweden. Her research focused on the relationship between communication for development and mining advocacy groups in Ghana. She has also recently been doing research and writing about oppositional communities and degrowth with a focus on Christiania in Copenhagen Denmark. Natasha holds an Honours degree in Social Inquiry: Social Movements and Collective Action from the University of Technology Sydney, Australia and a BA degree in History and Economics from Sydney University, Australia. She is originally from Australia, but is currently based in Kvidinge, Sweden. Academically, she is passionate about social movements, environmental conflicts and critical/radical education.



Ebenezer Essilfie-Nyame

Seminar leader

E-mail: eben@kulturstudier.org

Ebenezer is a native of Tarkwa-Bompieso, a small mining community in the Western Region of Ghana. He lived in a fishing community in Cape Coast since 1999 until he moved to Accra in 2012. Being exposed at first hand to varied environmental impacts, Ebenezer developed a great passion for promoting sustainable environmental practices. He aspires to engage in environmental governance, integrating cultural and traditional values into the formulation and implementation of environmental policies. His multi-cultural and inter-disciplinary background in environment, communication and administration has led him to a number of opportunities and impacts with NGOs, government and international organizations, including the Environmental Protection Agency of Ghana and the United Nations. Ebenezer currently leads a clean cookstove project in Ghana and won the Falling Walls Lab Ghana 2018 organized by the German Academic Exchange Service (DAAD). Ebenezer studied Environmental Science at the University of Cape Coast, Ghana; Global Environmental Studies at HiOA, Norway through Kulturstudier. Eben currently holds a Prince Albert of Monaco scholarship pursuing a post-graduate degree in Climate Change Management at University of Edinburgh, United Kingdom.



Michael Asare

Field manager

E-mail: michael@kulturstudier.org

Michael has been part of the Kulturstudier team in Ghana since the program started, first as Assistant Manager from 2009 to 2014, and then rose to the position of Manager from 2014. He has a bachelor's degree in History and Philosophy from University of Cape Coast. Michael has extensive organizational and management experience from working with different civil society and nonprofit organizations in Ghana. When Kulturstudier is not in Cape Coast, he fully manages a general catering company in Accra and also helps an NGO committed to alleviating the plight of the needy and vulnerable in society, as well as helping different groups of foreign students and professors who come to Ghana for research purposes, including development students from OsloMet.



Orlando Yaw Dablu

Field assistant

E-mail: orlando@kulturstudier.org

Orlando holds a Bachelor's Degree (Hons) in Geography and Resource Development with Political Science from the University of Ghana, Legon. He is a former scholarship student on the Global Environmental Studies course and a Ghanaian. Orlando has excellent communication skills with good knowledge in organization, management and motivation. He works well in multicultural environments and has excellent interpersonal relationships. He has worked with the University of Ghana as Teaching and Research Assistant and taught at the High school. He has experience in insurance management and Environmental Impact Assessment where he assists some environmental consultants to do audit of mines' waste in Ghana. Orlando's concern for the environment is to ensure that any waste generated is properly disposed.



Dr. Laura Pereira

**Lecturer Module 1:
Environment and Development: An Introduction**

Laura Pereira completed her BSc majoring in Zoology, Ecology and Law at the University of the Witwatersrand (Wits) in South Africa in 2005. In 2006 she went on to complete her BSc (Hons) in Ecology and Environmental Science with distinction, working on nitrogen dynamics in southern African agriculture. Having received a Wits University Council Scholarship for study overseas, she moved to the Oxford University School of Geography in 2007 where she read for an MSc in Nature, Society and Environmental Policy at St Hilda's College. Her dissertation involved using a materialistic approach to analyse the legal commodity chain of coca in Colombia. In 2008 she received a Clarendon Scholarship and an Oppenheimer Memorial Trust Grant to undertake her DPhil studies at Oxford. The title of her thesis is 'Private sector adaptive capacity to climate change impacts in the food system: food security implications for South Africa and Brazil.' Following a stint as a Future Agricultures Consortium (FAC) early career fellow at the Institute for Development Studies at Sussex University, she became a post-doctoral fellow in the Sustainability Science Program at Harvard's Kennedy School. She then moved back to South Africa and completed a post doc at UCT under the bio-economy chair and was then employed at the Centre for complex systems in Transition at Stellenbosch university under the GRAID project to work on sustainability transformations in the food system. She is now based at the Centre for Food Policy, City University of London.



Dr. Peter Walker

**Lecturer Module 2:
Political Ecology**

Professor Peter Walker is a geographer/ political ecologist based at the University of Oregon. Peter studies the social factors that shape human interactions with the environment, with emphasis on the rural American West, and Africa. Peter has published extensively over the last decades on the politics of land use planning, the social dynamics of community-based resource management, and most recently the phenomenon of anti-government activism in natural resource politics. His latest book examines the armed takeover of the Malheur National Wildlife Refuge in the American state of Oregon in 2016 (*Sagebrush Collaboration: How Harney County Defeated the Takeover of the Malheur Wildlife Refuge*, 2018). Walker received his bachelor's degree in economics and his doctorate from UC Berkeley, and a masters degree in environmental policy from Harvard University. His dissertation title is: *Roots of Crisis: Population, Environment, and the Social History of Smallholder Tree Planting in Malawi*. He has served on the faculty of the University of Oregon since 1997.



Dr. Albert Arhin

Lecturer Module 3:
Environmental Challenges in West Africa

Albert Arhin is a human geographer and a development practitioner currently completing PhD studies at the Department of Geography, University of Cambridge, UK. His research focuses broadly on natural resource governance and the politics of international development. His PhD research is examining the dynamics of how the policy of Reducing Emissions from Deforestation and Degradation (REDD+) is being translated to reduce forest loss in Ghana. Albert approaches his research through the lens of political ecology/economy, governmentality and policy process theories. Prior to his PhD studies, Albert worked as the Research and Policy Manager for Oxfam in Ghana. He holds MSc Degree in Environment and Development Sustainability (Distinction) from the University of Leeds, UK and a bachelor degree in Development Planning (First Class Honours) from the Kwame Nkrumah University of Science and Technology (KNUST), Ghana.

7. Guidance on Writing Essays

There are three written products that you shall hand in at various points of the course, namely (1) the short paper, (2) the group paper and (3) the home exam essay. The purpose is that these written products shall serve to document and stimulate you:

- **reading and understanding of the course literature and other relevant information;**
- **critical reflection upon the topics in question; and**
- **familiarity with the standards of academic writing.**

Although you are not expected to deliver original contributions to research, there are some basic guidelines that you must follow when writing the papers and essay. **These guidelines are in accordance with normal standards for university assignments and will, in combination with the overall purpose defined above, serve as criteria for assessment.** They are as follows:

1. Define the topic, approach and structure in the introduction

Whether writing a short paper, a group paper or a home exam essay, the paper must have an introduction. Here the topic(s) are first presented. Following this, the question(s) related to the topic(s) are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined. That is, how the following pages will proceed to study the question/s of the paper. This structure must be simple and logical, normally resting on three building blocks:

- an introductory part;
- a main part (normally consisting of various sub-chapters/sections) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction; and
- a concluding part which summarises the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper/essay.

While the above points relate to all three types of written papers, a few comments need to be added that differentiate the short paper and the home exam essay on the one hand, and the group paper on the other.

As for the short paper and the home exam essay, a certain topic or questions are provided. In these cases, students should be careful at the beginning of writing to make clear how the topic/question is being interpreted and how it will be discussed.

In the case of the group paper, where the group define the topic(s), the seminar leaders' approval must be sought for the topic(s), literature list and disposition before the deadline.

The seminar leader is available for (limited) advice during the writing of the short paper and the group exam. It is advisable to make use of this opportunity. However, you may not receive any guidance during the individual home-exam.

2. Organise the essay with a good structure

It is essential for the quality and readability of the text that you present and discuss your material in a systematic manner. (By "your material" we mean the different views/theoretical approaches and empirical examples you use to study the topic(s) in question.) There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/ example/ paragraph/ sentence is here? If your answer is not a clear "yes", the text needs revising.

3. Discuss and conclude the results

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is *discussed* (the views/theoretical approaches and empirical examples) in relation to the topic(s) and question(s) raised in the introduction. For the group paper, it is important to discuss the theory and what you learnt in relation to you group topic(s) and the question(s) you pose in the paper. If you have used original data (interviews, questionnaire, visits to institutions, etc.), you should discuss this, reflecting on research ethics and acknowledging the limitations of your research. For all papers, you need to include a summary at the beginning, where you bring your various points together and draw some tentative conclusions based on the discussion in the paper.

4. Write clearly and with adequate references

While academic writing demands a formal style, this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made in establishing a good flow between the elements of the text. This implies that there must be a meaningful connection between the various sentences of a section, between the various sections of a chapter, and between the various chapters of the paper/essay. To obtain this, it is often helpful to begin each chapter, and sometimes a section, by briefly stating what is about to be said, and how it relates to what has already been said. Furthermore, it is very important that your papers have adequate and correct citing and references (see below). It is always better to cite more than less! Submitted papers will go through electronic **plagiarism tests**, and if the program finds even a little bit of text taken from un-cited sources, the paper will fail. If you are uncertain about how to avoid plagiarism, ask the seminar leaders. You can also have a look here:

http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic_Did-I-Plagiarize1.jpg

5. Get the technicalities right

References

Citing references correctly as well as providing a correct reference list at the end of the paper, is an extremely important aspect of academic writing. Wrong or incomplete referencing can lead to plagiarism, which will not only influence your grade negatively but can have more serious consequences.

There are many different styles of referencing, and different academic institutions and traditions use different formats of citing references. As you all will be coming from many different backgrounds, you have most probably also learned different reference styles. In this course, we require that you use Harvard's Author-date style of referencing/ APA style. See here: <http://www.citethisforme.com/uk/referencing-generator/harvard> and <https://innsida.ntnu.no/wiki/-/wiki/English/Using+the+Harvard+reference+style> and <http://www.hioa.no/eng/Learning-Centre-and-Library/Referencing-APA-etc>.

Format:

You must write your document in the following format: Times New Roman, 12 points, space 1.5 between lines, and margins 3.0 (both left and right). This gives app. 400 words on one page.

Note! Remember to paginate the text (i.e. number the pages), and include front page and table of contents. Finally, stick to the stated length of the various written products:

The short paper; 1800 words (+/- 10%, which equals to 4-5 pages)

The group paper; 6000 words (+/- 10%, which equals to 15 pages)

The home exam essay; 4400 words (+/- 10%, which equals to 10-12 pages).

Good luck!

8. Internet Resources

International

<http://www.unep.org/>

Website of the United Nations Environment Programme.

<http://www.undp.org/>

Website of the United Nations Development Programme.

<https://sustainabledevelopment.un.org/>

United Nations Sustainable Development Platform (with resources on the Sustainable Development Goals (SDG))

<http://www.worldbank.org/>

Website of the World Bank, a central player on the global arena, also on environmental management and environmental issues. You can also find the Bank's involvement and projects country by country. Check out Ghana and other west-African countries.

<http://newsroom.unfccc.int/>

United Nations Framework Convention on Climate Change (UNFCCC). Includes information on different climate agreements, meetings and processes related to global climate change governance (e.g. the Paris agreement).

<http://www.un-redd.org/>

United Nations Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries. Includes information on the UN REDD programme and on REDD+ processes.

<http://www.fao.org/>

Website of the Food and Agriculture Organization of the United Nations (FAO).

<http://www.iucn.org/>

Website of the International Union for Conservation of Nature (IUCN). An authoritative international body on conservation issues, includes for example the red list of endangered species.

<http://www.iwgia.org/>

Website of the International Work Group for Indigenous Affairs (IWGIA). An international non-governmental human rights organisation that works on indigenous people's struggles for human rights, self-determination, right to territory, control of land and resources, cultural integrity and the right to development.

<https://www.oxfam.org/>

Website of OXFAM international.

<http://www.foei.org/>

Website of Friends of the Earth International.

<https://www.grain.org/>

Website of GRAIN, which is an international non-profit organisation working to support small scale farmers and social movements in struggles for community controlled and biodiversity based food systems.

<http://www.envjustice.org/>

Website of ENVJUSTICE, which is an international collaborative research project on environmental justice.

<https://www.farmlandgrab.org>

Website with news and reports on land grabbing.

Africa

<http://www.au.int>

Website of the African Union.

<http://www.afdb.org/en/>

Website of the African Development Bank.

<http://allafrica.com/>

Multi-channel pan-African news platform.

<http://www.afrika.no/>

Website of the Norwegian Council for Africa (Fellesrådet for Africa).

<http://www.ecowas.int/>

Website of the Economic Community of West African States (ECOWAS).

<http://afsafrica.org/>

Website of the Alliance for Food Sovereignty in Africa (AFSA).

Ghana

<http://www.ghana.gov.gh/>

Website of the Ghanaian Government.

<http://www.epa.gov.gh/epa/>

Website of the Environmental Protection Agency (EPA) in Ghana.

<http://foodsovereigntyghana.org/>

Website of Food Sovereignty Ghana, which is a Ghanaian grass-roots food advocacy movement.

<https://foe-ghana.org/>

Website of Friends of the Earth Ghana.