



NATIONAL OPEN UNIVERSITY OF NIGERIA

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF POLITICAL SCIENCE

COURSE TITLE:

**ELEMENT OF CONTEMPORARY GLOBAL
STUDIES**

COURSE CODE	CREDIT UNITS
INR 394	3

COURSE GUIDE

INR 394

ELEMENT OF CONTEMPORARY GLOBAL STUDIES

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COURSE DESCRIPTION

This course is designed to give students a comprehensive understanding of the subject matter under discussion Element of Contemporary Global Studies The course introduces the themes and concepts in Global Studies and the various disciplinary perspectives useful for examining global processes, relationships and experiences. It went further to focus on the global', but emphasis is placed on the significance of local histories, politics and geographies shaping the contexts through which different understandings and experiences of the global are produced. It is about globalization in all its aspects, economic, cultural, political and social. Furthermore, we provide an introduction to contemporary forms of terrorism, climate change; multi-culturalism, migration, Weapons of Mass Destruction, multi-culturalism; Small Arms and Light Weapons (SALW) and lastly Globalization are also discussed. The course will also equip students' academics, policy makers, strategic stakeholders, managers, and captain of industries, security actors as well as other government functionaries on the contending issues in a range of important transferrable skills, which are vital in terms of employability as well as policy formulation and execution.

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INTRODUCTION

This course Element of Contemporary Global Studies (INR 394) is a core course which carries three (3) credit units. It is prepared and made available to all students who are taking International Relations, a programme tenable in the Art Faculty of Social Sciences, Department of Political Science. The course is a useful material for you in your academic pursuit, workplace as managers and most importantly for national and global politics. This course will broaden your perspective on the contending issues on Element of Contemporary Global Studies and it will further stimulate your interest in approach to political development around the world.

COURSE AIMS

The overall aim of this course on Element of Contemporary Global Studies is to expose you to basic Contemporary discuss that span around contemporary forms of terrorism, issues around climate change, the germane discussion on migration, concerned developments around Weapons of Mass Destruction, developing issues on multi-culturalism within the global context, catastrophic effects of Small Arms and Light Weapons (SALW) and lastly Globalization are also discussed. The course also aims at acquainting you with the contending issues on element of contemporary global studies. The aims of the course will be achieved by: Familiarizing the learners with the basic trends on element of contemporary global studies.

COURSE OBJECTIVES

To achieve the aims set out above, the course sets overall objectives. In addition, each unit also has specific objectives. The unit objectives are always included at the beginning of the unit. You are advised to refer to them as you study each unit both at the beginning and at the end to ensure that you check your progress and that you have done what is required of you at the end of each unit.

Below are the broad objectives of the course as a whole. By meeting these objectives, you should achieve the aims of the course as a whole. On successful completion of this course, you should be able to: contemporary forms of terrorism, issues around climate change, the effect of climate change on security, economy and development, also understand the concepts of migration, also understand the concepts of internally displace persons (IDPs), also understand the concepts of Refugees, internal migration and external migrations, concerned developments around Weapons

of Mass Destruction, developing issues on multi-culturalism within the global context, catastrophic effects of Small Arms and Light Weapons (SALW) effects of small arms and light weapons on peace and security, Deterrence' and lastly Globalization are also discussed.

WORKING THROUGH THIS COURSE

To complete this course, you are required to read the study units and the recommended textbooks and explore more current materials on the internet. In this course, each unit consists of exercise self-assessment exercises) or activities to test your understanding from time to time. At a point in your course, you are required to submit assignments for assessment purpose. At the end of the course is a final examination. Below you will find listed all the components of the course, what you have to do and how you should allocate time to each unit in order to complete the course successfully and on time too.

COURSE MATERIALS

Major components of the course are: -

- i. Course guide
- ii. study units
- iii. textbooks
- iv. assignment guide.

Everything is contained in each unit except the test books which you may have to acquire.

You are advised to source current materials on the net and avail yourselves of newspaper and magazines and other publications on Element of Contemporary Global Studies. You may contact your facilitator where you run into problem about recommended textbooks.

STUDY UNITS

There are twenty units in this course, which should be studied carefully. The units are as follows:

MODULE 1

Unit 1: Contemporary forms of terrorism:

Unit 2: Political psychology of terrorists;

Unit 3: Climate change:

Unit 4: Climate Change and Conflicts Management

MODULE 2

Unit 1: Understand the Concepts of Migration

Unit 2: Understand the Concepts of Internally Displace Persons (**IDPS**),

Unit 3: Understand the Concepts of Refugees

Unit 4: Understand the Concept of Internal Migration: and External Migrations

MODULE 3

Unit 1 Weapons of Mass Destruction:

Unit 2: Multi-Culturalism within the Global Context

Unit 3: Concept of Small Arms and Light Weapons (**SALW**):

Unit 4 The Analysis of the Characteristics of **SALW**

MODULE 4

Unit 1: Effects of Small Arms and Light Weapons on Peace and Security

Unit 2: Globalization.

Unit 3: The Gendered World

Unit 4: Concept of War

MODULE 5

Unit 1: Pressure Groups

Unit 2: International Non-Governmental Organization (INGO)

Unit 3: Nations, States, and the Nation-State System

Unit 4: Deterrence'

From the analysis above we can observe, the course begins with the various concept and expands into a more detail analysis of the various concept. Kindly follow the instructions in details as they are provided in each unit. Furthermore, some self-assessment exercises have been provided with which you can test your progress with the text and determine if your study is fulfilling the stated aims and objectives, best of luck

TEXTBOOKS AND REFERENCES

It is extremely important to relate here that, at the end of each unit, you will find a list of relevant reference materials which you may yourself wish to consult as the need arises, even though I have made efforts to provide some basic details of information you need to pass this course. However, I would encourage you, to cultivate the habit of consulting as many relevant materials as you are able to within the time available to you. In particular, be sure to consult whatever material you are advised to consult before attempting any exercise.

COURSE OVERVIEW PRESENTATION SCHEME

There are 20 units in this course. You are expected to spend a minimum of one week on each unit. One of the advantages of Open and Distance Learning (ODL) is that you can read and work through the designed course materials at your own pace, and at your own convenience. The course material replaces the lecturer that stands before you physically in the classroom. Most of the unit begins with the basic concept of the subject matter and ends with reference/suggestions for further readings.

Units	Title of Work	Week Activity	Assignment (End-of-Unit)
Course Guide			
MODULE 1			
Unit 1	Contemporary Forms of Terrorism	Week 1	Assignment 1
Unit 2	Political Psychology of Terrorists	Week 2	Assignment 1
Unit 3	Climate Change	Week 3	Assignment 1
Unit 4	Climate Change and Conflicts Management	Unit 4	Assignment 1
MODULE 2			

Unit 1	Understand the Concepts of Migration	Week 5	Assignment 1
Unit 2	Understand the Concepts of Internally Displaced Persons (IDPs)	Week 6	Assignment 1
Unit 3	Understand the Concepts of Refugees	Week 7	Assignment 1
Unit 4	Concept of Internal Migration: and External Migrations	Week 8	Assignment 1
MODULE 3			
Unit 1	Weapons of Mass Destruction:	Week 9	Assignment 1
Unit 2	Multi-culturalism within the Global context	Week 10	Assignment 1
Unit 3	Concept of Small Arms and Light Weapons (SALW):	Week 11	Assignment 1
Unit 4	The Analysis of the Characteristics of SALW	Week 12	Assignment 1
MODULE 4			
Unit 1	Effects of Small Arms and Light Weapons on Peace and Security	Week 13	Assignment 1
Unit 2	Globalization	Week 14	Assignment 1
Unit 3	The Gendered World	Week 15	Assignment 1
Unit 4	Concept of War	Week 16	Assignment 1
MODULE 5			
Unit 1:	Pressure Groups	Week 17	Assignment 1
Unit 2:	International Non-Governmental Organization (INGO)	Week 18	Assignment 1
Unit 3:	Nations, States, and the Nation-State System	Week 19	Assignment 1
Unit 4:	Deterrence'	Week 20	Assignment 1
Examination			
Total		18 Weeks	

WHAT YOU WILL LEARN IN THE COURSE

This course is made up of twenty units; the course will focus on issues of Contemporary global interest. This module introduces themes and concepts in Global Studies and the various disciplinary perspectives useful for examining global processes, relationships and experiences. The focus of the module is on 'the global', but emphasis is placed on the significance of local histories, politics and geographies shaping the contexts through which

different understandings and experiences of the global are produced. It is about globalization in all its aspects, economic, cultural, political and social. The module also provides an introduction to contemporary forms of terrorism, climate change, multi-culturalism, migration, Weapons of Mass Destruction, multi-culturalism, Small Arms and Light Weapons (SALW) issues around Deterrence' will be analyze and lastly Globalization are also discussed. The module also equips students with a range of important transferrable skills, which are vital in terms of employability.

The course Guide is meant to provide you with the necessary information about the course, the nature of the materials you will be using and how to make the best use of the materials towards ensuring adequate success in your programme as well as the acquainting yourself with issues around element of contemporary global studies.

Also included in this course guide are information on how to make use of your time and information on how to tackle the tutor-marked assignment (TMA) questions. There will be tutorial sessions during which your instructional facilitator will take you through your difficult areas (if you have any) and the same time you will have meaningful interaction with your fellow students.

TUTORS AND TUTORIALS

The course provides twenty (20) hours of tutorials in support of the course. You will be notified of the dates and locations of these tutorials, together with the name and phone number of your tutor as soon as you are allocated a tutorial group. Your tutor will mark and comment on your assignments, and watch you as you progress in the course. Send in your tutor-marked assignments promptly, and ensure you contact your tutor on any difficulty with your self-assessment exercise, tutor-marked assignment, and the grading of an assignment. Kindly note that your attendance and contributions to discussions as well as sample questions are to be taken seriously by you as they will aid your overall performance in the course.

Course Assessment

This session is divided into two aspects. First is the Tutor-Marked Assignments; second is a written examination. In handling these assignments, you are expected to apply the information, knowledge and experience acquired during the course. The tutor-marked assignments are now

being done online. Ensure that you register all your courses so that you can have easy access to the online assignments. Your score in the online assignments will account for 30 per cent of your total coursework. At the end of the course, you are expected to sit for a final examination. This examination will account for the other 70 per cent of your total course mark, best of luck.

TUTOR-MARKED ASSIGNMENTS (TMAs)

Usually, there are four online tutor-marked assignments in this course. Each assignment will be marked over ten percent. The best three (that is the highest three of the 10 marks) will be counted. This implies that the total mark for the best three assignments will constitute 30% of your total course work. Therefore, you should be able to complete your online assignments successfully from the information and materials contained in your references, reading and study units best of luck.

FINAL EXAMINATION AND GRADING

The final examination for Element of Contemporary Global Studies (INR 394) will be of two and half hour's duration and have a value of 70% of the total course grade. The examination will consist of multiple-choice questions which will reflect the practice exercises and tutor-marked assignments you have previously encountered. All areas of the course will be assessed. It is important that you use your time to revise the entire course. You may find it useful to review your tutor-marked assignments before the examination. The final examination covers information from all aspects of the course, best of luck.

HOW TO GET THE BEST OUT FROM THIS COURSE ELEMENT OF CONTEMPORARY GLOBAL STUDIES (INR 394)

There are 20 units from four modules in this course. You are to spend one week in each unit. In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that is suitable for you. Think of it as reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some

reading to do. The study units tell you when to read and which are your text materials or recommended text books. You are provided exercises to do at appropriate points, just as a lecturer might give you in a class as class exercise or assignment.

1. Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with other units and the course as a whole. Next to this is a set of learning objectives. These objectives let you know what you should be able to do, by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the set objectives or not. If this is made a habit, then you will significantly improve your chance of passing the course.
2. The main body of the unit guides you through the required reading from other sources. This will usually be either from your reference or from a reading section.
3. The following is a are applied strategy for working through the course. If you don't understand the content or you find it difficult to assimilate the narrative, kindly get in touch with your tutor or visit the study centre nearest to you. Remember that your tutor's job is to guild you to pass through this process. When you need assistance, do not hesitate to call and ask your tutor to provide it.
4. Your first assignment is to read this course guide thoroughly
5. Important information; e.g. details of your tutorials and the date of the first day of the semester is available at the study centre.
6. You need to gather all the information into one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates and schedule of work for each unit.
7. Once you have created your own study schedule, do everything to stay faithful to it, that is how to be a scholar.
8. One of the main reasons why students fail is that they get behind in their coursework. If you get into difficulties with your schedule, please let your tutor or course coordinator know about it, before it is too late for help.
9. Turn to Unit 1, and read the introduction and the objectives for the unit.

10. Assemble the study materials. You will need your references for the unit you are studying at any point in time.
11. As you work through the unit, you will know what sources to consult for further information.
12. Visit your study centre regularly not only when you need up-to-date information.
13. Well before the relevant online TMA due dates, visit your study centre for relevant information and updates. Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination.
14. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.
15. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the course guide). Best of luck.

Conclusion

The potential impacts of climate change include increased risks to human health, changes to the agricultural and forestry sectors, stress on water resources and fisheries, increased conflicts over scarce resources, impacts on hospitality and tourism, adverse effects on indigenous communities, and additional impacts related to an increase in adverse weather events. Furthermore, the escalating tensions due to differences, resource sharing between intergenerational conflicts related to family and marriage, religious obligations, - lack of livelihood opportunities as well as tensions around religious and fraternity affiliations leading to physical violence. migration in some part of the world is driven by endemic poverty, harmful economic and political systems, national conflicts and violence, human rights abuses, weak government, weak respect for rule of law, weak control of corruption, environmental conditions and changes, and population growth

and changes. The porous borders contribute and continue to encourage cross border crimes and instability in many parts of the developing countries

Summary

This Course Guide has been designed to equip you with up-till date information you need for a fruitful experience in the course. In the final analysis, how much you get from it depends on how much you put into it in terms of learning time, effort and planning. I wish you all the best of luck in Element of Contemporary Global Studies (INR 394) and in the entire programme

ACRONYMS AND ABBREVIATIONS

ASG: Abu Sayyaf Group

AU: African Union

BH: Boko Haram

BWC: Biological and Toxin Weapons Convention

BP: British Petroleum

BW: **Biological Warfare**

CBA: **Chemical and biological attack**

CBW: Chemical and Biological Weapons

CCA: Commission on Conventional Armaments

CPCT: Convention on the Prevention and Combating Terrorism

CW: Chemical Warfare

CWC: Chemical Weapons Convention;

DoD: Department of Defense

DRC: Democratic Republic of Congo

DU: Depleted Uranium

ECA: Economic Commission for Africa

ECOWAS: Economic Commission of West African States

EU: European Union

FBI: Federal Bureau of Investigation

FDCT: Framework Decision on Combating Terrorism

FDI: Foreign Direct Investment

GTI: Global Terrorist Index

HEU: Highly Enriched Uranium

IDPs: Internally Displace Persons

ILO: International Labour Organization

INGO: International non-governmental organization

IOM: International Organization for Migration

IPCC: Intergovernmental Panel on Climate Change

ISIS: Islamic State of Iraq and Syria

ISWAP: Islamic State’s West Africa Province

NGO: Non-governmental organization

NPF: Nigeria Police Force

NSCDC: Nigeria Security and Civil Defense Corps

OAU: Organization of African Unity

RED: Radiation-Emitting Device

RBA: Rocket Based Attack

SALW: Small Arms and Light Weapons

TC: Transnational Crime

UNFCCC: United Nations Framework Conventions on Climate Change

UNHCR: United Nations High Commissioner for Refugees

UKTA: United Kingdom’s Terrorism Act

UN: United Nations

U.S: United State

UNCHR: United Nations Commission on Human Rights

UNDP: United Nations Development Programme

UNGA: United Nations General Assembly

UNODC: United Nations on Drugs and Crime

UNSCR: United Nations Security Council Resolution

UNESCO: United Nations Educational, Scientific and Cultural Organization

VBA: Vehicle Based Attack:

WHO: World Health Organizations

WMD: Weapon of Mass Destruction

WTO: World Trade Center

STUDY UNITS

There are sixteen units in this course, which should be studied carefully. The units are as follows:

MODULE 1

Unit 1: Contemporary forms of terrorism:

Unit 2: Political psychology of terrorists;

Unit 3: Climate change:

Unit 4: Climate Change and Conflicts Management

MODULE 2

Unit 1: Understand the Concepts of Migration

Unit 2: Understand the Concepts of Internally Displace Persons (**IDPS**),

Unit 3: Understand the Concepts of Refugees

Unit 4: Understand the Concept of Internal Migration: and External Migrations

MODULE 3

Unit 1 Weapons of Mass Destruction:

Unit 2: Multi-Culturalism within the Global Context

Unit 3: Concept of Small Arms and Light Weapons (**SALW**):

Unit 4 The Analysis of the Characteristics of **SALW**

MODULE 4

Unit 1: Effects of Small Arms and Light Weapons on Peace and Security

Unit 2: Globalization.

Unit 3: The Gendered World

Unit 4: Concept of War

MODULE 5

Unit 1: International Non-Governmental Organization (INGO)

Unit 2: Pressure Groups

Unit 3: Nations, States, and the Nation-State System

Unit 4: Deterrence'

MAIN CONTENT

MODULE 1

Unit 1: Contemporary forms of terrorism:

Unit 2: Political psychology of terrorists;

Unit 3: Climate change:

Unit 4: Climate Change and Conflicts Management

This first module will open up several contending issues around terrorism, from the Contemporary forms of terrorism, to the tactics of terrorist, to the political psychology of terrorist. Furthermore, this first module will lay down some basic concept of Climate Change. Therefore, it is germane that you critically study each of the unit carefully as you are expected to answer some related questions to evaluate your understanding on the various issues as discussed in each of the units. Possible answers to the questions are provided under each of the unit accordingly. Best of luck

MODULE 1

UNIT ONE

CONTEMPORARY FORMS OF TERRORISM

Unit Structure

1.1 Introduction	-	-	-	--	-	-	-	-	-	-
1.2 learning outcomes-	-	-	-	-	-	-	-	-	-	-
1.3 An Overview of concept on Terrorism-	-	-	-	-	-	-	--	-	-	-
1.4 Contemporary forms of Terrorism	-	-	-	-	-	-	-	-	-	-
1.5 Various aspects of terrorism-	-	-	-	-	-	-	-	-	-	-
1.6 Summary, -	-	-	-	-	-	-	-	-	-	-
1.7 References/Further Readings -	-	-	-	-	-	-	--	-	-	-
1.8 Possible Answers to Self-Assessment Exercises (SAEs)	-	-	-	-	-	-	-	-	-	-

1.1 INTRODUCTION

In this unit one, attempt is made to present to you a brief concept of terrorism. In this unit therefore, we are concerned with the contending issues on Contemporary forms of Terrorism. Terrorism is a premeditated tool used by fundamental groups to achieve their goals. Terrorism which has been on the increase in recent times is one of the major threats to global peace and stable security environment. Terrorism is not limited to regional or territorial conflicts but often relates to cultural and religious differences described by some as the "clash between civilizations

As it is widely defined in most public discourse, terrorism means different things to different people in different ways. Chris (1998) opined that terrorism is an ‘attempt to achieve political ends by creating a climate of fear through bombing, assassination, kidnapping and hijack of aircraft,’ or the ‘undermining of confidence in a state’s ability to protect its citizens or to gain publicity for a cause. In her analysis Fortna interpreted terrorism to mean a systematic campaign of indiscriminate use of violence, mutinies, coups d’état, suicide bombing, political assassinations, and small-scale guerrilla wars against public civilian targets to influence a wider audience. The ultimate aim of this is to coerce the government to make political concessions, up to and including conceding outright defeat (Fortna, 2015).

The word terrorism first appeared in the “Reign of Terror” during the French revolution, according to Adler (1998), terrorism dates back to the first century (48AD) when Zealots, a Jewish sect, fought against Roman occupation of what is now Israel. In the 12th century in Iran, a group of Shiite Muslims committed terrorist acts against religious and political leaders of Sunni Islam and against the crusades. It was a period in the religious circle when dying in the service of God, dying while killing the assumed enemies of God (Allah) loomed large (Rapport 1984).

It’s imperative to note that the history of terrorism cannot be complete without stating the genesis of modern-day suicide bombing in the world, when Ignacy Hryniewiecki died from bomb explosion while assassinating Tsar Alexander II of Russia, in 1888. Though he died in the explosion, hardly did he or anyone know at that time that he was kick-starting a deadly trend that would extend beyond the 20th century. Since then, the numbers of suicide attacks have grown beyond imagination. Although, the act ‘terrorism’ started from Eastern Europe, it has found good followers in the world. Perhaps, this is why reporting suicide attacks or any other terrorist activities in countries around the world, is no longer news (Akangbe. & Fidel. 2012).

Terrorism is considered to be a premeditated, politically motivated violence perpetrated against non-combatant's targets by sub national's groups, usually intended to influence an audience beyond that of the immediate victim. Other than the casualties and physical destruction directly caused by terrorist attacks, their actions inflict wider psychological, social, political, and economic damage upon the societies they target.

1.2 learning outcomes

On completion of this unit, you should be able to:

- Describe the term terrorism;
- Discuss various Contemporary forms of terrorism;
- Explain various aspects of terrorism

1.3 An Overview of concept of Terrorism

As it is widely defined in most public discourse, terrorism means different things to different people at different time. Richards (2014), submits that terrorism is a method of combat, in which random or symbolic victims become targets of violence. Later on, he determines the purpose of terrorism through the target. The victimization of the target is considered extra normal by most observers which in turn creates an audience beyond the target of terror. The purpose of terrorism is either to disable the target of terror in order to produce disorientation and compliance, or to mobilize secondary targets of demand or targets of attention (Schmid 2011b: 39).

As James S. Albritton (2006) argues, “terrorism is a means to an end, a technique that is used by terrorists to achieve a calculated objective by applying a variety of deliberately violent means and methods to that specific goal.” Furthermore, while conventional warfare seeks to conquer the enemy, terrorism merely seeks to manipulate political change through terror (Ruby 2002; Neumann and Smith 2005).

Neumann and Smith (2007) contend that defining terrorism as the result of a grievance, injustice or inequality is “logically redundant” as root causes are “infinitely divisible and therefore inherently contestable.” Both approaches subject the term to value-laden interpretations and rob the analyst of an objective position from which to begin his or her examination.

The world is living in a psychologically traumatized and fears due to continuous terrorist attack. People no longer feel safe whether at home, work, on the streets or in a relaxation centers such as hotels or fun spots. Most worrisome is the fact that despite the world being awash with all sorts of activities to address the problem, terrorism has not abated in any significant manner.

It is imperative at this point to conceptualize terrorism within regional blocs, the AU, EU, UN, The Arab Convention, among others. Terrorism within the African Union context although the AU need not maintain a list of terrorist organizations in Africa, its Convention on the Prevention and Combating Terrorism article 1 (3) defines terrorism as any act which is a violation of the criminal laws of a State Party and which may endanger the life, physical integrity or freedom of, or cause serious injury or death to any person, any number or group of persons or causes or may cause damage to public or private property, natural resources, environmental or cultural heritage and is calculated or intended to:

intimidate, put in fear, coerce or induce any government, body, institution, the general public or any segment thereof, to do or abstain from doing any act, or to adopt or abandon a particular standpoint or to act according to certain principles; (Article 2, AU, CPCT 1999).

The article further submits that:

Terrorism is the act of disruption any public service or the delivery of any essential service to the public or to create a public emergency; or Create general insurrection in a State. (Article 2, AU, CPCT 1999).

Terrorism has become a fixture of international life. The phenomenon has been variously described as tactic and strategic; a crime and a holy duty; a justified reaction to oppression and an inexcusable abomination. It has become increasingly common among those pursuing extreme goals throughout the world today, not only has modern science and technology expanded the rein and zones of terror, but the human condition and individual aspirations, as well as the nature and levels of global interactions have contributed maximally. Hence, the concept is a criminal act that influences an audience beyond the immediate victim. The strategy of most terrorist is to commit acts of violence that draws the attention of the local populace, the government and the

world to their cause. They plan their attack to obtain the greatest publicity, choosing targets that symbolize what they oppose. And there aim to imbibe the culture of fear and intimidation on the people.

Terrorism within the European Union context:

The European Union defines terrorism for legal/official purposes in Art.1 of the Framework Decision on Combating Terrorism (2002). This provides that terrorist offences are certain criminal offences set out in a list comprised largely of serious offences against persons and property which:

given their nature or context, may seriously damage a country or an international organization where committed with the aim of: seriously intimidating a population; or unduly compelling a Government or international organization to perform or abstain from performing any act; or seriously destabilizing or destroying the fundamental political, constitutional, economic or social structures of a country or an international organization.

Terrorism within the United Nations context: The United Nations has several resolutions relating to terrorism. For example, the UN Security Council Resolution 1373 (2001) declares that activities of terrorism involve ‘acts, methods, and practices of terrorism which are contrary to the purposes and principles of the United Nations’. The UN Security Council Resolution 1566 (2004), further defines terrorism as

criminal acts, including against civilians, committed with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to do or to abstain from doing any act (United Nations).

In a related development the former UN Secretary General, Kofi Annan, alluded to the paralysis within the UN owing to what he described as the ‘protracted debate about what terrorism is whether States can be guilty of it as well as non-State groups and whether it includes acts of resistance against foreign occupation.

Kofi Annan’s proposal of what he felt should be an acceptable definition of the term did not end the wrangling within the international community over what constitutes terrorism. Kofi proposed that terrorism should be seen as any action that is ‘intended to cause death or serious bodily harm to civilians or non-combatants, with the purpose of intimidating a population or compelling a government or international organization to do something or not to do something (Kofi 2005).

The Arab Convention for the Suppression of Terrorism was adopted by the Council of Arab Ministers of the Interior and the Council of Arab Ministers of Justice in Cairo, Egypt in 1998. Terrorism was defined in the convention as

Any act or threat of violence, whatever its motives or purposes, that occurs in the advancement of an individual or collective criminal agenda and seeking to sow panic among people, causing fear by harming them, or placing their lives, liberty or security in danger, or seeking to cause damage to the environment or to public or private installations or property or to occupying or seizing them, or seeking to jeopardize national resources.

In a related development the United Kingdom’s Terrorism Act 2000 defines terrorism to include an act “designed seriously to interfere with or seriously to disrupt an electronic system”. An act of violence is not even necessary under this definition.

Most time the word ‘terrorism’ is used without giving any serious thought to its actual meaning. A network of activities is used to represent terrorism. These include assassinations, kidnapping, hostage taking, suicide bombing and any acts that intimidate or coerce the state into a particular course of action. In his analysis Makinda (2006) submits that terrorism has historical associations, and the activities it describes may stem from political, religious, ideological, social, cultural, economic or environmental factors.

Walter (1972) argues that terrorism is not only confined to anomalous circumstances or exotic systems; it is also potential in ordinary institutions as well as in unusual situations. Reigns of terror are not properly understood if they are conceived exclusively as ephemeral states of crisis produced by adventurous events or as alien forms of control. While Wilkinson (1974) holds that as a type of unconventional warfare, terrorism is designed to weaken or supplant existing political landscapes through capitulation, acquiescence or radicalization as opposed to subversion or direct military action. Significantly, terrorism is a compulsive strategy of the relatively disadvantaged, the weak who seeks reversal of authority, an efficacious use of force to achieve a desired policy, a theatrical warfare whose drama involves the actors who actually carry out the violent act, the group against whom the violent act is targeted and the authority due to be influenced or compelled to act. Often times, those who are accused of being terrorists rarely identify themselves as such, instead, they use terms that represent their ideological or ethnic struggle such as: separatists, freedom fighters, guerrillas, Jihads, revolutionaries (Michel, 2010).

Furthermore, the United States has defined terrorism under the Federal Criminal Code. Title 18 of the United States Code defines terrorism and lists the crimes associated with terrorism. In Section 2331 of Chapter 113(B), defines terrorism as: "...activities that involve violent... or life-threatening acts... that are a violation of the criminal laws of the United States or of any State and... appear to be intended

- to intimidate or coerce a civilian population; (ii) to influence the policy of a government by intimidation or coercion; or
- to affect the conduct of a government by mass destruction, assassination, or kidnapping; and...
- occur primarily within the territorial jurisdiction of the United States..."

US Patriot Act of 2001: terrorist activities include

- threatening, conspiring or attempting to hijack airplanes, boats, buses or other vehicles.
- threatening, conspiring or attempting to commit acts of violence on any "protected" persons, such as government officials

- any crime committed with "the use of any weapon or dangerous device," when the intent of the crime is determined to be the endangerment of public safety or substantial property damage rather than for "mere personal monetary gain"

In a more fashionable way Jenkins (2003) opines that terrorism can be described as ‘violence or threat of violence calculated to create an atmosphere of fear and alarm in a word, to terrorize and thereby bring about some socio-economic or political change’.

Pojman (2003:140) argues that “terrorism is a type of political violence that intentionally targets civilians (non-combatants) in a ruthlessly destructive, often unpredictable manner, employing horrific violence against unsuspecting civilians, as well as combatants, in order to inspire fear and create panic which, in turn, advances the terrorists political and religious agenda”. “The use of violence or the threat of it “occurs in almost all the many definitions of terrorism. But what qualifies an act as terrorism lies beyond this.

There seems to be a convergence around the view that for an act to qualify as a terrorist act, the motive and the target are of significant importance. These seem to be the factors that distinguish terrorism from other common crimes. The motive is mainly agreed to be, in most political cases.

In another development Sterba (2003: 1) observes that the use of violence or the “striking of terror” may not be enough to categorize an act as terrorist. Horgan (2005: 34) argues that “the terrorists use of violence is instrumental”, all with the intent of achieving the goal of creating “widespread fear, arousal and uncertainty” beyond the direct victim(s), with the aim of “influencing political process” and the outcome. Weinberg (2005: 7) feels that, rather than being a goal, terrorism is a “tactic” employed in the course of pursuing a goal, which, in most cases, is political. The act of choosing civilian targets is carefully made to possibly create a feeling of general insecurity within a society among the civilian population (Weinberg 2005: 4).

It is also aimed at attracting attention and publicity, where a single terrorist act can “catapult” an obscure terrorist group into the international limelight and bring about not only the acknowledgement of their existence but also the discussion of their grievances, however unpopular they may be (Weinberg 2005: 5).

The problem of finding an acceptable definition of terrorism stems from the subjectivity with which most people perceive the concept, and especially the tendency to exclude their own actions from the definition of the term. For instance, in their perception of terrorism, some Western powers, including the US, tend to restrict the term to acts of violence perpetrated by non-state actors to achieve political purposes. They fail to make allowance for those fighting to liberate their territories from foreign occupation and regard the latter as terrorists. In contrast, some thINR-world countries that sympathize with those involved in liberation struggles would prefer to regard the latter as freedom fighters. It is in this sense that there is much truth in the saying: **‘one man’s terrorist is another man’s freedom fighter** (Carlton 1981).

In a related development Botha (2006) refers to terrorism as ‘violent acts against a civilian population by state and non-state actors. Botha quotes Ganor’s definition of terrorism as ‘the intentional use of, or threat to use, violence against civilians or against civilian targets, in order to attain political aims.

In their contribution Booth and Dunne (2002), while arguing that terrorism is an act and not an ideology, frown at the denial of Western states that terrorism can be committed by the state. ‘All states deny specific accusations of terrorism although many routinely use torture, a particular form of terror against individuals. They further note that the ‘bias of terror has always been “against people and in favour of governments”. According to them, terrorism is a method of political action that uses violence (or deliberately produces fear) against civilians and civilian infrastructure in order to influence behavior, to inflict punishment or to exact revenge. **For the perpetrators, the point is to make the target group afraid of today, afraid of tomorrow, and be suspicious of each other.** A more graphic definition describes terrorism as the premeditated, deliberate, systematic murder, mayhem and threatening of the innocent to create fear and intimidation in order to gain a political or tactical advantage” (Nwolise 2001).

In another development Merari (1994) for instance, describes terrorism as the use of violence by sub-national groups or clandestine state agents for obtaining political (including social and religious) goals especially when the violence is intended to intimidate or otherwise affect the emotions, attitudes and behaviour of a target audience considerably larger than the actual victims. Most definitions of terrorism have common elements, which includes; the systemic use

of physical violence, either actual or threatened, against noncombatants to create a climate of fear to cause some religious, political or social change.

According to Callwell (1896) who labeled terrorism as a form of irregular warfare or small war which he underscored as “a weapon used by the weak against a conventional enemy that cannot be defeated on his own terms”.

In a related development Oluoha and Ezirim submits that: “Terrorism is the premeditated use or threat or use of violence by an individual or group to cause fear, destruction or death, especially against unarmed targets, property or infrastructure in a state, intended to compel those in authority to respond to the demands and expectations of the individual or group behind such violent acts. Their demands or expectations may be for a change in status quo in terms of the political, economic, ideological, religious or social order within the affected state, or for a change in the (in)actions or policies of the affected state in relation to its interaction with (an)other group(s) or states (Oluoha and Ezirim, 2013).

The phrase “one person’s terrorist is another’s freedom fighter” has been repeated ad nauseam when attempting to define and/or justify the actions of a terrorist. The definition of a “terrorist” has to differ from that of a legitimate “freedom fighter”. The fundamental difference between these two entities is their type of target: for the most part, the terrorist is indiscriminate in targeting civilian populations, whereas the freedom fighter generally targets the state and institutions with who he/she is in conflict (Lawless, 2006).

Terrorists do not just attack they have motives, inducements and motivations. Various reasons have been advanced for terrorist actions. Often terrorists aim to avert the official oppression or marginalization of a group to which they belong. The group could be ethnic, religious or political. Exclusion from power politics and economic injustice has caused prolonged domestic terrorism in many parts of the world. Terrorism can also be ignited by ideological beliefs. Many terrorist groups are motivated by passionate idealism and powerful ideological convictions (Wilkinson, 1986). Most terrorist groups are ideologically anti-capitalist and therefore generally anti-American and anti-Western. These groups see capitalism and those who practice it as evil because of their overt accumulation of wealth and infliction of poverty on what Paul Collier calls ‘the bottom billion’ (Collier 2007).

Terrorists can also seek to defend religious purity. Many terrorists, particularly those from the Islamic world, belong to religious fundamentalist sects. Blind adherence to certain religious precepts has also inspired terrorism. Some of these precepts foster terrorism by advocating the punishment of those who fail to adhere strictly to religious codes. In addition, there is a belief that those who help mete out this punishment and die while promoting the true faith will be rewarded in the afterlife, which prompts hard-core religious terrorists to sacrifice their own lives through suicide attacks such as the Al-Shabaab in the Horn of Africa, Boko Haram in Nigeria, ISIS in the Middle East among others. It is pertinent to also examine some of the various dimensions of terrorism.

Prominent among these include, state-bound; non-state terrorism and terrorism across national boundaries. By state-bound terrorism, this is a type of terrorism being orchestrated and aided by States. This can be in various forms: intimidation, selective political assassination, abduction and kidnapping. The non-state terrorism is often carried out by individuals or groups who feel it is no longer worth it to accomplish political objectives within the law, a law which to them represents the power of an immoral and/or illegitimate regime or government. These individuals are contemptuous of the society's political institutions and practices (Slann 1998).

Some of the factors responsible for the non-state terrorism are tied to relative deprivation: asymmetrical allocation or distribution of public resources, poverty, and political frustration. It could also be due to religious intolerance or fanaticism (Adeniran 1996). Terrorism across national boundaries is one that has external connection. The act is mostly drawn on external factors. Whereas at the national (territorial) level the source of the violent act could be traced and some solutions sought (such as in cases of kidnapping, abduction), extra-territorial terrorism does not subject itself to such scrutiny and resolution. Hence, it is often difficult to identify the actual source of some terror across national boundaries, and sometimes, if identified, it becomes pretty cumbersome to cope with it without the collaboration of other actors within the international system.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 10 minutes.

1. AU Convention on the Prevention and Combating Terrorism article 1 (3) define terrorism as?
2. Define the concept of terrorism according to the UN Security Council Resolution 1566.
3. The Arab Convention defines terrorism as???

1.4 Contemporary forms of Terrorism

Globally terrorist organization try as much as possible to seeks attention through the use of acts of violence, fear, intimidation and coercion mostly directed towards unarmed civilians and in some cases military formations as well as state infrastructure in order to instill fear and apprehension on the general populace.

The following can be categorized as the basic known form of terrorism:

- **Political Terrorism:** political terrorism can be seen as the violent criminal behaviour premeditated principally to generate terror, fear, coercion, intimidation as well as harassment within a state, in order to gain political recognition;
- **Quasi-Terrorism:** quasi-terrorism can be categorized as some set of activities that are similar in form and method to genuine terrorism but which nevertheless lack its essential ingredient. It is not the main purpose of the quasi-terrorists to induce terror in the immediate victim as in the case of genuine terrorism, but the quasi-terrorist uses the modalities and techniques of the genuine terrorist and produces similar consequences and reaction. For example, the fleeing felon who takes hostages is a quasi-terrorist, whose methods are similar to those of the genuine terrorist but whose purposes are quite different.
- **State sponsored Terrorism:** this are nations whose rule is based upon terror, fear, coercion, intimidation and oppression that reach similar to terrorism or such proportions, there are several example of such state across the world, the of maximum ruler in Nigeria General Sani Abacha was seen such, Iraq under Saddam Hussain, Idi-Amin Dada of Uganda, Vladimir Putin of Russia, among others.” It may also be referred to as Structural

Terrorism defined broadly as terrorist acts carried out by governments in pursuit of political objectives, often as part of the state foreign policy.

- **Limited Political Terrorism:** Genuine political terrorism according to several scholars is characterized by a revolutionary approach; while limited political terrorism refers to “acts of terrorism which are committed for ideological or political motives but which are not part of a concerted campaign to capture control of the State.
- **Extreme violence:** this can be seen as a form of selective or communal form of violence aimed at interfering with the peace, security, and tranquility of the state.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 10 minutes.

1. List three basic form of terrorism you know

1.5 Various aspects of terrorism

Terrorism is sub-divided into several aspects of which range from conventional ones to nonconventional aspects. In this segment of the unit, we shall be explaining the numerous aspects of terrorism to stimulate our better understanding of the concept of terrorism.

1.5.1 Chemical Terrorism: Chemical Terrorism is one of the deadliest aspects of terrorism. In a related development chemo-terrorism can be defined as intentionally use of chemical weapons on innocent or civilian occupation by a terrorist group. This can also be defined as the unwanted presence of chemical substance in or around unwanted events. In other words, chemo-terrorism can be seen as the use of castor-beans on the populace, nor the use of gas poison such as ricin on the populace. Furthermore, chemo-terrorism involves the application of chemical agents like poisonous gases, liquid or solid that may have very toxic effects on any targeted persons and ecosystem. As we have experience in the Syrian War, where the Syrian government make use of nerve agents and chlorine munitions against civilians, also in the Iraq/ Iran war where the Iraqi forces utilized organophosphate neurotoxins against several people.

1.5.2 BIOTERRORISM: can be defined as the premeditated release of biological viruses, bacteria fungi, toxins or other germs that can cause several injuries of death to people. When biological agent finds its way in the hand of terrorist, this will pose a serious threat of states as well as every other security architecture, this is because biological agents can easily be spread through water, food, air among others. Some good example of the bioterrorism is when the Aum Shinrikyo religious group released anthrax in Tokyo in 1993.

1.5.3 Radiological Terrorism: Radiological terrorism is another aspects of terrorism, which involves an act of dispersing radiological devices with the aim of causing public panic or attacking nuclear facilities in an attempt to undermine the security of anyone or the state. There is no doubt that radiological terrorism can pose high security risk to anyone. Though, its usage to attack nuclear facilities has been reportedly very few, nevertheless there are has been increase anxiety and palpable fear among the world population about the huge threat that such attacks might cause to global peace and security.

Radiological materials can be use through two ways by the terrorists, which include active and passive. The active approach usually involves disseminating radioactive materials over wide or small area with the application of RDD. On the other hand, passive approach normally involves spreading of radioactive materials in form of radiation-emitting device (RED) in a location with the aim of infecting the people with the harmful materials. RED can be disseminated in a busy public place where many people can be infected with the materials, causing them a lot of harm on either a long or short term depending on the destructive nature of the materials used.

1.5.4 Nuclear Weapon attacks:

Nuclear Weapon attacks: is one of the deadliest aspects of terrorism, which can destroy the world within a tip of an eye. Though it is important to state that, there are no terrorist organization that has ever acquired the use of a nuclear weapon. But there are possibilities of terrorist group obtaining nuclear weapon, this has been one of the major concerns of global leaders and analyst, this concern has become a greatest threat to global security in recent times. In the word of Matthew Bunn and E.P. Maslin, (2011), the argue that, there are strong indication that the likes of Al-Qaeda are vigorously seeking to acquire nuclear weapons and the plutonium or the highly enriched uranium (HEU) needed to produce some of this nuclear weapon.

1.5.5: Cyberterrorism: is mostly defined as a sort of any premediated and motivated attacks against a state actors information system, programs and data as well as threatens extreme violence or coerce and generate fear, gripes by non-state actors (terrorist) on both the state actors and the general populace.

Cyberterrorism is one of the most common attacks by several non-state actors across the globe now, this has been a source of major concerned by state actors in recent times. Given the fact that terrorist organizations can easily lunched and executed an attack from thousands of miles away from the target which might be extremely difficult to trace. In a related development Lewis (2002), he opines that cyberterrorism is the use of computer network as a tool to shutdown critical infrastructure (such as water supply, energy, transportation, government operations among others to coerce or intimidate a government or the civilian population into doing what they won't have done ordinarily.

Self-Assessment Exercises (SAEs) 3

Attempt these exercises to measure what you have learnt so far. This should not take you more than 10 minutes.

1. List and examine two aspect of terrorism you know

1.6 Summary

Recently deadly terrorist organization such as ISIS, Al-Qaeda, Al-Shabab, Boko Haram, ISWAP, Taliban among others have remarkably proved resilient in the face of unrelenting efforts by State actors to eradicate them totally. While cyberterrorism, Radiological attacks, chemo-terrorism, bioterrorism among others remain terrorist instrument of choice for decades. In this first unit, our focus was on the overview of concept on terrorism vis-a vis some basic contemporary forms of terrorism as well as the basic aspects of terrorism.

1.7 References/Further Readings

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1.8 Possible Answers to Self-Assessment Exercises (SAE)

Possible Answers to SAEs 1

1. AU Convention on the Prevention and Combating Terrorism article 1 (3) defines terrorism as any act which is a violation of the criminal laws of a State Party and which may endanger the life, physical integrity or freedom of, or cause serious injury or death to any person, any number or group of persons or causes or may cause damage to public or private property, natural resources, environmental or cultural heritage and is calculated or intended to:
 - intimidate, put in fear, coerce or induce any government,
 - body, institution, the general public or any segment
 - thereof, to do or abstain from doing any act, or to adopt or

abandon a particular standpoint or to act according to certain principles;

The article further submits that:

terrorism is the act of disruption any public service or the delivery of any essential service to the public or to create a public emergency; or Create general insurrection in a State.

Explain further

Possible Answers to SAEs 2

The following can be categorized as the basic known form of terrorism:

- **Political Terrorism**
- **Quasi-Terrorism**
- **State sponsored Terrorism**

Possible Answers to SAEs 3

Attempt these exercises to measure what you have learnt so far. This should not take you more than 10 minutes.

1. **Chemical Terrorism:** Chemical Terrorism is one of the deadliest aspects of terrorism. In a related development chemo-terrorism can be defined as intentionally use of chemical weapons on innocent or civilian occupation by a terrorist group. This can also be defined as the unwanted presence of chemical substance in or around unwanted events. In other words, chemo-terrorism can be seen as the use of castor-beans on the populace, nor the use of gas poison such as ricin on the populace. Furthermore, chemo-terrorism involves the application of chemical agents like poisonous gases, liquid or solid that may have very toxic effects on any targeted persons and ecosystem.
2. **BIOTERRORISM:** can be defined as the premeditated release of biological viruses, bacteria fungi, toxins or other germs that can cause several injuries of death to people. When biological agent finds its way in the hand of terrorist, this will pose a serious threat of states as well as every other security

architecture, this is because biological agents can easily be spread through water, food, air among others. Some good example of the bioterrorism is when the Aum Shinrikyo religious group released anthrax in Tokyo in 1993.

MODULE 1

UNIT TWO

POLITICAL PSYCHOLOGY OF TERRORISTS

Unit Structure

2.1 Introduction -	-	-	-	-	-	-	-	-	-	-
2.2 Learning Outcomes-	-	-	-	-	-	-	--	-	-	-
2.3 The Psychology of Terrorists -	-	-	-	-	-	-	-	-	-	-
2.4 Summary- -	-	-	-	-	-	-	-	-	-	-
2.5 References/Further Readings -	-	-	-	-	-	-	-	-	-	-
2.6 Possible Answers to Self-Assessment Exercises (SAEs-	-	-	-	-	-	-	-	-	-	-

2.1 Introduction

In this unit three, we will attempt to examine several issues around the topic under consideration political psychology of terrorists. Furthermore, as it is widely known that terrorism principally encompasses the manipulation of terror and horror to realize some of their main objectives. It is largely debated in this unit that terrorism can be regarded as a psychological warfare.

2.2 Learning Outcomes

On completion of this unit three, you should be able to: -

- i. Understand the political psychology of terrorist
- ii. Understand how terrorists make use of the psychology of terror in enhancing the effectiveness of their tactics and antics on the populace
- iii. Understand the psychopathology relevant for preventing terrorism?

2.3 The Psychology of Terrorists

Globally terrorist organizations try as much as possible to seek attention through the use of acts of violence, fear, intimidation and coercion mostly directed towards unarmed civilians and in some cases military formations as well as state infrastructure in order to instill fear and apprehension on the people. The psychology of terrorism is complicated, terrorists are in most cases informed by the concept of cultures, beliefs, and influenced by their social groups, so they are as complex as the religious, family, political, societal, cultural, and economic systems that shape them.

Though, the psychology of terrorists takes into account the motivation of individual as well as groups of individuals which eventually metamorphosis into terrorist and terrorist organizations. In a related development Horgan and Taylor (2001;35) who opined that there is rarely a conscious decision made in most cases to become a terrorist. They further argue that most involvement in terrorism is as a result from gradual exposure and socialization towards extreme behavior.

The following can be described as the basic psychology of terrorist:

➤ **Attitude:**

Globally Psychologists have not been able to define the concept of terrorist attitude satisfactorily because there is as much variation among terrorists' groups as there are groups. Furthermore, according to Mazarr who argues and suggested that desperation and lack of hope produce an attitude which radical terrorist always appealed and for which they are ready to offer a framework of blame, hate, violence, and totalitarian politics (Mazarr, 2004). It seems that the attitude of terrorists is a reflection of the terrorist ideologies and beliefs that are taught early in life. This explanation is consistent with Stern's (2003) suggestion that terrorist views are the outcome of the terrorist indoctrination at early age about the importance of donating their lives to a holy war.

➤ **Criminality**

According to Sageman (2004) who argues that only 25% of the Al Qaeda terrorists were involved in petty criminal activities such forgery, credit card fraud, marijuana dealing and other petty crimes. While it has been rigorously argue that several other terrorist organizations such as Boko Haram, Al-Shabab, ISWAP, including the bandit in Nigeria were involved in petty crimes as well as killing, maiming and raping innocent souls, prior to joining terrorist organizations or in order to finance their terrorist endeavours, the eventual goal of these terrorists was not to commit these crimes per se but instead to contribute to the waging of a holy war.

➤ **Indoctrination**

In his argument Norwood (1997) submits that Indoctrination has been defined as a prevailing technique to overwhelm victims' minds (Holloway & Norwood, 1997). In a relative development (Reid, 2002; Sageman, 2004) found no evidence to support that there was any coercive action to recruit or maintain members for this Indoctrination process. However, (Bell, 2005b; Kepel, 2002) have suggested that terrorist groups attempt to Indoctrination their members with their particular ideology. It seems that Indoctrination through coercive actions or to overwhelm the victim's mind prior to becoming terrorists is not needed since the ideologies and beliefs that are conducive to them becoming terrorists were implanted early in life through school, the media,

and other extremists' teachings (Stern, 2003). As the case with Mohammed Yusuf the founder of Boko Haram in Nigeria.

➤ **Personality traits**

According to Thackrah, (2004). Who argues that terrorists have abnormal personalities with clear identifiable character traits. He further, submits that they suffer from a disturbed relationship with their own identity and their emotions which leads them to choose violence. In a related development, they are susceptible to becoming terrorists in the word of Goertzel, (2002) who further argues that because they suffer from either an inferiority complex, a lack of sense of independence, assertiveness, low self-esteem and feelings of humiliation, lack of empowerment, absence of empathy and/or harboring feelings of guilt and loneliness as well as potentially having injured narcissism, paranoid tendencies, and a pre-occupation with power. They behave in an altered state similar to hypnosis. This state enables them to relinquish their general reality orientation and have their conscious, critical faculties suspended (Feeney, 2002). Other investigators have argued against the idea that extremists/terrorists possess particular abnormal personality traits, or that they possess traits that prompt them to become extremists/terrorists (Hudson, 1999; Ibrahim, 1980; Laqueur, 1987; Merari, 2000; Reid, 2002; Sageman, 2004). They believe that terrorists emerge out of a normal psychology of emotional commitment to a cause and comrades (McCauley, 2002). To this group, terrorists were normal and well-educated young men (Ibrahim, 1980; Sageman, 2004). They are, however, rigidly devout in advocating the jihad or holy war against the infidels or non-Islamic believers, such example is Boko Haram, ISWAP, Al-Shabab, ISIS among others. They get involved in terrorist acts because it provides them with a sense of self-actualization, fulfillment, status, power and direction to their lives (Sageman, 2004; Thackrah, 2004); a way out of their routine life (Orbach, 2001); a highly honored glorious name and camaraderie that is usually impossible to achieve for people like them (Mazarr, 2004; Schwind, 2005).

➤ **Mental illness**

According to the likes of (Piven, 2002; Taylor, 1988; Thackrah, 2004), narcissistic (Pearlstein, 1991), paranoid (Jueregensmeyer, 2000), who believe that terrorists are mentally ill and have used labels such as psychopathic or sociopathic, the argue that they suffer from borderline mental

deficits, are schizophrenic types, or passive–aggressive (Berkowitz, 1972). Furthermore, the likes of (Crenshaw, 1988; Crenshaw, 1990; Hafez, 2003; Ibrahim, 1988; McCauley, 2002; Ruby, 2002; McCauley & Segal, 1987; Silke, 1998; Sageman, 2004), have argued that although terrorist actions may seem irrational or delusional to society in general, terrorists in fact, act rationally, and there is no evidence to indicate that they are mentally ill/disordered

In another development (Reid, 2002; Sageman, 2004; Stern, 1999). Argue that terrorist must be sane to carry out their duties successfully as their acts require a level of group effort within which the mentally ill are incapable of functioning. The careful, detailed planning and well-timed execution of operations are not typical of mentally disturbed individuals

➤ **Conformity**

According to Stern, (2003) who argues that peer pressure, group solidarity, and the psychology of group dynamics help the terrorist members to remain in the group (Stern, 2003). Terrorists tend to submerge their own identities into the group, resulting in a kind of “group mind,” “group identity,” and group moral code that requires unquestioned obedience to the group (Stern, 2003).

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 4 minutes.

1. : List the basic psychology of terrorist you know

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

- 1 **Explain in details the basic psychology of terrorist you know**

2.4 Summary:

The aim of this unit is to examine the psychology of terrorists, it was further revealed that psychology of terrorism as a tool to reach political, social and psychological goals. In addition, terrorist's psychological structure is embedded within the terrorism psychology, i.e., which psychological goals could be served by being part of a terrorist movement or believing that terrorism is a good means for political action. Because terrorism *per se* seems not to be a rational means to achieve political ends psychologists can propose other hypotheses as to why people still get involved in violent acts, bearing in mind that political and economic factors also play a role in terrorism. Psychology of terrorist relies on how individuals can at some points of their life choose terrorism as a way to express their ideology, their opinion or their struggle. This unit further discusses the social psychological variables that underlie the terrorism phenomenon and the consequences of terrorist acts for people and political opinions. There is no gainsaying that there is singular motivation to explain why people become terrorists or why they join terrorist organization. Furthermore, the processes and pathways of *how* that happens are quite varied and diverse. It was further revealed that terrorist groups, like all social organizations, have certain vulnerabilities to their existence. Some come from within the organization, some operate from outside. Internal vulnerabilities include: internal mistrust, boredom/inactivity, competition for power, major disagreements among others. Some of the more common external vulnerabilities include: external support, constituencies, and inter-group rivalry.

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2.6 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

1. Conformity,
2. Mental illness,
3. **Attitude, Criminality,**
4. **Indoctrination,**
5. **Personality traits:**

Possible Answers to SAEs 2

- **Attitude:**
- **Criminality:**
- **Indoctrination**
- **Personality traits:**

Kindly explain further

MODULE 1

UNIT THREE

CONCEPT OF CLIMATE CHANGE

Unit Structure

3.1 Introduction

3.2 Learning outcomes- - - -- - - -

3.3 An Overview of concept on Concept of climate change-- - -

3.4 Indicators of Climate Change- - - -- - - -

3.5 The effect of climate change on security-- - - -- - - -

3.6 The effect of climate change on socio-economic development- - -

3.7 Summary, - - - -- - - - - - - - - - -

3.8 References/Further Readings - - - -- - - - - - - -

3.9 Possible Answers to Self-Assessment Exercises (SAEs)- - - -

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3.1 Introduction

In this unit three of modules one, we shall attempt to examine several issues around the concept of climate change. Furthermore, we shall attempt to understand the effect of climate change on security and finally in this unit we will discuss the effect of climate change on economy and development.

Climate and environmental change are widely considered to be the main environmental challenges of the 21st century. According to the Intergovernmental Panel on Climate Change (IPCC) Fifth Assessment Report, the globally averaged combined surface temperature data as calculated by a linear trend showed a warming of $0.85 (\pm 0.20)$ over the period from 1880 to 2012 (Zurovec and Vedeld, 2019, Stocker, 2013). It is also expected that the incidence and duration of climate change related impacts like heat waves, droughts, floods, etc., will increase over the 21st century. Ecosystems and their various services are already under intense threat with consequent vulnerability of many human systems (Pachauri, 2014).

3.2 Learning Outcomes

On completion of this unit, you should be able to:

- Understand in details the concept of climate change;
- Discuss the various effects of climate change on security;
- Explain various effects of climate change on socio-economic development

3.3 An Overview of the concept of climate change

Climate change is the topic of interest in all fields of life starting from social science and going to the applied science. Global climate cycles and world food production systems are under threat due to the recent climate extreme events. Climate change refers to long-term shifts in temperatures and weather patterns. These shifts may be natural, such as through variations in the solar cycle. But since the early 1900s, human activities have been the main driver of climate change, primarily due to burning fossil fuels like coal, oil and gas. Burning fossil fuels generates greenhouse gas emissions that act like a blanket wrapped around the Earth, trapping the sun's heat and raising temperatures. In another development, the United Nations Framework Conventions on Climate Change (UNFCCC) defines climate change as changes in the physical environmental or biota resulting from climate change which has significant deleterious effects on

the composition, resilience or productivity of natural and managed ecosystems or on the operation of socio-economic systems or on human health and welfare (UNFCCC 1994).

In a related development climate change is the variability of the climate system that includes the atmosphere, the biogeochemical cycles (Carbon cycle, Nitrogen cycle and Hydrological cycle), the land surface, ice and the biotic and abiotic components of the planet earth.

In a more fashionable way Climate change is the global phenomenon of climate transformation characterized by the changes in the usual climate of the planet (regarding temperature, precipitation, and wind) that are especially caused by human activities. In a related development NASA (2021) submits that climate change is “a broad range of global phenomena created predominantly by burning fossil fuels, which add heat-trapping gases to Earth’s atmosphere. These phenomena include the increased temperature trends described by global warming, but also encompass changes such as sea-level rise; ice mass loss in Greenland, Antarctica, the Arctic and mountain glaciers worldwide; shifts in flower/plant blooming; and extreme weather events.

In his analysis Solomon (2007) opine that climate change is a change in average weather conditions, or in the time variation of weather within the context of longer-term average conditions gives the indication that climate change, of whatever nature has great effects on humans.

Furthermore, changes observed in Earth’s climate since the early 20th century are primarily driven by human activities, particularly fossil fuel burning, which increases heat-trapping greenhouse gas levels in Earth’s atmosphere, raising Earth’s average surface temperature.

Significant impact of climate change is seen in the form of rise in temperature called as global warming. Carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O) are the primary greenhouse gases (GHGs) mainly responsible for the global warming and climate change. These GHGs have drawn lot of attention due to their significant role in the global warming potential. Intergovernmental Panel on Climate Change (IPCC) suggested to stop global warming at 1.5oC above preindustrial levels as warming beyond this level might lead to heat extremes, alter insect and plant phenology (Phenological shifts) and more occurrence of vector borne diseases.

3.4 Indicators of Climate Change

There are many indicators of climate change. Some of these indicators include physical responses such as changes in the following: surface temperature, atmospheric water vapour, precipitation, severe events, glaciers, ocean and land ice, and sea level. Some of these key examples of such important climate parameters will be discussed in this unit.

Climate Change Indicators can lead to other effects on the Earth's physical system that are also indicators of climate change. Such integrative indicators include changes in sea level (ocean warming + land ice melt), in ocean acidification (ocean uptake of CO₂) and in the amount of ice on ocean and land (temperature and hydrological changes).

- **Sea Level** Global mean sea level is an important indicator of climate change. The direct observations of sea level change have been made for more than 150 years with tide gauges, and for more than 20 years with satellite radar altimeters. Although there is regional variability from non-uniform density change, circulation changes, and deformation of ocean basins, the evidence indicates that the global mean sea level is rising, and that this is likely (according to AR4 and SREX) resulting from global climate change (ocean warming plus land ice melt).
- **Sea ice:** extent has been diminishing significantly faster than projected by most of the AR4 climate models (SWIPA, 2011). While AR4 found no consistent trends in Antarctica sea ice, more recent studies indicate a small increase. Various studies since AR4 suggest that this has resulted in a deepening of the low-pressure systems in West Antarctica that in turn caused stronger winds and enhanced ice production in the Ross Sea (Goosse 2009; Turner and Overland, 2009).
- **Heatwaves and droughts:** Despite downpours in some places, droughts and prolonged heatwaves has become a recurrent issue. Rising temperatures are hardly surprising, although they do not mean that some parts of the world will not “enjoy” record cold temperatures and terrible winter storms. (Heating disturbs the entire global weather system and can shift cold upper air currents as well as hot dry ones. Single snowballs and snowstorms do not make climate change refutations. Increasingly, however, hot, dry places will get hotter and drier, and places that were once temperate and had regular rainfall will become much hotter and much drier.

- **Torrential downpours and more powerful storms:** While the specific conditions that produce rainfall will not change, climate change impacts the amount of water in the atmosphere and will increase producing violent downpours instead of steady showers when it does rain.

Changes in climate can occur through both natural and human-induced causes

Global climate varies naturally over time scales from decades to thousands of years and longer. These natural variations can originate in two ways: from internal fluctuations that exchange energy, water and carbon between the atmosphere, oceans, land and ice, and from external influences on the climate system, including variations in the energy received from the sun and the effects of volcanic eruptions.

Human activities can also influence climate by changing concentrations of CO₂ and other greenhouse gases in the atmosphere, altering the concentrations of aerosols and altering the reflectivity of Earth's surface by changing land cover.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. Discuss the indicators of Climate Change you know

3.5 The effect of climate change on security

The effect of climate change on security can be summarized as follow:

- Climate change is an urgent and growing threat to global security, contributing to increased natural disasters, refugee flows, and conflicts over basic resources like food and water. The present-day effects of climate change are being felt from the Arctic to the Midwest. Increased sea levels and storm surges threaten coastal regions, infrastructure, and property. In turn, the global economy suffers, compounding the growing costs of preparing and restoring infrastructure
- Climate change could directly affect the Nation's critical infrastructure. Rising sea levels, higher storm surge, and increased erosion could damage or destroy critical infrastructure.

In some region higher temperatures and more frequent or severe heat waves could buckle railways, damage roads, and strain power systems.

- Climate change and climate change policies could affect smooth-functioning of international system through the flow of trade and market access to critical raw materials such as oil and gas, which might have adverse effects on national and global security.

3.6 The effect of climate change on socio-economic development

The effects of climate change are closely tied to the overall safety and welfare of people in other words the effect of climate change can be closely tied to what can be refer to human security (Kumssaa and Jones, 2010). The term refers to a way of intervening to protect and safeguard the core value of all human lives. It refers to actions that put people first and provide them with a sense of security in their homes, at their jobs and in their communities and in their country. It encompasses the idea of liberty, specifically in its two pillars ‘freedom from fear’ and ‘freedom from want’. Freedom from fear and want is want engenders peace and harmony which in turn gives room for meaningful infrastructural development, capacity building, stable economy and sustainable nationhood.

According to Warner, Hamza, Oliver-Smith (2012), climate change is among visible issues sparking conflict; however, the direct link between conflict and climate change is unclear, and awareness of the indirect links has yet to lead to substantial and sustained action to address its security implications. In other words, scholars are yet to prove, beyond doubts, the causal relationships between climate and/or environmental changes and issues of conflicts. The following can be regarded as the breakdown of effect of climate change on socio-economic development:

- **Reduced food security:** One of the most striking effects of climate change is felt in global agriculture, although these impacts are felt very differently in the largely temperate developed world and in the more tropical developing world. Different crops grow best at quite specific temperatures and when those temperatures change, their productivity changes significantly. The overall effects of climate change on agriculture has been negative and threatens global food security with a disproportionate impact on smallholder farmers who constitute up to 85% of the world’s farmers.

- Due to increasing water demand and suboptimal management practices, water scarcity as become a major challenge of climate change across the world.
- There are evidence that marine and coastal systems are experiencing increased stress from climate and other factors. Rising sea levels are expected to lead to increased coastal erosion and high-water levels. There may be damage to mangroves, salt marshes, and coral reefs in some region across the world.
- Security, livelihoods, and poverty are increasingly affected by extreme climate events across the world. Mortality and morbidity, especially for vulnerable groups, is expected to increase due to heatwaves. The risk of diarrheal diseases, dengue fever, and malaria is expected via the increased risk of floods and droughts.
- It is expected that climate change will compound impacts caused by urbanization and industrial and broader economic development. “Climate change is expected to adversely affect the sustainable development capabilities of most part of the developing countries by aggravating pressures on natural resources and the environment.
- Human health: Climate change will affect human health through both direct and indirect pathways. Direct impacts will result from increased exposure to temperature (heat waves, winter cold) and other extreme weather events (floods, cyclones, storm surges, droughts) and increased production of air pollutants and aeroallergens such as spores and molds.
- Tourism and hospitality: Outdoor including hospitality activities depend on the availability and quality of natural resources, such as beaches, forests, wetlands, snow in some part of the world, and wildlife.
- Water resources: Impacts of climate change on water resources could result in increasing incidences of droughts, changing precipitation intensity and runoff, lower availability of water for irrigation, changing water demands, and lower water availability for energy production. Incidences of drought have dramatically changed during the last 50 years. So many countries in Africa are currently faced with increases in drought.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. Examine the concept of climate change as it affects you

3.7 Summary

In this unit, we were able to understand that the potential impacts of climate change include increased risks to human health, changes to the agricultural and forestry sectors, stress on water resources and fisheries, increased conflicts over scarce resources, impacts on hospitality and tourism, adverse effects on indigenous communities, and additional impacts related to an increase in adverse weather events. Furthermore, in this unit, we reviewed in details the concept of climate change; we further discuss the various effect of climate change on security. Similarly, we examine the various effect of climate change on socio-economic development as well as the various indicators of climate change.

3.8 References/Further Readings

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- Turner, J., et al., (2009), Antarctic Climate Change and the environment. Scientific Committee on Antarctic Research, Cambridge, United Kingdom, 526 pp.

3.9 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

- **Sea Level** Global mean sea level is an important indicator of climate change. The direct observations of sea level change have been made for more than 150 years with tide gauges, and for more than 20 years with satellite radar altimeters. Although there is regional variability from non-uniform density change, circulation changes, and deformation of ocean basins, the evidence indicates that the global mean sea level is rising, and that this is likely resulting from global climate change (ocean warming plus land ice melt).
- **Heatwaves and droughts:**
- **Torrential downpours and more powerful storms:**

Discuss further

Possible Answers to SAEs 2

The following can be regarded as the breakdown of effect of climate change on socio-economic development:

- **Reduced food security:** One of the most striking effects of climate change is felt in global agriculture, although these impacts are felt very differently in the largely temperate developed world and in the more tropical developing world. Different crops grow best at quite specific temperatures and when those temperatures change, their productivity changes significantly.
- Security, livelihoods, and poverty are increasingly affected by extreme climate events across the world. Mortality and morbidity, especially for vulnerable groups, is expected to increase due to heatwaves. The risk of diarrheal diseases, dengue fever, and malaria is expected via the increased risk of floods and droughts.

Discuss further

MODULE 1

UNIT FOUR

CLIMATE CHANGE AND CONFLICTS MANAGEMENT

Unit Structure

4.1 Introduction -	-	--	-	-	-	-	-	--	-
4.2 Learning Outcomes -	-	--	-	-	-	--	-	-	-
4.3 An Overview of Climate Change and Conflict-	-	-	-	-	-	-	-	-	-
4.4 Approach to Climate Change and Conflict-	-	-	-	-	-	-	-	-	-
4.5 Summary-	-	--	-	-	-	-	-	-	-
4.6 References/Further Readings -	-	-	--	-	-	-	-	-	-
4.7 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-

4.1 Introduction

We shall attempt to examine climate change as it relates to conflict management within this unit three. Climate change is referred to any change over a period of time caused by natural variability or human activities. The scientific evidence indicates that climate is changing largely as a result of human activities and that these changes will result in severe global consequences

4.2 Learning Outcomes

On completion of this unit, you should be able to:

- Understand the linkage between climate change and conflict and management
- You will be able to explain various the approach to climate change and conflict

4.3 Climate Change and Conflict`

There is a general consensus that climate variability and change exacerbate the scarcity of natural resources in some developing countries, where the majority of people depend on land, water and the oceans for their livelihood. This scarcity happens through sudden climate events or through slower changes and variability, such as changes in temperature and rainfall. Increases in extreme or sudden events such as flooding or prolonged droughts, reduce the availability of arable land, water, food and fish stocks. Slower, insidious changes and variability in temperature and rainfall patterns, that cause desertification, water and land shortages, are no less hazardous, as they place long term stresses on already vulnerable communities.

There are several pathways through which the effects of climate change can aggravate conflict

➤ Extreme Weather, Disasters, and Displacement

Extreme weather events, expected to increase in frequency and intensity due to climate change, will lead to migration and displacement of vulnerable populations. Disasters can trigger conflict in fragile settings due to perceived or real inequality in relief efforts, distribution of aid, and unwelcomed resettlement or overbearing attitudes of settlers

➤ Natural Resource-Based Livelihood Insecurity

Greater livelihood insecurity, worsened by climate variability, shifts migration patterns and exacerbates conflict over scarce resources. Climate change will alter the availability and quality

of water, land, forests, and fisheries. For those dependent on these resources for their livelihoods, changes may lead to economic volatility, food insecurity, migration, and competition over more scarce resources, there are several examples of conflict over scarce resources (water) most especially in north central, south west and in some part south eastern part of Nigeria.

➤ **Food Insecurity and Price Volatility**

Food insecurity exacerbated by climate impacts on agricultural production and coupled with poverty increases the likelihood and intensity of conflict. Changes in precipitation, higher temperatures, sea level rise, and extreme weather events always have negative effects on agricultural production, and ultimately food security.

➤ **Changing Transboundary Water Flows**

Population growth and climate variability place increasing pressures on rivers, lakes and other fresh waters around. Shared waters can be a source of dispute between communities, countries, between farmers and herders in the Horn of Africa and the Sahel, the pastoralist and farmers are under constant threat from climate change and other factors, including poor natural resource management. This has led to widespread, conflicts between and within pastoral and farmer groups. Much of the world lives in shared river, lake, and groundwater basins. As dynamics change in transboundary basins, existing agreements, and their dispute resolution mechanisms, will be tested.

➤ **Water scarcity and droughts**

In particular, have the potential to cause civil unrest and to lead to significant economic losses through effects on agriculture, even in robust economies. Coupled with other climatic changes, declines in agricultural productivity will lead to, or worsen, food insecurity and unsustainable increases in food prices across the least developed countries. The impacts will be greater in areas with high or dense populations and weak institutions.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. Examine the linkage between climate change and conflict and management

4.4 Approaches to Climate Change and Conflict

Training and capacity building for strategic stakeholders:

- A peaceful environment is important in addressing natural resource and climate drivers of conflict. This includes understanding and identifying the knowledge and technical gaps of formal and informal stakeholders and building their capacity in order to manage natural resources, address tensions and resolving conflicts through prompt and efficient response to crisis and disasters.
- Further, increasing community awareness about climate change, environmental degradation, and natural resource management can help to create a broader enabling environment for creating cooperation, building peaceful, and ensuring sustainability.
- **Security and Inclusive Access to Resources for Conflict-Sensitive Market Development:** This is an integrated, conflict-sensitive program that will address and improve food security through adequate socioeconomic integration, this will edge out barriers and improving access to markets. This will also support strategies to strengthen land tenure for the most vulnerable, creating the enabling environment for climate-resilient agricultural investments and community led disaster risk reduction projects.
- **Manage use of and competition over natural resources to reduce conflict** Where natural resource scarcity leads to competition over resources, or where restricted access to resources is a source of tension, sustainably managing resources can reduce or prevent conflict. Developing resource sharing agreements and joint management across administrative boundaries can improve coordination and use, build trust through information sharing, and ultimately reduce resource tensions in a most sincere manner.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

- 1 Examine the basic approach to climate change and conflict

4.5 Summary

In this unit, we were able to understand that there is a broad scientific argument that climate change is a ‘threat-multiplier’ that may intensify existing social, economic, political and environmental problems that communities are already facing. It also exacerbates grievances; overwhelms coping capacities; and, at times, spurs forced or proactive migration. On its own, climate change as a stress factor is unlikely to cause conflict. But, it will once it interacts with the socio-economic and political systems being affected and affecting governance. Very often the quality and strength of the political system, governing institutions, and even the actions of political elites from grassroots to national levels will determine whether nations or communities are able to manage the additional stress of climate change on the economy and social system.

Furthermore, this unit, reviewed in details climate change and climate-related conflict are at once a challenge to livelihoods, for natural resource management and for peacebuilding. Conflict-sensitive climate change adaptation is and should remain at the core of existing and future work in the fields of sustainable development, the environment and peaceful coexistence.

4.6 References/Further Readings

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World Food Programme. (2017). *At the Root of Exodus: Food security, conflict and international migration*.

4.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

The following can be some of the several pathways through which the effects of climate change can aggravate conflict

➤ **Extreme Weather, Disasters, and Displacement**

Extreme weather events, expected to increase in frequency and intensity due to climate change, will lead to migration and displacement of vulnerable populations. Disasters can trigger conflict in fragile settings due to perceived or real inequality in relief efforts, distribution of aid, and unwelcomed resettlement or overbearing attitudes of settlers

➤ **Natural Resource-Based Livelihood Insecurity**

Greater livelihood insecurity, worsened by climate variability, shifts migration patterns and exacerbates conflict over scarce resources. Climate change will alter the availability and quality of water, land, forests, and fisheries. For those dependent on these resources for their livelihoods, changes may lead to economic volatility, food insecurity, migration, and competition over more scarce resources, there are several examples of conflict over scarce resources (water) most especially in north central, south west and in some instances south eastern part of Nigeria.

Discuss further

Possible Answers to SAEs 2

The following can be some of the several pathways through which the effects of climate change can aggravate conflict

➤ Increasing community awareness about climate change, environmental degradation, and natural resource management can help to create a broader enabling environment for creating cooperation, building peaceful, and ensuring sustainability.

➤ Security and Inclusive Access to Resources for Conflict-Sensitive Market Development: This is an integrated, conflict-sensitive program that will address and improve food security through adequate socioeconomic integration, this will edge out barriers and improving access to markets

➤ **Discuss further**

MODULE 2

UNIT ONE

UNDERSTAND THE CONCEPTS OF MIGRATION

Unit Structure

1.1 Introduction-	-	-	-	-	-	-	-	-	-
1.2 Learning Outcomes -	-	-	-	-	-	-	-	-	-
1.3 An Overview of concept on Migration, -	-	-	-	-	-	-	-	-	-
1.4 The impact of migration on socio-economic development -	-	-	-	-	-	-	-	-	-
1.5 Migration and Cross border management -	-	-	-	-	-	-	-	-	-
1.6 Migration, border management security threats-	-	-	-	-	-	-	-	-	-
1.7 Summary- -	-	-	-	-	-	-	-	-	-
1.8 References/Further Readings -	-	-	-	-	-	-	-	-	-
1.9 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-

1.1 Introduction

In this unit one of module two, attempt is made to present to you a general overview on the concept of migration, Cross border management, International migration and Border related security threats. In this unit therefore, we are concerned with the contending issues on migration related issues.

1.2 Learning Outcomes

On completion of this unit, you should be able to: -

- Understand in details the concept of migration
- Explain the contending issues on migration and Cross border management,
- Examine border related security threats

1.3 An Overview of Concept of Migration

Migration is one of the most essential part of human existence and a source of innovation, prosperity and sustainable development. At every milestone in history mankind, most people have got reason(s) to crossed districts, region as well as countries in search of opportunities, security, protections as well as linkages with regions, districts and countries that host them. Furthermore, some of the migrants around the world today, travel live and work in a safe orderly and orderly manner. Essentially, migration is the process of temporary or permanent relocation of a person from his or her place of primary abode to another place, in search of better living, family reunification, further studies or other reasons.

In a related development, migration is not a strange phenomenon. It is experienced universally, though its occurrence and effect on the different countries of the world vary.

Furthermore, migration is the movement of a person or a group of persons, either across an international border or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants and people moving for other purposes, including family reunification (IOM, 2995).

Also, migration can occur voluntarily or on the basis of irregular conditions; hence, we hear of such terms as voluntary/irregular migration. Whereas there are some migrants that follow due

procedures established by the host country before taking up residence, there are others that do not. Hence, we hear of such terms as regular/irregular migrants or regular/irregular migration. Koser (2000) explains irregular migration as the process of entering a particular country without proper documentation, and regular migrants as those who may have entered a country perfectly legally but remain there after their visa/permit must have expired, that is, in contravention of the authorities. Also included are people moved by migrant smugglers or human traffickers who deliberately abuse the asylum system.

According to the 2nd edition of The Explanatory Dictionary of the Romanian Language (DEX II, 1998: 632), "migration" is defined as "the mass movement of some tribes or populations from one territory to another, determined by economic, social, political or natural factors". In a related development, the Longman Dictionary of Contemporary English defines "migration" as that phenomenon "when large numbers of people go to live in another area or country, especially in order to find work" (Longman, 2005).

In their analysis (Williams, 2006; Sulima, 2015: 283) define migration as a phenomenon that includes the simultaneous change of three major parameters:

- a) A change of domicile that involves the crossing of a political or national border;
- b) A change of the place where they carry out their professional activity (even if they practice the same profession);
- c) A change of social relations (the entry into a new community).

Migration can be both internal and international. Internal migration refers to the passage from one area (province, county, and municipality) to another area within the territory of the same state. International migration is a territorial relocation of people between states - nations. From this comprehensive definition, two forms of relocation can be excluded: first, the territorial movement which does not lead to any change of the bonds of social belonging and, therefore, remains irrelevant for both the individual and the society (e.g. tourism); secondly, relocation is excluded where individuals or groups concerned are purely passive objects, not active agents of the movement (for example, the organized transfer of refugees from their home states to a safe haven) (United Nations Educational, Scientific and Cultural Organization).

In a related development economists are interested in the study of migration because migration affects the supply of skilled and semi-skilled labourers, development of industries and commerce causing changes in the employment structure of the migrated people. Formulation of economic policies has a close relation with the process of migration because migration affects the economic and social development of a country.

Out of the many side effects of the population growth in most developing countries Nigeria inclusive, an important effect of industrialisation and economic development is the internal migration of the population on a large scale, which has drawn the attention of planners of economic policies. Thus, migration is a demographic event, whose long-term effects fall on the socioeconomic and cultural development of any region or country.

According to Kessay (2013), migration refers to moving from one place to another for the purposes of performing specific tasks. This movement can be either of two forms: immigration (which means to relocate into a new environment, most times a country, in order to settle down there); and emigration (which means relocating out of one's country to another).

Thus, a migrant is that person who moves from one place to another, who crosses an international border or moves within a state, away from the place of residence or family, overlooking the legal status of a person, the type of travel (voluntary/ involuntary) or the factors that caused the displacement. However, an universally accepted definition for the term "migrant" has yet to be outlined. The term was usually interpreted to cover all cases where the decision to migrate was made freely by the individual concerned and without the intervention of an external determining factor; consequently, this also applies to the people moving to another country or region to improve their living and working conditions for themselves and their family members. The United Nations (UN) defines the migrant as a person who has resided in a foreign country for a period of more than one year, regardless of the causes underlying the change of address and the means used to migrate. Migration represents the crossing of an administrative unit's border for a certain minimum period of time (IOM, 2005). Under this definition, those travelling for shorter periods as tourists and businesspeople would not be considered migrants. However, common usage includes certain kinds of shorter-term migrants, such as seasonal farm-workers who travel for short periods to work planting or harvesting farm products.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. Discuss the concept of Migration

The following concepts are used in migration:

➤ **Migration Stream:**

Migration stream can be described as the total number of people migrating from one region to another or from one country to another for residing during a particular period of time. It is, in fact, related to the movement of people from a common area of origin to a common area of a destination. For example, migration of African to America or Europe during a time interval.

➤ **Migration Interval:**

This can be described as a continuously process of migration over a period of time. But to measure it correctly, the data should be divided into intervals of one to five or more years. The division relating to a particular period is known as migration interval.

➤ **Place of Origin and Place of Destination:**

The state, region as well as the country an individual or group of people left behind is called and known as the place of origin and these people are called an out-migrant. On a related development, the place of destination is the place where the person moves into either temporarily or permanent and the person is called an in-migrant.

➤ **Migrant:**

Migrant can be described as the set of individuals or groups of individuals called labour which moves from one state, communities, region or country for short periods of time and in some cases several months or a few years in search of daily bread and needs. This can be regarded as a secondary labour force.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

Define the following:

- Migration Stream:
- Migrant
- Migration Interval:

1.4 The impact of migration on socio-economic development

Migrants constitute a development resource for their home countries. Migrant remittances, according to Nyberg-Sorensen (2002) are double the size of aid and are well targeted at the poor. The remittance practices of migrants have direct effects on the households who receive these ‘migra-dollars’ as money is primarily spent on current consumption (food and clothing), as well as investments in Millennium Development Goals-related areas such as children’s education, healthcare and agriculture (Economic Commission for Africa, 2006). Remittances are therefore agents of local and national development in the home countries of migrants. The contributions of migrants to development extend beyond economic gains to encompass cultural enrichment and exchange, social welfare and political advocacy (Shimeles & Nabasaga, 2017).

Furthermore, in their analysis Dilip & William (2007) asserted that migration is good for economic growth, hence the World Bank estimation that if the labour force in high-income countries were to grow by 3 per cent, even if the additional workers were all migrants, there would be \$356 billion in annual global economic gains. They further stated that the benefits of migration go not only to industrial nations but also to developing countries, who now receive more than \$165 billion annually in remittances (money sent home by workers abroad). These remittances reduce poverty as they generate direct income transfers to the migrants’ households (Gumisai, 2006). Furthermore, in his submission the African Union Commissioner for Social Affairs, Mustapha Kaloko, averred that migration has the potential to reduce youth unemployment by contributing to economic development through, remittances and by importing

skills, knowledge and technology to both the countries of origin and destination. Migration will not only broaden the opportunities available to individuals, it is also a crucial means of broadening access to resources and reducing poverty.

1.5 Migration and Cross border management

BORDER MANAGEMENT

Cross border migration is the movement of people across national boundaries; it is a phenomenon that transcends tribes, religions, and social status; it is a universal phenomenon; the quest for individuals to meet their basic needs, which will allow them to live a life free of fear and wants gives rise to these phenomena. Despite border tightening to keep criminals and terrorists out, there is an increase in criminal involvement of migrants. The rate of population growth in a state may have put uncontrollable strain on available resources, resulting in illegal migration from that state to another country or destination in search of greener pastures. Most African states remain densely populated, and as a result, people migrate to other states without proper documentation at borders. (Agbota, 2020).

Border management is generally defined as the government functions of immigration, customs and excise, and policing, with the aim of monitoring and regulating the influx or outflux of people, animals and goods across a country's border/boundary in the national interest particularly economic development, security and peace (Okumu and Ikelegbe, 2010).

Furthermore, W.A. Eselebor (2013) points out border management as a function of regime types in place for the purpose of maintaining border administration. It includes routine administration to be undertaken at the border and in border zones. In a related development Border management generally rests on governmental surveillance agencies like the immigration, customs and police forces to ensure a lawful flow of human and economic resources in the national interest, be it economic security or peace.

Furthermore, Okumu and Ikelegbe (2010) and Ireland (2009) add to the definition by saying that border management is a collaborative process between a country and its neighbors. It cannot be done unilaterally, and it is most effective and efficient when done regionally, thus pointing to the

concept of integrated border management. Jana (2017) identifies border management stakeholders as customs, immigration, police, armed forces and the ministry of agriculture for quarantine purposes who in most cases operate independently and without networking or exchanging information. He concludes that border management is an expression of a state's sovereignty. A state's failure to manage its borders can undermine its domestic and international legitimacies. The legal status of a state/government depends on how it manages its borders.

Sherman (2014) maintain that border management involves real time collaboration that empowers government and industry to work together to create safer, more standard, and cost-effective perimeters.

Newman (2011) maintains that border management should not be based on the traditional territorial boundary which is simply relies on delimitation and demarcation. Its utilization has become outdated, as it encourages illegal economic activities across borders.

In another development Rusev (2013), cross-border management can be traced to corruption which has manifested between border officials and transnational criminal organizations or terrorist groups engaging in human trafficking and smuggling. Corrupt practices by the cross-border agents and criminals include: forging of documents, transportation, and facilitation of illegal border crossing, which are all means used to circumvent border integrity (Rusev, 2013). To Dimant (2014), cross-border corruption is caused by selective migration. He emphasized that migrants from corrupt-ridden countries boosts, the corruption levels of their target countries.

In a related development border problem are of great significance to modern states in the world and particularly to the African continent. The significance is derived from the fact that borders limit political, economic, social-cultural, and strategic influences. The defect of any border usually creates conflicts between tribes, villages, and nations.

In another development cross border management can be seen as an interagency exercise geared towards securing the borders of the republic and national (security and sovereign) interests of the state. Consistent with the aim and intent of the national security strategy of respective states strengthening and control of borders and immigration system toward national security.

Furthermore, border management is a major strategy use in promoting border security. Border management is an inter-agency framework which combines efforts of the traditional border

authorities and the national security agencies in the bid to protect the air, land, and sea borders of a sovereign State. The Economic Commission of West African States ECOWAS sees the combination of the inter-agency framework as the promotion of trade and way forward in border control.

1.6 Migration, border management security threats

A number of security threats and operational challenges face the border security and management agencies across sovereign states. These include:

1. **Drug trafficking and consumption:** Trafficking and consumption of hard drugs and narcotics substances cannot entirely be dismissed as some of the threat of migration. Nigeria as well as several other countries are some of the major sources as well as transit and receiving country for the narcotics trade in the world and this poses many challenges in policing borderlands, seaports and airports, against the trafficking of these drugs. most especially among developing countries.
2. **Insurgency and religious extremism:** Insurgency and religious extremism are most often connected in cross-border settings. The asymmetric approaches employed by the terrorists and extremists seems to benefit from a number of factors and among the leading factors is the porosity of borders in most region, particularly and most importantly since the border security apparatuses have collapsed in some developing countries of the world and this has become a major threat to security and cross border management in recent time.
3. **Small arms and light weapons (SALW) proliferation:** the porosity of land and sea borders in the case of Nigeria and some other countries has made it possible for traffickers to bring into the country sophisticated arms and ammunitions used for heinous crimes such as kidnap, armed robbery and terrorism.
4. **Human trafficking:** People smuggling is an organized criminal activity with huge profits for the criminals involved, who facilitate the illegal cross-border movement of people who wish to migrate, often for economic reasons. Human trafficking is a heinous crime, based entirely on exploitative tendencies. It is a specific offense that preys on the

vulnerability of victims, most especially women, children and other vulnerable groups. People smuggling and human trafficking constitute offenses, but the criminal enterprise is not abating. The perpetrators are also linked to drug trade, insurgency, terrorism, extremist among others.

5. **Smuggling of contraband goods:** smuggling of contraband goods has become a major threat to border management as well as a major security threat in recent times. Some of these threats has to do with evasion of customs tariffs and duties payable to the state. Goods commonly smuggled across the porous borders in some of these countries include second-hand clothing popularly called (okirika), poultry products, used cars, used tires, parboiled rice, pharmaceutical products among others

Self-Assessment Exercises (SAEs) 3

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. List the impact of migration on Cross Border security you know

1.7 Summary

According to a popular saying that ‘no man is an island’, it is understandable that different societies are interdependent in one way or the other to each other. As such, migration is not entirely a bad phenomenon. It has several positive sides that cannot be over-emphasized. Furthermore, migrants are highly vulnerable to racism, xenophobia, and discrimination. In addition, increasing migration means that states have become more multi-cultural, multi-racial and multi-religious. This has brought about the challenge of accommodating diversity and the reality of finding political, legal, social and economic mechanisms to ensure that mutual respect and mediation of differences is guaranteed.

In a related development, escalating tensions due to differences, resource sharing between intergenerational conflicts related to family and marriage, religious obligations, lack of livelihood opportunities as well as tensions around religious and fraternity affiliations leading to

physical violence. migration in some part of the world is driven by endemic poverty, harmful economic and political systems, national conflicts and violence, human rights abuses, weak government, weak respect for rule of law, weak control of corruption, environmental conditions and changes, and population growth and changes. The porous borders contribute and continue to encourage cross border crimes and instability in many parts of the developing countries. Furthermore, in this unit, we reviewed in details on the concept of migration -as well as the impact of migration on socio-economic development, furthermore we discussed migration and Cross border management, we finally discussed Migration, border management security threats.

1.8 References/Further Readings

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1.9 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

The following can be described as concept of Migration

- Migration is the movement of a person or a group of persons, either across an international border or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants and people moving for other purposes, including family reunification.

Explain further

Possible Answers to SAEs 2

- **Migration Stream:**

Migration stream can be described as the total number of people migrating from one

region to another or from one country to another for residing during a particular period of time. It is, in fact, related to the movement of people from a common area of origin to a common area of a destination. For example, migration of African to America or Europe during a time interval.

➤ **Migration Interval:**

This can be described as a continuously process of migration over a period of time. But to measure it correctly, the data should be divided into intervals of one to five or more years. The division relating to a particular period is known as migration interval.

➤ **Migrant:**

Migrant can be described as the set of individuals or groups of individuals called labour which moves from one state, communities, region or country for short periods of time and in some cases several months or a few years in search of daily bread and needs. This can be regarded as a secondary labour force

Possible Answers to SAEs 3

- 1. Drug trafficking and consumption: .**
- 2. Insurgency and religious extremism:**
- 3. Small arms and light weapons (SALW) proliferation:**

MODULE 2

UNIT TWO

UNDERSTAND THE CONCEPTS OF INTERNALLY DISPLACE PERSONS (IDPS),

Unit Structure

2.1 Introduction-	-	-	-	-	-	-	-	-	-	-
2.2 Learning Outcomes ,	-	-	-	-	-	--	-	-	-	-
2.3 Understand the concepts of internally displace persons (IDPs,	-	-	-	-	-	-	-	-	-	-
2.4 The rights of internally displaced person IDPs-	-	-	-	-	-	-	-	-	-	-
2.5 Root causes of internal displacement,	-	-	--	-	-	-	-	-	-	-
2.6 Summary-	-	-	--	-	-	-	--	-	-	-
2.7 References/Further Readings	-	-	-	-	-	--	-	-	-	-
2.8 Possible Answers to Self-Assessment Exercises (SAEs)	-	-	-	-	-	-	-	-	-	-

2.1 Introduction

In this unit two of module two we shall examine the concept of internal displacement by considering the following. First, we shall discuss definitional issues and the different points of view as to who is an IDP. Second, we shall explore the debate as to whether IDPs should even be a special category of concern. ThINR, we shall discuss whether when internal displacement ends or, in other words, when would it be appropriate to cease identifying IDPs as such.

2.2 Learning Outcomes

On completion of this unit, you should be able to: -

- Understand the concept of internal displacement
- Explain the categorization of IDPs
- Understand the root causes of internal displacement

2.3 The concepts of internally displaced persons (IDPs)

There exist different ideas as to what is meant by “internal displacement” and “internally displaced persons”. For some, the term “internally displaced persons” refers only to people uprooted by conflict, violence and persecution, that is, people who would be considered refugees if they crossed a border. Global statistics on internally displaced persons generally reinforce this view by counting only those displaced by conflict. Others, however, consider internal displacement to be a much broader concept and to encompass the millions more persons uprooted by natural disasters and development projects.

Internally Displaced Persons are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (UNGP, 2008). In a related development, internally displaced person” can be categorized as a person who has been obliged to move within the borders of his or her own country because of an armed conflict or internal unrest. Such people are above all civilians who, as such, are protected by international humanitarian law.

Furthermore, the former United Nations Secretary-General he categorized internally displaced persons as: “Persons or groups who have been forced to flee their homes suddenly or

unexpectedly in large numbers, as a result of armed conflict, internal strife, systematic violations of human rights or natural or man-made disaster, and who are within the territory of their own country” (UNCHR, 1992).

In another development Internal displacement is a situation in which persons or groups of persons have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human or human-made disasters, and who have not crossed an internationally recognized state border.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 7 minutes.

1. Define who is an IDP

2.4 The rights of internally displaced person IDPs

Internally displaced persons have some basic right under the international laws and convention, therefore, there are the same needs in terms of safety, subsistence and dignity, and they nevertheless come under several categories depending on the very different contexts in which they live.

The concept of rights of internally displaced person encompasses all activities aimed at obtaining full respect for the protection of the individual in accordance with the letter and the spirit of the relevant bodies (human rights, humanitarian law, refugee law). Human rights and humanitarian actors shall conduct these activities impartially and not on the basis of race, national or ethnic origin, language, gender.

The creation of an environment conducive to respect for the human person, whether it is intended to prevent or terminate a violation or reduce the immediate effects thereof, or to restore decent living conditions. The following can be categorized as basic right of internally displaced persons IDPs

- There should be responsive action, that should be taken during the emergency phase which will be intended to bring violations to an end, reduce their effects or prevent further violations (e.g. by giving emergency food aid, the building of a camp, or contacts with an authority intended to stop a population displacement);
- There should be remedial action, taken after an emergency phase which will restore human dignity or provide appropriate living conditions for people who have been the victims of violations (e.g. a psychosocial programme for women rape victims, the collection and forwarding of tracing requests for people who have become separated, or the construction of shelters enabling displaced persons to return);and finally,
- Environment-building that promotes a social, cultural and legal atmosphere conducive to respect for the rights of the individual in accordance with the spirit and the letter of the text of relevant laws (e.g. the training of officers in the rules for the conduct of hostilities, support for prevention programmes on the dangers of antipersonnel mines).
- Adequate stakeholders' engagement, intended to convince authorities by dialogue (e.g. by confidential oral or written approaches) to end a violation or to help the victims of a violation;
- There should be periodic publication of reports on human rights violations,

2.5 Root causes of internal displacement

Internal displacement poses one of the most daunting humanitarian challenges in recent times. The horrific impact on many millions of displaced men, women and children, but also on countless host families and resident communities is hard, if not impossible, to measure.

The root causes of displacement are of course manifold and complex, while some of these causes can be categorized as follow:

- Natural disasters
- Development -induced displacement:
- human rights violations
- Armed conflict or extreme violence
- Poverty,
- Climate change,
- Scarcity of resources,

- Political instability,
- Weak governance
- Weak justice systems

These same factors often hamper the end of displacement and make the task of rebuilding lives and restoring the livelihoods of people affected by displacement all the more difficult.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 7 minutes.

A. List the root causes of internal displacement you know

2.6 Summary

It is logical, therefore, that when laws were better respected, internal displacement could to a large degree be prevented from happening in the first place. Prevention is without a doubt better than cure. The challenges of effective humanitarian response and peace building are clearly intertwined. Situations of internal displacement cannot be durably resolved until both issues are addressed. Therefore, without long-term commitment to tackle the root causes of conflict there is a risk of repeated patterns of internal displacement and humanitarian crisis, and unless displaced populations are effectively stabilized through adequate protection and assistance, there can be little hope of achieving sustainable peace and development anywhere. The attention given by the international community to the problem of internal displacement has certainly helped to make people aware of the plight of those millions of uprooted civilians and to describe the phenomenon that some have rightly called an “exodus within borders. In this unit two of module two, we examine in details the various concept of internally displace persons as well as displacement, furthermore, we discussed the root causes of internal displacement, finally in this unit we discussed the rights of internally displaced person IDPs.

2.7 References/Further Readings

United Nations Guiding Principles on Internal Displacement, 2009

Convention for the Protection and Assistance of Internally Displaced Persons in Africa, 2009

the Great Lakes Protocol on the Protection and Assistance to Internally Displaced Persons
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2.8 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

- Internally displaced persons as: “Persons or groups who have been forced to flee their homes suddenly or unexpectedly in large numbers, as a result of armed conflict, internal strife, systematic violations of human rights or natural or man-made disaster, and who are within the territory of their own country.

Explain further

Possible Answers to SAEs 2

- Natural disasters
- Development -induced displacement:
- Armed conflict or extreme violence
- Poverty,
- Climate change,
- Scarcity of resources,

MODULE 2

UNIT THREE

UNDERSTAND THE CONCEPTS OF REFUGEES

Unit Structure

3.1 Introduction -	-	-	-	-	-	-	-	-	-	-
3.2 Learning Outcomes -	-	-	-	--	-	-	-	-	-	-
3.3 Understand the concepts of Refugees, -	-	-	-	-	--	-	-	-	-	-
3.4 The differences between refugee and IDPs, -	-	-	-	-	-	--	-	-	-	-
3.5 The differences between refugee and an asylum seeker-	-	-	-	-	-	-	--	-	-	-
3.6 The differences between refugee and a stateless person-	-	-	-	-	-	-	-	--	-	-
3.8 Summary, -	-	-	--	-	-	-	-	-	-	-
3.10 References/Further Readings -	-	-	-	--	-	-	-	-	-	-
Possible Answers to Self-Assessment Exercises (SAEs)-	--	-	-	--	-	-	-	--	-	-

3.1 Introduction

A refugee can be describe as someone who, “owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. Therefore, in this unit three of module two, attempt is made to present to you a general understanding of the concept of refugee and all that relates to refugee.

3.2 Learning Outcomes

On completion of this unit, you should be able to: -

- Understand in details the concepts of Refugees
- Explain in details the differences between refugee and IDPs

3.3 The concepts of Refugees

Refugee(s) can be describe as a person who or a group of people, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his/her nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. In a related development, the 1951 Refugee Convention, Art 1(2), of the 1969 Organization of African Unity (OAU) Convention defines a refugee as any person compelled to leave his or her country “owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality.

Furthermore, the 1984 Cartagena Declaration states that refugees also include people who flee their country “because their lives, security or freedom have been threatened by generalised violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order (IOM, 2015).

Refugees are defined and protected in international law. The 1951 Refugee Convention is a key legal document and defines a refugee as: someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion (UNHCR).

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. Examine the concept of Refugee

3.4 The differences between refugee and IDPs

In recent time the reality on the shoulder of many people across the world is the fact that there is an impending danger of the existence of refugees and internally displaced persons (IDPs), this is often seen as an indicator of the spread and intensity of extreme violence as we are witnessing in several part of Nigeria, Ukraine, DRC among others. Refugees are mostly vulnerable economically, socially, psychologically and politically. Displaced from their homes country, having lost access to their accustomed livelihoods, resented by their hosts and often viewed as a burden or as opponents by governments responsible for their protection, they may be unable or unwilling to speak out when they are denied their rights and face dependence on their neighbours and on the international community. However, refugee also bring with them resilience, skills and determination to survive, and often constitute an asset to their new environment. Exposure to new lifestyles can in turn offer refugees resources that will prove valuable to them when they return home and that will enable them to contribute towards stabilizing their home environment.

People who have been displaced, often have to leave behind all but a few of their worldly possessions. In most cases their search for refuge takes them long distances, often on foot. Flight itself is arduous: families can lose contact with each other; sick and elderly relatives may have to be left behind and refugees in flight can be vulnerable to violent attack and exploitation. The trauma of being uprooted from one's home and of becoming separated from family members adds to the terrifying experiences that many undergo before and during their flight. Lack of language skills and unfamiliarity with new surroundings, coupled with fear and concern about events back home, create added burdens.

Refugees are protected by the principle of non-refoulement, meaning that they cannot be forced to return to their home country if they have a reasonable fear that to do so would endanger their lives.

- **Refugee: this can be describe as someone** or groups of persons who have been forced to flee, or leave, their homes or places of habitual residence as a result of extreme violence, internal strife, and habitual violations of human rights, as well as natural or man-made disasters involving one or more of these elements, and who have crossed into an internationally recognized state border.
- **Internally Displaced Person (IDP): can be define as a persons** or groups of persons who have been forced to flee, or leave, their homes or places of habitual residence as a result of violent conflict, internal strife, and habitual violations of human rights, as well as natural or man-made disasters involving one or more of these elements, and who have not crossed an internationally recognized state border.
- Refugees have crossed an international border to find safety.
- Internally displaced persons (IDPs) have found safety somewhere within their own country.
- Refugees have status that entitles individuals to certain rights and international protection.
- An IDP is not a legal status because IDPs are still under the jurisdiction of their own government and may not claim any rights additional to those shared by their compatriots.
- More often than refugees, the internally displaced tend to remain close to or become trapped in zones of conflict, caught in the cross-fire and at risk of being used as pawns, targets or human shields by the belligerents.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. What's the **differences between refugee and IDPs**

3.5 The differences between refugee and an asylum seeker

There is an urgent need to present a more simplified concept that may help address some of the misconceptions that surround asylum issues. Furthermore, the confusion about the difference between an asylum seeker and a refugee and often the terms are used interchangeably or incorrectly. An asylum seeker is someone who is seeking international protection but whose

claim for refugee status has not yet been determined. In contrast, a refugee is someone who has been recognized under the 1951 Convention relating to the status of refugees to be a refugee.

The Convention defines a ‘refugee’ as any person who:

owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it (UNHCR, 2010).

Generally speaking, ‘illegal immigrants’ are people who enter a country without meeting the legal requirements for entry (without a valid traveling document). Furthermore, under Article 14 of the 1948 Universal declaration of human rights, everyone has the right to seek asylum and the 1951 Refugee Convention prohibits states from imposing penalties on those entering ‘illegally’ that come directly from a territory where their life or freedom is threatened in one way or the other (UN, 2010).

In a related development the UNHCR emphasizes that a person who has a well-founded fear of persecution should be viewed as a refugee and not be labelled an ‘illegal immigrant’ as the very nature of persecution means that their only means of escape may be via illegal entry and/or the use of false documentation (UNHCR, 2010).

Asylum seekers irrespective of their mode of arrival, are classified by law to be ‘unlawful non-citizens’. However, the term ‘unlawful’ does not mean that asylum seekers have committed a criminal offence. There is no offence under most State law that criminalizes the act of arriving in the country or the seeking of asylum without a valid visa. However, the terms ‘illegals’, ‘irregular migrants’ and ‘irregular residents’ are commonly used interchangeably around the world and may also refer to those arriving without authorization (European Commission, 2010).

According to the International organization for Migration (IOM) estimates that there are roughly 20 to 30 million unauthorized or ‘irregular migrants’ worldwide, comprising around 10 to 15 per cent of the world’s immigrant stock (IOM, 2010). By ‘irregular migrants’ the IOM means both

those who arrive in a country ‘undocumented’ and those ‘who enter the host country legally with tourist documents, but later violate their conditions of entry by taking a job (IOM, 2004)’

Furthermore, there is a difference between an asylum seeker and a refugee. Asylum seekers are people seeking international protection but whose claims for refugee status have not yet been determined.

Self-Assessment Exercises (SAEs) 3

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. What’s the differences between refugee and an asylum seeker

3.6 The differences between refugee and a stateless person

Under international law, a stateless person can be described as someone “who is not considered as a national by any state under the operation of its law”. This definition is set out in article 1 of the 1954 Convention relating to the Status of Stateless Persons. It is considered to be customary international law, which means that even if a country has not become a party to the 1954 Convention. “Nationality”, in this context, means a legal bond between an individual and a state. It is a form of membership that results in rights and duties (e.g. the right to vote and be voted for or the duty to pay certain taxes). In some countries, the term “citizenship” is more commonly used to refer to this legal bond. However, the absent or the lacking any nationality, which means that a person cannot enjoy the basic rights provided for nationals, often leaving them in a vulnerable and marginalized position.

In related development statelessness arise in different contexts and in all continents across the globe. Some people are born without a nationality and others become stateless later in life. There are as many as 15 million stateless people worldwide and many more are at risk of statelessness because of problematic nationality laws and practices.

Statelessness renders people invisible and pushes them to the margins of society. It can act as a catalyst for further human rights violations, including obstructing the enjoyment of basic socio-economic rights such as to education and health. Statelessness also blocks access to justice and can render people vulnerable to exploitation and abuse. In some cases, stateless persons are subjected to such severe treatment that these force them to flee to another country to find safety

and security. Furthermore, not all refugees are stateless and not all stateless persons are refugees. Most stateless persons have never been displaced. However, more than 1.5 million people are both stateless and refugees. Stateless persons may also be among the world's Internally Displaced Persons and many more displaced persons are at risk of statelessness.

- The inability to provide proof of nationality does not make a person stateless. Yet, without identity documents it becomes more difficult for a person to establish his or her bond with a state, which can leave a person at risk of statelessness.
- To be a refugee is not the same as being stateless. A refugee is a person who has fled his or her country owing to well-founded fear of being persecuted, for instance on the basis of race, religion or political opinion. He or she often holds a nationality, but is not safe in that country. However, since statelessness can be both a cause and consequence of displacement, some refugees are also stateless.
- To be an irregular migrant is also not the same as being stateless. Whether a person is “irregularly” (or “illegally”) in a country depends on whether they have complied with the immigration rules and procedures of that country. This is not related to a person’s nationality. Irregular migrants are another vulnerable category of noncitizens and some may be stateless, but the two concepts are distinct.
- At risk of statelessness: this is a term used to describe situations in which people are vulnerable to being left without a nationality. For instance, a refugee child who is born in exile and whose birth has not been registered may be at risk of statelessness because of the difficulties this can create for proving his or her entitlement to nationality. This term can help in talking about where preventative action is needed to protect people at risk of statelessness from actually being left stateless.

Statelessness occurs when a person falls between the cracks in the operation of these different laws, failing to obtain any nationality or losing his or her only nationality. Reasons for statelessness include:

- A conflict of nationality laws
- Discrimination, including against women
- State succession
- Administrative barriers and lack of documentation

- Inheritance of statelessness

Self-Assessment Exercises (SAEs) 4

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. What's the differences between refugee and a stateless person

3.7 Summary

In this unit, we were able to understand that refugees are defined and protected in international law. We were able to simplified the concept that help to address some of the misconceptions that surround asylum issues, furthermore, we were able to understand that refugees are protected by the principle of non-refoulement, meaning that they cannot be forced to return to their home country if they have a reasonable fear that to do so would endanger their lives. Stateless persons may be prevented from seeking refuge in other countries due to lack of documentation or neighboring States' unwillingness to allow stateless persons to enter a particular country. Furthermore we have been able to examine in details the various concept of refugee as well as the differences between refugee and an asylum seeker, furthermore, we discussed the differences between refugee and a stateless person, finally in this unit we discussed Reasons for statelessness.

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3.9 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

Refugee Convention, Art. 1(2), of the 1969 Organization of African Unity (OAU) Convention defines a refugee as any person compelled to leave his or her country “owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality.

Furthermore, the 1984 Cartagena Declaration states that refugees also include people who flee their country “because their lives, security or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order (IOM, 2015).

Explain further

Possible Answers to SAEs 2

- Refugee: this can be describe as someone or groups of persons who have been forced to flee, or leave, their homes or places of habitual residence as a result of extreme violence, internal strife, and habitual violations of human rights, as well as natural or man-made disasters involving one or more of these elements, and who have crossed into an internationally recognized state border.
- Internally Displaced Person (IDP): can be define as a persons or groups of persons who have been forced to flee, or leave, their homes or places of habitual residence as a result of violent conflict, internal strife, and habitual violations of human rights, as well as natural or man-made disasters involving one or more of these elements, and who have not crossed an internationally recognized state border.

Discuss further

Possible Answers to SAEs 3

- An asylum seeker is someone who is seeking international protection but whose claim for refugee status has not yet been determined. In contrast, a refugee is someone who has been recognized under the 1951 Convention relating to the status of refugees to be a refugee.

Explain further

Possible Answers to SAEs 4

- . The inability to provide proof of nationality does not make a person stateless. Yet, without identity documents it becomes more difficult for a person to establish his or her bond with a state, which can leave a person at risk of statelessness.
- To be a refugee is not the same as being stateless. A refugee is a person who has fled his or her country owing to well-founded fear of being persecuted, for instance on the basis of race, religion or political opinion. He or she often holds a nationality, but is not safe in that country. However, since statelessness can be both a cause and consequence of displacement, some refugees are also stateless.

Discuss further

MODULE 2
UNIT FOUR

**UNDERSTAND THE CONCEPT OF INTERNAL MIGRATION: AND EXTERNAL
MIGRATIONS**

Unit Structure

4.1 Introduction -	-	-	-	-	-	-	-	-	-
4.2 Learning Outcomes -	-	-	-	-	-	-	-	-	-
4.3 Understand the Forms migrations-	-	-	-	-	-	-	-	-	-
4.4 The effects of migration, -	-	-	-	-	-	-	-	-	-
4.5 Reasons for migration, -	-	-	-	-	-	-	-	-	-
4.66 Summary, -	-	-	--	-	-	-	-	-	-
4.7 References/Further Readings -	-	-	-	-	-	-	-	-	-
4.8 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-

4.1 Introduction

In this unit four of module two, attempt is made to present to you a general understanding of the Forms of migration which connote the internal migration and external migrations as well other related issues.

4.2 Learning Outcomes

On completion of this unit, you should be able to: -

- Understand in details the various types of migration
- Explain the in details the contending effects of migration on urban and rural communities

4.3 Forms of Migrations

Migration can be described as a universal action that has transcended the history of human existence. For centuries now people move from one place to the other in search of prospects, opportunities, fulfilment, pleasure and other self-serving indulgences. One of the most essential part of human nature is Migration. In a related development migration is the movement of people from one place to another for various reasons, including employment opportunities, famine, political and religious crises, natural disasters among others. Furthermore, migration is the process of temporary or permanent relocation of a person from his or her place of primary abode to another place.

For Everett Lee, "Migration is defined broadly as a permanent or semi- permanent change of residence. No restriction is placed upon the distance of the move or upon the voluntary or involuntary nature of the act, and no distinction is made between external and internal migration" (Lee, 1966: 49). In a related development R. Lucas however defines it as follows in relation to its size: "Migration is comparable to a flow of water or electricity an adjustment flow responding to pressure differentials at opposite ends of a pipeline. This view suggests that it is neither the absolute level of normal push nor pull factors which matters, but existing difference in relative attraction elements" (Lucas, 1981: 85).

The realities of migration in most part of the world Nigeria inclusive include the internal migration, which is mostly rural-urban biased, and among people looking for a better opportunity in the urban areas. The second perspective is the internally displaced persons (IDPs), who is compelled to leave their traditional communities, as a result of natural disasters, such as floods,

desert encroachment and erosion, as well as conflicts and extreme violence, as currently experienced by about millions of people across the world.

Migration can be categorized into the following sections:

4.3.1 Internal Migration:

Internal migration: this can be described as the movement of people in different states and regions within a country from one place to another. In other words, internal migration can be seen as the movement of people from the rural community to the urban community such as the movement of people from other state in Nigeria to Lagos the economic capital or to Abuja the administrative capital of Nigeria.

4.3.2 External Migration

External or international migration refers to the movement of people from one country to another for permanent settlement. In a related development, according to the Wikipedia international or external migration occurs when people cross state boundaries and stay in the host state for some minimum length of the time. Migration occurs for many reasons. In a related development, external or international migration can also be defined as movement of persons who leave their country of origin, or the country of habitual residence, to establish them either permanently or temporarily in another country.

4.4 The Effects of Migration

Migration can be described as one form of displacement in one way or the other, in other words migration has an adverse effect on the place of origin as well as the place of destination. In a related development the migration of people from the rural communities to urban areas has significant influence on the society and economy.

Effects on Rural Communities:

Migration of people from the rural communities to the urban area has significant consequence and some of these consequences includes the following:

- **Economic Effects:**

Migration of people from rural communities to the urban area reduces the pressure of population on land, the per worker output and productivity on land increases and so does per capita income. Consequently, family income rises which encourages farmers and rural dwellers to adopt better which invariable affects the means of production thereby increasing farm produce. Furthermore, those who migrate to urban areas are mostly in the age group of 16-45 years. They live alone, work and earn and remit their savings to their respective rural communities. Such remittances further increase rural incomes which are utilized to make improvements on farms which further raise their incomes. This specifically happens in the case of emigrants to foreign countries (where Nigerians travel outside Nigeria to Europe, North America, south America, Asians, Middle East as well as other part of Africa) who remit large sums at home, popularly known as diaspora remittal.

Moreover, when these migrants return to their various communities occasionally, they try to raise the bar of consumption and living standards by bringing new ideas and goods to their respective homes. They further imported to their communities modern household electronic equipment as well as other products such as smart phones, motor bikes for easy mobility to their farms and streams to fetch water, modern TV, fridge, tricycles among others, have entered in the majority of rural communities in Nigeria where larger remittances flow from both urban communities as well as diaspora remittance.

➤ **Demographic Effects:**

As it widely discussed in most contentious debates, migration reduces population growth in most rural communities as a result of mass exodus of people into urban communities. When very young males and female migrate to urban communities, they will be influenced by the urban life, the young male among them feel very reluctant to get marry at an early age, in most cases they like enjoying city life. Their aim is to earn more, settle in any vocation or job and either marry there or asked to be sent wife from their respective home/village.

➤ **Social Effects:**

Furthermore, migration affects the social setting of most rural communities. Migration helps in deteriorating the joint family structure or its values when migrants settle permanently in urban communities and refuse to return back home, they will loss in touch with their culture, values,

belief and orientations. In another development, while the newly migrants socialize with people from different classes and regions in their new cities, they bring new concepts, principles, values and attitudes which gradually change old narratives and customs of the rural communities. In most time women play significant role in the social setting of the rural life with men having migrated to towns.

➤ **Effects on Urban Communities:**

Migration of people into the urban communities also has significant consequence and some of these consequences includes the following:

➤ **Demographic Effects:**

Migration of people from one area to another urban communities increases the population of the working class in urban areas. It is germane to state that majority of the migrants migrating to the urban communities are young men and women between the ages of 16 to 35 years who are not married. Furthermore, some other migrants who are above this age group migrate alone leaving their families in their respective home or communities. In a related development migrant who settle permanently with their spouses are most likely favour towards small number of children, this is highly due to high costs of leaving as well as status, and orientation and lifestyle of leaving in the urban area. Furthermore, one of the main determinants responsible for low fertility rate is the availability of better medical and family planning facilities in most urban communities.

➤ **Economic Effects:**

The effects of migration on income and employment in urban areas are varied depending upon the type of migrants. In some instances, some where some of the migrants are unskilled and are offered jobs of street hawkers, shoeshine boys, carpenters, masons, tailors, rickshaw pullers, cooks and other tradesmen, etc. These are categorized as “informal sector” activities which are low paying income. While in their opinion the ILO suggests that the bulk of employment in the informal sector is economically efficient and profit-making. Thus, such migrants earn enough to spend and remit to their homes.

➤ **Adverse Effects of Rural-Urban Migration:**

It has also been generally argued that migration of people has a great consequence from both ways. Therefore, migration of people from rural communities to urban areas has a number of adverse effects on the communities, the people as well as the infrastructure. Furthermore, communities and metropolises where these migrants settle, in most cases are face with number of innumerable problems. Similarly, there is the prolific growth of huge slums and shantytowns in most of the communities as a result of new migrants within the community. These settlements and huge neighborhoods in most cases have no or shortage of municipal services such as clean and running water, public services, electricity, sewage system among others. In a related development migration into urban area increases air and noise pollutions, and increased crime rate and congestion. Furthermore, there is massive underemployment and unemployment in towns and cities as a result of migration, thereby increases the growth rate of job seekers relative to its population growth, thereby raising urban supply of labour.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. List the effects of migration on Rural Communities

4.5 Reasons for migration

The main reason(s) that drive people to migrate can only be helpful to fully understand the concept of global migration therefore, the fundamental reason for the occurrence of an event, in this case, migration. Often, in the migration context, there are both push and pull factors with push factors being reasons why people would want to leave their home country and pull factors being reasons why people would want to come to a new country. In migration, push and pull factors can be economic, environmental, social and political. They can be categorized within the following context:

The Push factors: this factor is considered as some of the major reasons why people leave an area for another area. They include the following:

- Absent of services or absent of quality services
- Insecurity in all ramifications, as we are witnessing in Nigeria the high increase in cases of Boko Haram attacks, ISWAP, kidnapping, highway robbers, hostage-taking, arson among others.
- Climate change is also one of the main push factors of migration such as crop failure, drought, flooding, and desertification among others.
- Poverty: when someone find it extremely difficult to make ends meet, when poverty is looking at someone in the eyes without blinking, when someone don't know where the next food will come from, there are every tendency for someone to migrate to another clime.
- War: war is another push factor for migration as we are witnessing now in Ukraine, where millions of people resident in Ukraine have been forced to leave that country as a result of Russia invasion of Ukraine

Pull factors: this factor is considered as some of the major reasons why people move to a particular area. They include the following:

- **Higher employment opportunity:** most people out of their home town, region, country to another country as a result of possibility of higher employment opportunity in the country they are moving to, we have seen exodus of people from Africa, Middle East and Asia to North America and Western Europe.
- **Political stability:** most people migrate to a more politically stable environment, because a politically stable environment will secure their employment, constant security, stable education among others.
- **Adequate security:** more people migrate to another country, region or place as a result of adequate security, which might be far better than their country of origin. Must people migrate to North America and Western Europe from Africa, Middle East, Latin America as a result of adequate security for their lives and properties.

- **Functioning justice system:** many people prefer to move into an environment where there is functioning judicial system, where everyone is equal before the law, where someone will not be punished because he/she is poor or does not have contact for an offence and another will go scot-free because of the same law.
- **Availability of quality basic infrastructure services**

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. List the differences reasons for migration you know

4.6 Summary:

Migration is a movement that can't be stop, but there should be strict and stringent penalty for those who commit cross-border crime across the world. This will serve as deterrence for others who might want to involve in cross-border criminal activities. Also, the needs for the provision of modern gadgets and the retraining of security agencies cannot be overemphasized. Developing countries where people migrate from needs authentic economic development that can guarantee political and social security of the people. Migration can be a source of economic transformation, innovation and development; therefore, genuine migration should be separated from illegal and criminally prone migration such as smuggling and trafficking in all their facets for a peaceful and stable polity. Furthermore, in this unit four of module two, we reviewed in details on the various Forms migrations as well as the effects of migration on both the rural and the urban communities; finally in this unit we discussed Reasons for migration.

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4.8 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

The Push factors: this factor is considered as some of the major reasons why people leave an area for another area. They include the following

- Insecurity in all ramifications, as we are witnessing in Nigeria the high increase in cases of Boko Haram attacks, ISWAP, kidnapping, highway robbers, hostage-taking, arson among others.
- War: war is another push factor for migration as we are witnessing now in Ukraine, where millions of people resident in Ukraine have been forced to leave that country as a result of Russia invasion of Ukraine

Pull factors: this factor is considered as some of the major reasons why people move to a particular area. They include the following:

- **Higher employment opportunity:** most people out of their home town, region, country to another country as a result of possibility of higher employment opportunity in the country they are moving to, we have seen exodus of people from Africa, Middle East and Asia to North America and Western Europe.
- **Political stability:** most people migrate to a more politically stable environment, because a politically stable environment will secure their employment, constant

security, stable education among others..

Elaborate further

Possible Answers to SAEs 2

- Demographic Effects:
- Social Effects:
- Economic Effects:

MODULE 3

UNIT ONE

WEAPONS OF MASS DESTRUCTION

Unit Structure

1.1 Introduction -	-	-	-	-	-	-	-	-	-
1.2 Learning Outcomes-	-	-	-	--	-	-	-	-	-
1.3 Understand the concepts of Weapons of Mass Destruction, -	-	-	-	-	-	-	-	-	-
1.4 Classification of Weapons of Mass Destruction	-	-	-	-	-	-	-	-	-
1.5 Summary, -	-	-	-	--	-	-	-	-	-
1.6 References/Further Readings -	-	-	-	-	-	-	-	-	-
1.7 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-

1.1 Introduction

In this unit one of modules three, attempt is made to present to you a brief concept of Weapons of Mass Destruction. In this unit therefore, we are concerned with the contending issues on Contemporary forms of Weapons of Mass Destruction. A weapon of mass destruction (WMD) is something capable of inflicting mass casualties and/or destroying or rendering high-value assets as useless. Although chemical, biological, nuclear, and radiological weapons often serve as examples of WMD, many things can be used as a WMD. Furthermore, Weapon of Mass Destruction (WMD) chemical, biological, radiological, and nuclear weapons that cause damage, destroy, or contaminate an extraordinarily wide area or inflict wide-scale sickness, death, or injury.

1.2 Learning Outcomes

On completion of this unit, you should be able to: -

- i. Trace the history of the formations of Weapons of Mass Destruction.
- ii. Understand in details the Offensive and defensive Weapons of Mass Destruction
- iii. Explain the contending issues on effects of various nuclear and radiological weapons and biological agents; the general WMD threat;

1.3 Understand the concepts of Weapons of Mass Destruction

According to the Commission on Conventional Armaments (CCA), which submits that [WMD are] atomic explosive weapons, radioactive material weapons, lethal chemical and biological weapons, and any weapons developed in the future which have characteristics comparable in destructive effect to those of the atomic bomb or other weapons mentioned above (CCA, 1948).

According to the United States Defence Department, WMD is any weapon capable of large-scale destruction and to the extent of capable of mass killings. WMD can be high explosives or nuclear, biological, radiological and biological weapons that can cause mass damages. The Federal Bureau of Investigation includes conventional weapons as potential WMD (Federal Bureau of Investigation, 1999). In a related development, Harigel (1998) argues that, "only nuclear weapons are completely indiscriminate by their explosive power, heat radiation and radioactivity, and only they should therefore be referred to as a weapon of mass destruction".

Given the above scenario, nuclear and biological weapons are known to be weapon of terrors when used against civilians.

In a related development “Weapon of mass destruction” can be defined in the following format

- As any item or instrumentality that is designed or intended to cause widespread death or serious bodily injury to multiple victims;
- As any item or instrumentality that is designed or intended to cause death or serious bodily injury through the release, dissemination, or impact of toxic or poisonous chemicals, or their precursors;
- Weapon of mass destruction as any disease organism, including any biological agent, toxin, or vector which is used or intended to be used as a weapon;
- Any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device;
- Weapon of mass destruction can also be described as any item or instrumentality that is designed to release radiation or radioactivity at a level dangerous to human life and that is used or intended to be used as a weapon;
- Weapon of mass destruction does not include firearms or rifle, pistol, or shotgun ammunition, reloading components, or muzzle-loading equipment.
- “Weapon of mass destruction” means a chemical warfare agent, weaponized biological or biologic warfare agent, nuclear agent, or radiological agent.
- Any firearm capable of fully automatic fire, any shotgun with a barrel or barrels of less than 18 inches in length or an overall length of less than 26 inches, any rifle with a barrel or barrels of less than 16 inches in length or an overall length of less than 26 inches, any muffler or silencer for any firearm, whether or not such firearm is included within this definition.

The term “weapon of mass death and destruction” does not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or similar device; surplus ordnance sold, loaned.

The term ‘weapons of mass destruction’ is one that has come into quite a number of international documents, treaties and so on, and this generally the meaning of embracing nuclear weapons, embracing also chemical and biological weapons, and then being open-ended.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. Examine the concepts of Weapons of Mass Destruction

1.4 Categorization of Weapons of Mass Destruction

1.4.1 Biological weapon

The term biological weapon is crucial in order to avoid misperception over terms such as ‘bioterrorism’ and the legality of biodefence programmes. The need to define biological weapons became obvious in the late 1960s during preparation for the negotiation of a convention covering biological and toxin weapons. Biological weapons are microorganisms such as virus, bacteria, fungi, or and other toxins that are formed and released deliberately to cause disease and death in humans, animals or plants or accidentally released and eventually cause havoc in the society.

Furthermore, biological agents of warfare are living organisms, whatever their nature, or infective material derived from them, which are intended to cause disease or death in man, animals or plants, and which depend for their effects on their ability to multiply in the person, animal or plant attacked (United Nations, (1969).

Biological agents, like anthrax, botulinum toxin and plague can pose a difficult public health challenge causing large numbers of deaths in a short amount of time while being difficult to contain. Bioterrorism attacks could also result in an epidemic, for example if Ebola or Lassa viruses were used as the biological agents.

In a related development biological weapons can be seen as a subcategory of a bigger class of weapons referred to as weapons of mass destruction, which also includes chemical, nuclear and radiological weapons. The use of biological agents is a serious problem, and the risk of using

these agents in a bioterrorist attack is increasing. Furthermore, biological weapons have been recognized that more than 1400 infectious organisms, among them more than 200 viral and 500 bacterial species, can be pathogenic to humans Taylor, (2001). In a similar vein biological agents are either replicating agents (bacteria or viruses) or nonreplicating materials (toxins or physiologically active proteins or peptides) that can be produced by living organisms.

A more recent definition was used in a 2004 WHO report:

biological weapons are taken to be those that achieve their intended target effects through the infectivity of disease-causing microorganisms and other such entities, including viruses, infectious nucleic acids and prions. Such weapons can be used to attack human beings, other animals or plants . . . Some of these biological agents may owe their pathogenicity to toxic substances that they themselves generate. Such toxins can sometimes be isolated and used as weapons. Since they would then achieve their effects as a result not of infectivity but of toxicity, they fall within the definition . . . of chemical weapons, even though they are also biological weapons within the meaning of the BWC. (WHO, 2004).

1.4.2 Nuclear Weapons: Some countries have declared to have possessed nuclear weapons. Notable among them are China, France, India, Pakistan, Russia, United Kingdom, North Korea and the United States. Iran has produced fissile materials which is believed can be transformed to nuclear weapons. Other countries such as Belgium, Germany, Italy, Netherland and Turkey have accessed nuclear weapons through nuclear sharing agreements. North Korea apparently have developed and tested her nuclear weapons. The first nuclear weapons based on nuclear fission were detonated in 1945. By 1950, United States and Soviet Union detonated „hydrogen“ bombs based on nuclear fusion. However, despite warning that nuclear weapon is illegal according to international laws, countries have been developing it which invariably remains an instrument of harassment and intimidations with the international system.

1.4.3 Chemical Weapons: In a related development Chemical warfare: can be used to inflict immediate casualties or to deny access to areas or physical assets through exterior pollution. In some situations, the lethality, persistence, and psychological effects of CW agents may make them attractive options compared to conventional weapons.

Furthermore, Chemical warfare agents are relatively fast-acting, and some agents are very difficult to defend against. As better methods of detection, protection, and decontamination have evolved, adversaries have developed new CW agents to defeat these improved defensive measures.

According to The Department of Defense (DoD) who defines a “chemical weapon” as:

Together or separately, (a) a toxic chemical and its precursors, except when intended for a purpose not prohibited under the Chemical Weapons Convention; (b) a munition or device, specifically designed to cause death or other harm through toxic properties of those chemicals specified in (a), above, which would be released as a result of the employment of such munition or device; (c) any equipment specifically designed for use directly in connection with the employment of munitions or devices specified in (b), above (DOD, 2015).

In a related development the Chemical Weapons Convention (or CWC) defines a “chemical weapon”

as any toxic chemical or its precursor that can cause death, injury, temporary incapacitation, or sensory irritation through its chemical action. The CWC also considers munitions or other devices designed to deliver chemical agents to be chemical weapons, even if the munitions or devices are not filled with CW agents.

Additionally, the CWC prohibits the use of riot control agents (RCAs) as a method of warfare. Chemical agents are typically man-made through the use of industrial chemical processes.in a

related development many of the dermally active or volatile chemical agents can be disseminated as liquids or aerosols

1.4.4 Land Mines: More than 56 countries have been identified and confirmed to be affected by landmines. However massive antipersonnel mine contamination was believed to be in existence in Liberia, Afghanistan, Cambodia, Turkey, Iraq, DRC as well as in several part of Nigeria. These land mines have been tagged weapons of mass destruction. They have also been placed in the rural areas thereby posing some threats to residents of the area and by affecting large scale farming activities. According to the International Campaign to Ban Landmines in 2014, land mines have led to approximately death and injuries of 3000 persons. However, since the introduction of Anti-Personnel of Landmine Convention of 1997, the casualties rate has drastically reduced, hence preventing untimely death of millions as experienced before the convention.

1.4.5 Radiologic Weapon: It is believed that dirty bombs consisting of conventional explosives could be mixed with radioactive materials. Another radiologic material is called depleted uranium. Depleted Uranium (DU) which is both radioactive and toxic can be used militarily as a component for armor- penetrating shells. Furthermore, DU has been said to cause contamination of the soil and ground water. The use of DU is considered legal by the countries using it while other nations view it as illegal laying claim to the Geneva Convention and other Treaties.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

- 1. Weapons of Mass Destruction can be categorized into the following -----
-----**

1.5 Summary

There is an ongoing discussion/ fight to prohibit as well as proliferation of WMD this has become part of the agenda of the international community including the United Nations as well

as her relevant agencies. This is germane in curbing the destruction of lives and properties as a result of WMD and the use of it. Furthermore, since the end of I World War, weapons of mass destruction have helped science and technology to developed in ways that could make effectively disseminated WMD as deadly as anything. In this unit eight of module three, we reviewed in details on the concept on weapons of mass destruction as well as the categorizations of weapons of mass destruction has been discussed in details.

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1.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

Weapon of mass destruction” can de define in the following format

➤ As any item or instrumentality that is designed or intended to cause widespread

death or serious bodily injury to multiple victims;

- As any item or instrumentality that is designed or intended to cause death or serious bodily injury through the release, dissemination, or impact of toxic or poisonous chemicals, or their precursors;
- Weapon of mass destruction as any disease organism, including any biological agent, toxin, or vector which is used or intended to be used as a weapon;
- Any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device;

Discuss further

Possible Answers to SAEs 2

Categorization of Weapons of Mass Destruction

- **Chemical Weapons:**
- **Radiologic Weapon**
- **Biological weapon**

Discuss further

MODULE 3

UNIT TWO

MULTI-CULTURALISM WITHIN THE GLOBAL CONTEXT

Unit Structure

2.1 Introduction-	-	-	--	-	-	-	-	-	-
2.2 Learning Outcomes -	-	-	-	-	-	-	-	-	-
2.3 The concept of multi-culturalism within the global context-	-	-	-	-	-	-	-	-	-
2.4 Theories of Multiculturalism-	-	-	-	-	-	-	-	-	-
2,5 Characteristics of Multicultural Society-	-	-	-	-	--	-	-	-	-
2.6 Summary- -	-	-	-	--	-	-	-	-	-
2.7 References/Further Readings -	-	-	-	-	-	--	-	-	-
2.8 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-

2.1 Introduction

In this unit two of modules three, attempt is made to present to you a brief analysis on the concept of multi-culturalism most importantly within the global context vis-vis the analysis of the multiculturalism theories. Furthermore, we shall examine the characteristics of a multicultural society and finally we shall discuss impact of Multiculturalism on globalization.

2.2 Learning Outcomes

On completion of this unit, you should be able to: -

- i. Understand in details the concept of multi-culturalism most importantly within the global context
- ii. Explain the contending issues on theories of multiculturalism
- iii. Understand in details characteristics of a multicultural society

2.3 The Concept of Multi-Culturalism

Multiculturalism, the view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgment of their differences within a dominant political culture.

In a related development multiculturalism refers to those societies that are characterized by ethnic or cultural heterogeneity. It is also used to refer to an ideal of equality and mutual respect among a population's ethnic or cultural groups. Sometimes it can become a political term as well. Multiculturalism is both a response to the fact of cultural pluralism in modern democracies and a way of compensating cultural groups for past exclusion, discrimination, and oppression.

In a related development multiculturalism represents a new kind of universalism – one where integration of individuals into the state is not predicated on a total disengagement from particularistic community ties. Rather, people are included into the nation state as members of diverse but equal ethnic groups. And the state recognizes that the dignity of individuals is linked to the collective dignity of the community to which they belong. Criticism of other cultures especially non-western minority cultures is labeled “unresponsive” or “intolerant” a multicultural society needs a broadly shared culture to sustain it. Since it involves several cultures, the shared culture can only grow out of their interaction and could both respect and nurture their diversity and unite them around a common way of life. For those accustomed to thinking of culture as a more or less homogeneous and coherent whole, the idea of a multiculturally constituted culture

might appear incoherent or bizarre. In fact, such a culture is a fairly common phenomenon in every culturally diverse society.

Furthermore, multiculturalism is, in fact, the resume of an idea: living in cultural diversity means respecting our differences, as diversity is a common characteristic of many territories. The terms “multiculturalism” and “diversity” have been used interchangeably to include aspects of identity stemming from gender, sexual orientation, disability, socioeconomic status, or age. Multiculturalism, in an absolute sense, recognizes the broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural dimensions. All of these are critical aspects of an individual’s ethnic/racial and personal identity, and psychologists are encouraged to be cognizant of issues related to all of these dimensions of culture.

Within the sociology, multiculturalism describes the manner in which a given society deals with cultural diversity. Based on the underlying assumption that members of often very different cultures can coexist peacefully, multiculturalism expresses the view that society is enriched by preserving, respecting, and even encouraging cultural diversity. In the area of political philosophy, multiculturalism refers to the ways in which societies choose to formulate and implement official policies dealing with the equitable treatment of different cultures.

Most modern democracies comprise members with diverse cultural viewpoints, practices, and contributions. Many minority cultural groups have experienced exclusion or the denigration of their contributions and identities in the past. Multiculturalism seeks the inclusion of the views and contributions of diverse members of society while maintaining respect for their differences and withholding the demand for their assimilation into the dominant culture.

The concept of “multiculturalism” also has a history rooted in theories of human rights, democracy, human equality, and social justice.

According to Friedrich Heckmann distinguished seven different uses of the term’s multiculturalism:

- First, "multiculturalism" or "multicultural society" are used as indicators of social change, referring to the changing ethnic composition of the population; an allegedly rather homogeneous population has become more heterogeneous. In this sense, "multicultural society" is a descriptive category.

- Secondly, the terms are used in what might be called a normative-cognitive way. This use could be circumscribed as follows: we should recognize the fact that we have become a country of immigration, that we need immigration, at present and in the future, and should accept the social and cultural consequences.
- A thINR use describes both an attitude and a norm: multiculturalism as tolerance toward others; as friendly and supportive behaviour toward immigrants; as a liberal and democratic attitude which is based (among other things) on learning from the errors and fatal consequences of nationalism, chauvinism, and ethnic intolerance.
- Fourthly, multiculturalism is an interpretation of the concept of culture: there are no "pure," original cultures. Each culture has incorporated elements of other cultures; cultures are the result of interaction with one another; culture is continuous process and change. In this sense, the cultures of immigrants are seen as opportunities for the enrichment of one's own culture.
- Fifth, on a more superficial level, multiculturalism is an attitude that looks upon some aspects of the immigrants' culture (folklore, food, for example) and sees this as possible enrichment of "our" culture. Very often, in a socio-romantic view, the immigrants are viewed as people with qualities that "we have lost" (emotions, stable social relations, spontaneity, etc.); we could learn from them. "The unifying and homogenizing effects of the nation-state are looked upon as an achievement that should not be easily given up."
- Sixth Multiculturalism as a political-constitutional principle is a sixth meaning in the discussion, referring to ethnic identities as a major basis for political and state organization, for the distribution of rights and resources; it means the reinforcing of ethnic pluralism, ethnic autonomy, and speaks out against acculturation or assimilation, against one "state language."
- Seventh it is regarded as a critical category, multiculturalism is regarded as a well-intended, but illusory concept which overlooks the necessity for a common culture, language, and identification to enable societal and state integration and stability. The unifying and homogenizing effects of the nation-state are looked upon as an achievement that should not be easily given up.

Globally there are multicultural spaces, where people with different cultural and religious roots live and work in a continuous struggle for a better future, for themselves and their children. They

share a geographical, historical and political space, giving it a new cultural perspective. The indication of a multicultural space is multilingualism, ethnicity and cultural diversity

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. List seven different uses of the term's multiculturalism according to Friedrich Heckmann

2.4 Theories of Multiculturalism

There are two foremost theories that can describe the concept of multiculturalism as the manner in which different cultures are integrated into a single society vis-à-vis are best defined by the metaphors commonly used to describe them, these are the melting pot theory and the salad bowl theory. These theories are:

The Melting Pot Theory

The melting pot theory of multiculturalism assumes that various immigrant groups will tend to melt together, abandoning their individual cultures and eventually becoming fully assimilated into the predominant society. Typically used to describe the assimilation of immigrants into Europe, the United States, Canada and other developed economy. Furthermore, the melting pot theory is often illustrated by the metaphor of a foundry's smelting pots in which the elements iron and carbon are melted together to create a single, stronger metal steel

The Salad Bowl Theory

A more liberal theory of multiculturalism than the melting pot, is the salad bowl theory, which describes a heterogeneous society in which people coexist but retain at least some of the unique characteristics of their traditional culture. Like a salad's ingredients, different cultures are brought together, but rather than coalescing into a single homogeneous culture, retain their own distinct flavors.

2,5 Characteristics of Multicultural Society

Multicultural societies are mostly characterized by people of different religion background, races, ethnicities, and nationalities living together in the same community. In multicultural communities/ environment, people retain, pass down, celebrate, and share their unique cultural ways of life, languages, art, traditions, and behaviors.

The characteristics of multiculturalism often spread into the community's public schools, where curricula are crafted to introduce young people to the qualities and benefits of cultural diversity. Though sometimes criticized as a form of political correctness, educational systems in multicultural societies stress the histories and traditions of minorities in classrooms and textbooks. A typical example of multicultural society is Nigeria

- Multiculturalism plays a major role in education and nation building, de-ethnicizing the population with an aim of constructing a unitary conception of the nation. People in a heterogeneous society such as Nigeria are characterized by groups, class, beliefs, attitudes, values, interests and intentions. These diversities however have been positively harnessed for greatness by other nations of the world.
- Multiculturalism help to build cultural tourism is based on cultural heritage. It calls for a journey back to our roots, for rediscovering who we are in the eyes of the others and it also helps us find and bring to light our own inner world. In the same time, multiculturalism brings us closer to each other. Living together in a town, a region, a country or a continent, means not only sharing material goods, but spiritual treasures as well. Cultural tourism represents the binding material between the cultural and the economical spheres.
- Multiculturalism provides the required background for appropriate modifications of the diversities in languages and other cultural attributes to enhance development, furthermore it makes humanity stronger and may, in fact, be vital to its long-term survival.

Self-Assessment Exercises (SAEs) 2

1. Examine the characteristics of multicultural society

2.6 Summary

We are able to determine in this unit two of modules three that multiculturalism is a fact of life in the sense that virtually every human culture is influenced by another in terms of lending and borrowing new ways of life, music, food, art and even knowledge. It is such interactions that make life meaningful in a sense. As a matter of fact, despite resistances against multicultural influences, most societies are already multicultural and characterized by cultural hybridity. Furthermore, multiculturalism it makes world colourful, demolish prejudice, enhance social creativity and benefit economy. However, there are some basic drawback such as social conflict, marginalization etc. In general, the multiculturalism is a great opportunity with challenge, such a trend is unavoidable all over the world. People are supposed to embrace it, with a kind positive comprehensive state of mind. In this unit nine of module three, we reviewed in details on the concept of multi-culturalism most importantly within the global context, furthermore, we discussed the contending issues on theories of multiculturalism, finally we examine in details characteristics of a multicultural society

2.7 References/Further Readings

- Akinyele, R.T. (2001) "Ethnic Militancy and National stability in Nigeria: A Case Study of the Oodua People's Congress", *African Affairs*, Vol.100: 623-640
- Barry B (2001), 'Culture and Equality: An Equalitarian Critique of Multiculturalism', Cambridge: Polity
- Friedrich H (1993). *Multiculturalism Defined Seven Ways. The Social Contract*
- Galeotti, A (2002)' *Toleration as Recognition*', Cambridge: Cambridge University Press, pp. 209,219.

2.8 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

- First, "multiculturalism" or "multicultural society" are used as indicators of social change, referring to the changing ethnic composition of the population; an allegedly rather homogeneous population has become more heterogeneous. In this sense, "multicultural society" is a descriptive category.

- Secondly, the terms are used in what might be called a normative-cognitive way. This use could be circumscribed as follows: we should recognize the fact that we have become a country of immigration, that we need immigration, at present and in the future, and should accept the social and cultural consequences.

Discuss further

Possible Answers to SAEs 2

The following can be typical example of multicultural society

- Multiculturalism plays a major role in education and nation building, de-ethnicizing the population with an aim of constructing a unitary conception of the nation. People in a heterogeneous society such as Nigeria are characterized by groups, class, beliefs, attitudes, values, interests and intentions. These diversities however have been positively harnessed for greatness by other nations of the world.

Discuss further

MODULE 3

UNIT THREE

CONCEPT OF SMALL ARMS AND LIGHT WEAPONS (SALW):

Unit Structure

3.1 Introduction -	-	-	-	-	-	--	-	-	-
3.2 Learning Outcomes -	-	-	-	-	-	-	--	-	-
3.3 The Concept Of Small Arms and Light Weapons (SALW)-	-	-	-	-	-	-	-	-	-
3.4. Explain the contending issues on licit and illicit SALW trade-	-	-	-	-	-	-	-	-	-
3.5 Summary- -	-	-	--	-	-	-	--	-	-
3.6 References/Further Readings --	-	-	-	-	-	-	-	-	-
3.7 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-

3.1 Introduction

In this unit three of module three, attempt is made to present to you a brief analysis on the concept of small arms and light weapons (SALW) vis-vis the analysis to the background of SALW from a supply and demand. In this unit therefore, we are concerned with the contending issues on SALW.

3.2 Learning Outcomes

On completion of this unit, you should be able to: -

- ii. Understand in details the concept of small arms and light weapons (SALW)
- iii. Explain the contending issues on licit and illicit SALW trade
- iii. Understand in details the characteristics of SALW
- iv. Category of SALW transfers

3.3 The Concept of Small Arms and Light Weapons (SALW)

From the end of Cold War, most analysts have noticed that while the market for major conventional weapons decreased the trade and transfer of small arms and light weapons (SALW) steadily increased. A broad convergence of factors brought the issue of SALW to the attention of the international community during the 1990s. Beginning in 1994, with the government of Mali request to the UN Secretary-General for assistance in the collection of SALW in the aftermath of war, several UN missions to the region of West Africa.

According to the United Nations General Assembly which defines small arms and light weapons as:

any man-portable lethal weapon that expels or launches, is designed to expel or launch, or may be readily converted to expel or launch a shot, bullet or projectile by the action of an explosive, excluding antique small arms and light weapons or their replicas.

Antique small arms and light weapons and their replicas will be defined in accordance with domestic law. In no case will antique small arms and light weapons include those manufactured after 1899:

Furthermore, (a) "Small arms" are, broadly speaking, weapons designed for individual use. They include, inter alia, revolvers and self-loading pistols, rifles and carbines, sub-machine guns, assault rifles and light machine guns;

(b) "Light weapons" are, broadly speaking, weapons designed for use by two or three persons serving as a crew, although some may be carried and used by a single person. They include, inter alia, general purpose or universal machine guns, medium machine guns, heavy machine guns, rifle grenades, under-barrel grenade launchers and mounted grenade launchers, portable anti-aircraft guns, portable anti-tank guns, recoilless rifles, man portable launchers of anti-tank missile and rocket systems, man portable launchers of anti-aircraft missile systems, and mortars of a calibre of less than 100 millimetres (UNODC, 2013).

In a related development small arms represent all three major subdivisions of military-style weapons (e.g. small arms, light weapons, and ammunitions and explosives), furthermore, light weapons are a generic term used in describing conventional weapons which includes small arms as a subcategory of this classification. In addition, some analysts define SALW as conventional weapons that encompass "man-portable" systems (e.g. man-portable anti-aircraft missiles), landmines among others.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 7 minutes.

1. Examine the concept of Small arms
2. Examine the concept of "Light weapons"

3.4. Contending issues on licit and illicit SALW trade

Illicit arms transfers are commonly defined as transfers that are unauthorized by exporting, importing and transit states (Emanuel-Chiara 2000). In a related development. Licit trade is generally interpreted as government sanctioned transfers. It is important to note that the line between licit and illicit small arms and light weapons (SALW) trade is thin.

The problem is that many SALW transactions may start out as a legal trade (e.g. government sanctioned), but later become divert to illicit markets. In addition, certain governments tend to

define illicit trade narrowly as in international transactions that are not authorized by either one or both states concerned in the transfer. Under this definition, only transactions that take place on the black market are considered illicit. However, the UN Disarmament Commission defines illicit trafficking more broadly, in terms of transfers that are contrary to the laws of States and/or international law. Under this definition, although arms transfers that are considered licit in one state, may be considered illicit in another state particularly if the legal transfer of SALW facilitated human rights violations and breaches of international humanitarian law, and fueled conflict and violent crime (UNGA, 1996).

Furthermore, the term licit and illicit SALW trade is shrouded in the proliferation, diffusion, and circulation of arms spread and flow. In early analyses of SALW, security scholars Michael Klare and Keith Krause developed theoretical models to draw the distinction between the trade and transfer of SALW and conventional weapons and highlight the globalized illicit trade of SALW which has contributed to conflict and crime around the world (Keith K (2000)).

3.4.1 Proliferation

The concept of "proliferation" first came on board in the 1960s in the context of the spread of nuclear weapons. However, it has since been applied to describe the spread of a variety of different types of weapons and technology, most notably major conventional weapons. The proliferation model is primarily concerned with state-to-state transfers of licit and illicit SALW. It suggests an increase in the number of weapons from both state and non-state actors or owning a particular weapons system (Mike B 2007).

3.4.2 Circulation

The term "circulation" means that a number of licit and illicit SALW have been already transferred to a certain area and have been moving through illicit or licit transactions, or gray or black-market trade into the hand of several state actors and so many other non-state actors.

3.4.3 Diffusion

The term "diffusion" implies that weapons have spread across and within national borders, at the state and sub-state levels. It combines both the concepts of circulation and proliferation together. The diffusion model depicts licit and illicit SALW trade taking place through thousands of small-

scale transactions at the societal rather than through large-scale shipments typical to major conventional weapons systems.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 7 minutes.

Discuss some of the contending issues on licit and illicit SALW trade you know

3.5 Summary

since the end of Cold War, the market for major conventional weapons decreased while the trade and transfer of small arms and light weapons (SALW) steadily increased. In this unit ten of module three, we reviewed in details on the concept of SALW, as well as the category of SALW transfers, furthermore, we examine contending issues on licit and illicit SALW trade and finally we analyze the various characteristics of SALW

3.6 References/Further Readings

Emanuel-Chiara G (2000), "What's Legal? What's Illegal?" in *Running Guns: The Global Black Market in Small Arms*, ed. Lora Lumpe. (London: Zed Books Ltd.): 27-54.

John S, Fred P, Jocelyn B, and Jeffrey W, (1998), "Patterns in Arms Acquisitions by Ethnopolitical Groups in Conflict," *Security Dialogue* 29: 393-408

Keith K (2000), "Small Arms and Light Weapons: Proliferation Processes and Policy Options," paper prepared for the International Security Research and Outreach Programme, International Security Bureau, July.

Lora L (2000), Sarah Meek and R.T. Naylor, "Introduction to Gun-Running," in *Running Guns: The Global Black Market in Small Arms*, ed. Lora Lumpe (London: Zed Books Ltd.

3.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

- **Small arms** are, broadly speaking, weapons designed for individual use. They include, inter alia, revolvers and self-loading pistols, rifles and carbines, sub-machine guns, assault rifles and light machine guns;
- **Light weapons** are, broadly speaking, weapons designed for use by two or three persons serving as a crew, although some may be carried and used by a single person. They include, inter alia, general purpose or universal machine guns, medium machine guns, heavy machine guns, rifle grenades, under-barrel grenade launchers and mounted grenade launchers, portable anti-aircraft guns, portable anti-tank guns, recoilless rifles, man portable launchers of anti-tank missile and rocket systems, man portable launchers of anti-aircraft missile systems, and mortars of a calibre of less than 100 millimetres

Discuss further

Possible Answers to SAEs 2

- **Proliferation** can be describe the spread of a variety of different types of weapons and technology, most notably major conventional weapons. Furthermore, it is an increase in the number of weapons from both state and non-state actors or owning a particular weapons system
- **Circulation:** This can be seen as a number of licit and illicit SALW have been already transferred to a certain area and have been moving through illicit or licit transactions, or gray or black-market trade into the hand of several state actors and so many other non-state actors.
- **Diffusion:** implies that weapons have spread across and within national borders, at the state and sub-state levels.

Examine further

MODULE 3

UNIT FOUR

THE ANALYSIS OF THE CHARACTERISTICS OF SALW):

Unit Structure

4.1 Introduction--	-	-	-	-	-	-	-	-	-	-
4.2 Learning Outcomes -	-	-	-	-	-	-	-	-	-	-
4.3 The analysis of the characteristics of SALW-	-	-	-	-	-	-	-	-	-	-
4.4 Category of SALW transfers-	-	-	-	-	--	-	-	-	-	-
4.5 Summary- -	--	-	-	-	-	-	-	-	-	-
4.6 References/Further Readings -	-	-	-	-	-	-	-	--	-	-
4.7 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-	-

4.1 Introduction

In this unit ten, attempt is made to present to you a brief analysis on the concept of small arms and light weapons (SALW) vis-vis the analysis to the background of SALW from a supply and demand. In this unit therefore, we are concerned with the contending issues on SALW.

4.2 Learning Outcomes

On completion of this unit, you should be able to: -

- i. Understand in details the characteristics of SALW
- ii. Category of SALW transfers

4.3 The analysis of the characteristics of SALW

Increased governmental at the end of the cold war as well as the increase media attention to phenomena such as drug trafficking, international crime and civil wars raging around the globe caused governments and nongovernmental activists to focus more on the tools of violence and on the markets that supply them (Lora, 2000).

Furthermore, most conflicts in the Cold War era involved a clash between regular armed forces of established states, conflicts in the immediate aftermath of the Cold War consisted primarily of irregular combatants (e.g. guerrillas, ethnic separatists, private militias, criminal networks, paramilitary etc), fighting ethnic, sectarian, or communal warfare within states. These types of conflicts were primarily fought with SALW and the belligerents were more interested in ceasing control of territory or resources, driving away hostile groups, or terrorizing those who resisted, rather than defeating regular military forces. According to Klare, light weapons were the only types of weapons used in 46 of 49 major conflicts during the decade of the 1990s (Klare, 1995). Furthermore, in their analysis John Sislin, Fred Pearson, Jocelyn Boryczka, and Jeffrey Weigand submits that 27 out of 38 cases of ethno-political conflict the actors used only light weapons (John 1998).

The characteristics that make SALW different from major conventional weapons include:

- **Durability and mobility:** SALW require little maintenance or logistical support, and remain operational for many years. SALW also do not require extensive amount of training to use.
- **Low priced/ affordability:** The production of SALW does not require sophisticated technology. As these weapons are commonly used by militias, non-state actors, police, military, and civilians around the world, there are plenty of suppliers. In addition, many states also give away or sell SALW when they are downsizing their militaries.
- **Easy to transport:** SALW are easily concealable. They can be carried by an individual or a light vehicle and easily smuggled across borders.
- **Legitimate and illegitimate state actors and non-state actors users:** Depending on the existing laws of a country, civilians are able to carry hunting rifles to automatic weapons. Different countries have different norms for firearms possession and use. However, the majority of national military forces and law enforcement officers carry them in their daily activities. While several non-state actors also make use of such firearms for several illicit activities.
- **Proliferation of producers:** Due to the extensive number of producers both (licit and illicit) as well as several other producing countries, this make traditional supply arms control mechanisms extremely difficult to enforce.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. List and examine the characteristics that make SALW different from major conventional weapons

4.4 Category of SALW transfers

- **State actors-to- State actors transfers:** When one State actors sells or gives arms to another government through legal channels. For instance, the current fight against insurgency in Nigeria, the United States superpowers and their allies including China

sold large quantities of arms and armaments including several SALW to Nigeria in order to defeat the Boko Haram, ISWAP terrorist among others.

- Government-sanctioned commercial sales: Commercial sale of arms by private firms in accordance with government approval and supervised import and export procedures. These kinds of sales require an end-user certificate proving that the intended recipient is a government agency or government approved commercial entity in an allowable destination.
- Covert or "gray-market" operations: These types of transfers involve the covert sale or delivery of arms to illicit recipients in another country by a government agency or private agency backed by a government, pursuing political or strategic advantage.
- Black-market transaction and theft: These types of transfers entail the covert sale of illicitly procured arms by private entities in violation of government laws and policies.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

2. List the category of SALW transfers you know

4.5 Summary

In this unit, we were able to understand that SALW as conventional weapons that encompass "man-portable" systems (e.g. man-portable anti-aircraft missiles), landmines among others. These are weapons that are easily available for both state actors and non-state actors.

4.6 References/Further Readings

Emanuel-Chiara G (2000), "What's Legal? What's Illegal?" in *Running Guns: The Global Black Market in Small Arms*, ed. Lora Lumpe. (London: Zed Books Ltd.): 27-54.

John S, Fred P, Jocelyn B, and Jeffrey W, (1998), "Patterns in Arms Acquisitions by Ethnopolitical Groups in Conflict," *Security Dialogue* 29: 393-408

Lora L (2000), Sarah Meek and R.T. Naylor, "Introduction to Gun-Running," in *Running Guns:*

The Global Black Market in Small Arms, ed. Lora Lumpe (London: Zed Books Ltd.
Michael K, (1995) Light Weapons Diffusion and Global Violence in the Post-Cold War, in
Singh, Light Weapons and International Security (London: BASIC,)
Mike B (2007), Arming Conflict: The Proliferation of Small Arms (Houndsmills: Palgrave
Macmillan).

4.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

- **Durability and mobility:**
- **Low priced/ affordability:**
- **Easy to transport:**
- **Legitimate and illegitimate state actors and non-state actors users:**
- **Proliferation of producers:**

Explain in details

Possible Answers to SAEs 2

- **State actors-to- State actors transfers:**
- **Government-sanctioned commercial sales:**
- **Covert or "gray-market" operations:**
- **Black-market transaction and theft.**

Explain further

MODULE 4

UNIT ONE

EFFECTS OF SMALL ARMS AND LIGHT WEAPONS ON PEACE AND SECURITY:

Unit Structure

1.1 Introduction, -	-	-	--	-	-	--	-	-	--	-
1.2 Learning Outcomes -	-	-	-	--	-	-	-	-	-	-
1.3 Drivers of the spread of illicit weapons-	-	-	-	--	-	-	--	-	-	-
1.4 The Challenge of Small Arms and Light Weapons, -	-	-	-	-	-	-	-	-	-	-
1.5 Summary, -	-	-	--	-	-	-	-	-	-	-
1.6 References/Further Readings -	-	-	-	-	-	-	-	--	-	-
1.7 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	--	-	-

1.1 Introduction

Illicit trade and misuse of small arms and light weapons continues to fuel conflict and hamper recovery and socioeconomic development as well as undermine the peace and security of any state, this has remained a major threat that could even undermine the state security architecture. In this unit eleven of module three, attempt is made to critically examine the effects of small arms and light weapons as it relates to peace and security across board. Furthermore, we shall critically interrogate the danger of the proliferation of small arms and light weapons as a weapon of instability of most State.

1.2 Learning Outcomes

On completion of this unit, you should be able to: -

- i. Understand in details the drivers of the spread of illicit weapons
- ii. The Challenge of Small Arms and Light Weapons

1.3 Drivers of the spread of small arms and light weapons

Illicit flows of small arms and light weapons and their ammunition threaten both civilians living in conflict areas as well as security agents who risk their lives to protect them. Children are disproportionately affected, left vulnerable to injury, displacement and death, as well as recruitment in armed conflict. Drivers of the spread of illicit weapons including the following:

- weak legislative and policy frameworks in many countries,
- Outdated arms management and control legislation
- Out of step with current realities
- Weak physical security and management of State-held weapons
- Internal political dynamics,
- The struggle for political power through illegal means
- Bad governance may politically motivate arms supply
- Ungoverned spaces drive demand for illicit small arms and light weapons by individuals seeking to guard their lives and properties.
- Economic marginalization may lead to youth radicalization and violent extremism which fuel the demand for illegal weapons.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 7 minutes.

1. List the drivers of small arms and light weapons you know

1.4 The Challenge of Small Arms and Light Weapons

The proliferation of Small Arms and Light Weapons (SALW) is recognized as an obstacle to development. In addition to facilitating criminal and armed violence, SALW are used to facilitate sexual and gender-based violence and to reinforce violent, gendered social norms.

The following can be categorized as challenges of SALW

- Small arms and light weapons (SALW) remain cheap and easily accessible instruments for participating in armed conflict, terrorism, and crime. It is now well-documented that the proliferation of SALW poses a threat to peace and security, development, and the enjoyment of human rights (UNDP, 2005). The increasing victimization of civilian populations, in particular children, has been a disconcerting trend in the use of SALW (Rachel J. S 2002). The long-term and indiscriminate impacts of SALW make them, as Kofi Annan put it, “weapons of mass destruction in slow motion.”
- On a related development the entrance of SALW from the licit to the illicit realm poses one of the gravest threats to the effective control of SALW. While, the transfer of weapons to the illicit realm represents only between 10 to 20 percent of the total small-arms trade globally. The illicit transfer of weapons to nonstate actors is emerging as one of the more serious present-day challenges in countries as politically, economically, and socially varied as Nigeria, India, Niger, Russia, Mali, Afghanistan, Libya, DRC among others, with each of these States have witnessed terrorist attacks involving small weapons in recent times.
- Furthermore, with a large part of the illicit trade occurs as a result of weapons dispersed during or after a major conflict. The overthrow of Mormon Gaddafi in Libya for instance, flooded several African and Middle Eastern market with a surplus of small arms which

were transferred across several porous borders to rebels, guerrilla groups, and crime syndicates. Indeed, the transfer of such stockpiles has facilitated the continuation of violence in conflict zones and exacerbated crime in countries across African and the Middle East such as Niger, Mali, Nigeria, Burkina Faso, South Sudan, Syria Sudan among others.

- The use of SALW for violence conflicts is not only confined to zones of formal armed conflict. Its fatal consequences can be traced to other contexts where demographics, social customs, unemployment, and varying levels of development explain motivations for SALW misuse in interpersonal violence, cult clashes, gang warfare, and organized crime. Furthermore, of the estimated global fatalities resulting from the use of firearms, over two-thirds are attributed to criminal activities and violence in non-conflict settings.
- In another development, the adverse effects of SALW are not only limited to physical injury and fatality: but on the contrary the socioeconomic effects of SALW on violence conflicts are extremely high. These costs include medical expenses, nonmedical costs (i.e., policing and post conflict reconstruction, such as peace-building, conflict management, trauma counselling, disarmament, re-integration among others.).
- Altogether the effective SALW control is naturally difficult, given the high number of SALW producers and owners, the low costs of acquisition, the ease with which they can be concealed and transferred (especially given poor border controls and access to air transport and sea vessels), and the existing massive proliferation (with at least 875 million SALW already in existence of which 74 percent are owned by nonstate actors or civilians).
- One of the core challenges for the international community is thus to find ways to improve the capacity of the multilateral system to control the ill effects of SALW, even as states hold divergent positions on how comprehensive SALW control measures are established.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 7 minutes.

1. Examine the challenge of Small Arms and Light Weapons you know

1.5 Summary

It is crystal clear that continued conflicts around the world continue to exacerbate the menace of illicit proliferation of SALW. In spite of the efforts of a majority of the countries globally the United State inclusive, success and progress of their initiatives has been slow. Poor performing economies and lack of governmental control, attributes of corruption, and white-supremacy in some countries have also persistently blocked the fight against the problem. Some of the African countries, such as Nigeria, Niger, Somalia DRC, Sudan, Libya, Southern Sudan Mali among others, are yet to establish any formal internal control measures and systems to stop the flow of arms. Instead, their internal conflicts continue to worsen the issue of proliferation of SALW in the neighboring nations. The systematic relationship between armed SALW remain the most frequently used weapons in armed conflicts, making them of critical importance to the conflict control agenda. The availability, portability, and ease of use and re-use of SALW facilitate their indiscriminate use in conflict settings, aggravating human rights abuses and increasing the intensity and duration of armed conflicts. In this unit one of module four, we reviewed in details on the drivers of the spread of illicit weapons as well as the various challenge of Small Arms and Light Weapons as its affect peace and security.

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1.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

Drivers of the spread of illicit weapons including the following:

- Weak legislative and policy frameworks in many countries,
- Outdated arms management and control legislation
- Out of step with current realities
- Weak physical security and management of State-held weapons

Explain in details

Possible Answers to SAEs 2

The following can be categorized as challenges of SALW

- Small arms and light weapons (SALW) remain cheap and easily accessible instruments for participating in armed conflict, terrorism, and crime.
- Proliferation of SALW poses a threat to peace and security, development, and the enjoyment of human rights.
- The increasing victimization of civilian populations, in particular children, has been a disconcerting trend in the use of SALW.
- On a related development the entrance of SALW from the licit to the illicit realm poses one of the gravest threats to the effective control of SALW.

Discuss further

MODULE 4

UNIT TWO

GLOBALIZATION

Unit Structure

2.1 Introduction -	-	-	-	-	--	-	-	-	--	-
2.2 Learning Outcomes -	-	--	-	-	-	-	--	-	-	-
2.3 Understand the concepts of globalization, -	-	-	-	-	--	-	-	-	--	-
2.4 The Benefits of Globalization-	--	-	-	-	-	--	-	-	-	--
2.5 The Negative Effects of Globalization-	-	-	-	-	--	-	-	-	--	--
2.6 Summary-	-	--	-	-	--	-	-	-	--	-
2.7 References/Further Readings -	-	-	-	-	--	-	-	-	--	-
2.8 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	--	--

2.1 Introduction

In this unit twelve, module three, we attempt is made to present to you a brief concept of Globalization as well as all other contending issues around globalization. Globalization has meant greater wealth and greater power for the already almighty multi-national corporations, but, at the same time, it has meant diminishing wages and diminishing job security for workers and a weakening of state capacity within the sovereign nation states of the developing world. Furthermore, globalization refers to the spread of the flow of financial products, goods, technology, information, and jobs across national borders and cultures. In economic terms, it describes an interdependence of nations around the globe

2.2 Learning Outcomes

On completion of this unit, you should be able to: -

- i. Understand in details the concept of globalization
- ii. Understand in details the benefits of globalization
- iii. The Negative Effects of Globalization

2.3 Understand the concepts of globalization

According to WHO, globalization can be defined as the increased interconnectedness and interdependence of peoples and countries. It is generally understood to include two inter-related elements: the opening of international borders to increasingly fast flows of goods, services, finance, people and ideas; and the changes in institutions and policies at national and international levels that facilitate or promote such flows. In a related development globalization is manifested in the growth of world trade as a proportion of output (the ratio of world imports to gross world product, GWP, has grown from some 7% in 1938 to about 10% in 1970 to over 18% in 1996). It is reflected in the explosion of foreign direct investment (FDI): FDI in developing countries has increased from \$2.2 billion in 1970 to \$154 billion in 1997. It has resulted also in national capital markets becoming increasingly integrated, to the point where some \$1.3 trillion per day crosses the foreign exchange markets of the world, of which less than 2% is directly attributable to trade transactions.

Furthermore, globalization can be described as a concept with the following ideas social, cultural, political, and legal phenomenon.

- Socially, globalization leads to greater interaction among various populations.
- Culturally, globalization represents the exchange of ideas, values, and artistic expression among cultures.
- Globalization also represents a trend toward the development of a single world culture.
- Politically, globalization has shifted attention to intergovernmental organizations such as the United Nations (UN) and the World Trade Organization (WTO).
- Legally, globalization has altered how international law is created and enforced.

Globalization's motives are idealistic, as well as opportunistic, but the development of a global free market has benefited large corporations based in the Western world. Its impact remains mixed for workers, cultures, and small businesses around the globe, in both developed and emerging nations.

In a related development globalization is about the world becoming increasingly interconnected. Countries today are more connected than ever before, due to factors such as air travel, containerized sea shipping, international trade agreements and legal treaties, and the Internet. In the world of business, globalization is associated with trends such as outsourcing, free trade, and international supply chains. Globalization is important as it increases the size of the global market, and allows more and different goods to be produced and sold for cheaper prices.

Furthermore, globalization is also important because it is one of the most powerful forces affecting the modern world, so much so that it can be difficult to make sense of the world without understanding globalization. For example, many of the largest and most successful corporations in the world are in effect truly multinational organizations, with offices and supply chains stretched right across the world. These companies would not be able to exist if not for the complex network of trade routes, international legal agreements, and telecommunications infrastructure that were made possible through globalization. Important political developments, such as the ongoing trade conflict between the United States and China, are also directly related to globalization.

Furthermore, a simple example of globalization can be described as a car manufactured in the U.S. that sources parts from China, Japan, S. Korea, Sri Lanka, and South Africa. The car is then exported to Europe, where it is sold to a driver who fills the car's gas tank with gasoline refined from Nigeria or Saudi oil.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Examine the concepts of globalization

2.4 The Benefits of Globalization

Globalization has several benefits that cover countless and strategic phases of lives. Globalization equally developed economies all over the world and increased cultural exchanges. Globalization also allowed financial exchanges between companies, changing the paradigm of work. Many people are nowadays global citizens holding strategic policy both in public and private organizations. The origin of goods became secondary and geographic distance is no longer a barrier for many services to happen in this contemporary world.

2.4.1 The Economic as Engine room of Globalization

It is germane to state categorically that the most visible impacts of globalization are definitely the ones affecting the economic development and underdevelopment across the world. Globalization has led to a sharp increase in trade and economic exchanges, but also to a multiplication of financial exchanges. In the early 1970s world economies opened up and the development of free trade policies accelerated the globalization phenomenon. Between 1950 and 2010, world exports increased 33-fold. This significantly contributed to increasing the interactions between different regions of the world. This acceleration of economic exchanges has led to strong global economic growth. It fostered as well a rapid global industrial development that allowed the rapid development of many of the technologies and commodities, we have

available nowadays. Furthermore, knowledge became easily shared and international cooperation among the brightest minds speeded things up. According to some analysts, globalization has also contributed to improving global economic conditions, creating much economic wealth.

2.4.2 More Goods at Lower Prices

Globalization encourages each country to specialize in what it produces best using the least amount of resources, known as comparative advantage. This concept makes production more efficient, promotes economic growth, and lowers prices of goods and services, making them more affordable especially for lower-income households.

2.4.3 Scaled up business activities

Globalization encourage larger markets to enable companies to reach more customers and get a higher return on the fixed costs of doing business, like building factories or conducting research. Technology firms have taken special advantage of their innovations this way. Furthermore, globalization has advanced social justice on an international scale as well, and advocates report that it has focused attention on human rights worldwide that might have otherwise been ignored on a large scale.

2.4.4 Globalization encourage cultural activities

Different customs and habits shared among local communities have been shared among communities that (used to) have different procedures and even different beliefs. Good examples of cultural globalization are, the trading of commodities such as coffee or avocados. Coffee is said to be originally from Ghana, Ethiopia and consumed in the Arabid region. Nonetheless, due to commercial trades after the 11th century, it is nowadays known as a globally consumed commodity. Avocados, for instance, grown mostly under the tropical temperatures of Mexico, the Dominican Republic or Peru. They started by being produced in small quantities to supply the local populations but today guacamole or avocado toasts are common in meals all over the world. There are also other examples of globalization regarding traditions like Calabar Carnival in Nigeria, Black Friday in the US, the Osun-Oshogbo groove in Nigeria, the Brazilian Carnival, the Ashanti slave history in Ghana, the Indian Holi Festival or the Arugungu fishing festival in

Nigeria among others. They all were originally created following their countries' local traditions and beliefs but as the world got to know them, they are now common traditions in other countries too.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. List the benefit of globalization

2.5 The Negative Effects of Globalization

Globalization is a complex phenomenon. As such, it has a considerable influence on several areas of contemporary societies. The following can be regarded as some of the main negative effects' globalization:

2.5.1 The Negative Effects of Globalization on Cultural Loss

Apart from all the benefits globalization has had on allowing cultural exchanges it also homogenized the world's cultures. That's why specific cultural characteristics from some countries are disappearing some countries languages are also disappearing from the world maps in recent times. From languages to traditions or even specific industries. That's why according to UNESCO, the mix between the benefits of globalization and the protection of local culture's uniqueness requires strategic and careful approach. Furthermore, the concepts of national identity, culture, and consumption patterns also change as goods from around the world become increasingly available and at low prices. The competitiveness of global capitalism may also lead to more individualistic ideals that contradict the cultural orientations of certain, more collectivist societies.

2.5.2 The Economic Negative Effects of Globalization

Despite its benefits, the economic growth driven by globalization has not been done without awakening criticism. The consequences of globalization are far from homogeneous: income inequalities, disproportional wealth and trades that benefit parties differently. In the end, one of the criticisms is that some actors (countries, companies, individuals) benefit more from the phenomena of globalization, while others are sometimes perceived as the “losers” of globalization. In a related development globalization has had a large impact on societies around the world, leading to massive migrations from rural to industrial or urban areas, leading to the rapid growth of cities and trade hubs. While this has led to an overall increase in incomes and a higher standard of living in general, it has also led to problems of urbanization including crime, domestic violence, homelessness, and poverty.

2.5.3 The Negative Effects of Globalization on the Environment

It is worthy to note that massive development of transport that has been the basis of globalization is also responsible for serious environmental problems such as greenhouse gas emissions, global warming or air pollution. At the same time, global economic growth and industrial productivity are both the driving force and the major consequences of globalization. They also have big environmental consequences as they contribute to the depletion of natural resources, deforestation and the destruction of ecosystems and loss of biodiversity. The worldwide distribution of goods is also creating a big garbage problem, especially on what concerns plastic pollution.

2.6 Summary

Globalization is about the world becoming increasingly interconnected. Countries today are more connected than ever before, due to factors such as air travel, containerized sea shipping, international trade agreements and legal treaties, and the Internet. In the world of business, globalization is associated with trends such as outsourcing, free trade, and international supply chains. Globalization is important as it increases the size of the global market, and allows more

and different goods to be produced and sold for cheaper prices. Globalization has a technological base and is therefore here to stay. Furthermore, globalization has allowed products and services such as cellphones, airplanes, and information technology to be spread far more widely throughout the world. In another development globalization has negative impact on global economy this has had on specific nations' industries, which might face increased competition from international firms. Globalization can also have negative environmental impacts due to economic development, industrialization, and international travel. Furthermore, the global economy has yielded enormous economic gains across the world, but undoubtedly there are pockets of problems that need urgent attentions. There are abuses within the system and rules need to be updated. Trade agreements should account for the modern digital age. Disputes continue on the trade of certain goods whether items are flooding other markets too much, how industries are being subsidized, lingering protections on specific goods or economic sectors, etc. In this unit twelve of module three, we reviewed in details on the concept of globalization as well as the various benefits of globalizations; furthermore we examine the negative effects of globalizations.

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2.8 Possible Answers to Self-Assessment Exercises (SAEs)

Possible **Answers to SAEs 1**

Globalization can be defined as the increased interconnectedness and interdependence of peoples and countries.

Furthermore, Furthermore, globalization can be described as a concept with the following ideas social, cultural, political, and legal phenomenon.

- Socially, globalization leads to greater interaction among various populations.
- Culturally, globalization represents the exchange of ideas, values, and artistic expression among cultures.

Examine further

Possible **Answers to SAEs 2**

- The Economic as Engine room of Globalization
- More Goods at Lower Prices
- Globalization scaled up business activities

Discuss further

MODULE 4

UNIT THREE

THE GENDERED WORLD

Unit Structure

3.1 Introduction -	-	-	-	-	--	-	-	-	--	-
3.2 Learning Outcomes -	-	-	--	-	-	-	--	-	-	-
3.3 Understand the concepts of Gender	-	-	-	-	-	--	-	-	--	-
3.4 Sex and Gender-	-	-	-	--	-	--	-	-	-	-
3.5 Summary-	-	--	-	-	--	-	-	--	-	--
3.6 References/Further Readings -	-	-	--	-	--	-	--	-	-	--
3.7 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	--	-	--

3.1 Introduction

Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance. This unit will begin by defining its terms, revisiting and then exploring how the term “gender” is used in academic discourses. The unit then moves to a discussion of the connections between gender, poverty, and development, exploring gendered manifestations of poverty and the ways that gendered assumptions impact development projects.

3.2 Learning Outcomes

On completion of this unit, you should be able to:

- Understand in details the concept of gender and how does it differ from sex?
- Understand gender affect labor and *migration* patterns?
- Understand gender concerns into *development* initiatives

3.3 The Concepts of Gender

The concept 'Gender' was used for the first time in the 1940s by John Money in a discourse meant to legitimize sex change, and it began to be employed in the social sciences from the late 1960s onwards (Unger,1979: 43), hence from that period the question of gender has come to be central to discussions of social life (Turner,2006: 228). Furthermore, the real emergence of gender as a concept on its own is largely associated with the second-wave feminism (Archer, 2002) which drew attention to sexual divisions in society and to the patterns of social difference and inequality that arose. Feminist scholars began to develop different theories of how “woman” was created and began to use “gender,” rather than sex, as the main way of discussing the relationship between women and men. Some feminists believe that a woman is nothing but a 'sexual object for men' and one becomes a woman by this process of objectification. Therefore, the goal for many activists and scholars was to free “woman” and get rid of the category altogether (Cavalaro, 2003:46). Some philosophers, like Monique Wittig, said that lesbians have already been freed from being sexual objects for men and thus are not women. Instead, “lesbian” itself is a gender category of those who are liberated from being women, but are not men. At this

point, gender was becoming the norm for those within the humanities and social sciences and was also being used by different popular media such as in magazines, television shows, etc.

Other feminists, like Judith Butler argued that gender is the process of embodiment which results from the repeated performance of acts of gendering (Francis, 2003:4).

The concept of gender could not have come about without feminism, feminist scholarship and the demand of women to understand how their roles in society had been created throughout history. Gender allows us to do and see what the limited concept of “sex” does not. Gender creates differences between males and females. Gender makes us see everyone as man or woman. However, one should understand that one's social roles are not forever and that they can be changed.

Furthermore, the term “gender” initially seems more commonplace and transparent. After all, in common parlance, “gender” is often used interchangeably with the word “sex” to distinguish between males and females. However, in academic discourses, there are some important distinctions between the two terms. “Sex” is a biological distinction that is determined by anatomical characteristics and genetic material, while “gender” refers to the “socially learned behavior and expectations that distinguish between masculinity and femininity (Peterson, 1993). Characteristics and behaviors that are considered masculine and feminine vary across cultures and historical periods. They are also influenced by a variety of other socio-cultural factors, such as ethnicity, class, age, and race. So, while biological sex remains constant regardless of culture, what sex means for people in terms of acceptable social roles, behaviors, and attitudes will vary from culture to culture.

However, across cultures, masculinity and femininity are defined in opposition to each other. Characteristics that are defined as masculine tend to be highly valued in societies, while characteristics deemed feminine are often denigrated. In many cultures, human characteristics like strength, courage, independence, stoicism, confidence, and leadership are associated with masculinity, while weakness, timidity, dependence, emotionalism, and insecurity are associated with femininity.

Culturally and socially constructed roles, responsibilities, privileges, relations and expectations of women, men, boys and girls : Gender is not another word for women. Gender is also not another word for sexual difference.

People are born female or male or transgender, but are forced to learn to be girls and boys who grow into women and men. They are taught appropriate behaviour and attitudes according to defined gender roles and activities. This learned behaviour is what makes up gender identity, and determines gender roles.

Gender refers to the learnt roles, norms and expectations on the basis of one's sex. It is a sociocultural definition of a boy and a girl, of a man and a woman. Not only their responsibilities are set by the society but also norms/values, dress codes, attitudes, opportunities, rights, mobility, freedom of expression, priorities and even dreams are determined by the society. It varies from society to society and can be changed.

While it is increasingly acceptable in many Western cultures for women to adopt characteristics that have traditionally been associated with masculinity, such as assertiveness and leadership, there are still many masculine behaviors, qualities, and performances that women cannot easily assume without suffering real social consequences. For example, a woman in the US who dresses in men's clothes, cuts her hair short, and refuses to wear make-up is likely to be at a significant disadvantage when it comes to getting hired if she is competing against similarly qualified people whose appearance is consistent with traditional gender norms. Moreover, people whose outward performance of gender makes it hard to discern whether they are men or women also often encounter a variety of problems. Many cannot even enter a public restroom without fear of being harassed.

Additionally, while it may be more acceptable for women in Western countries to adopt characteristics that have traditionally been considered masculine, qualities associated with femininity continue to be devalued, and men who exhibit them often face severe social consequences. Men who exhibit weakness or who perform an activity poorly are still ridiculed for behaving "like a girl?" Moreover, men who choose to wear clothes associated with femininity, such as dresses, are likely to have difficulty not only finding employment but also, in certain areas, walking down the street without being verbally or even physically assaulted. While in some part of Nigeria most especially within the Irobo, Edo's, Itsekiri, the Oron' among others, the traditional wears are associated for both masculine and femininity Furthermore, gender norms have such power over us, then, that the violation of them can evoke intense emotional responses, including revulsion and disgust.

3.3.1 Gender Equality

Gender equality is the preferred terminology within the United Nations, rather than gender equity. Gender equity denotes an element of interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often to the detriment to women. Such use of equity in relation to the advancement of women is unacceptable. During the Beijing conference in 1995 it was agreed that the term equality would be utilized. Gender Equality means that the rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female. Equality does not mean “the same as” promotion of gender equality does not mean that women and men will become the same. Equality between women and men has both a quantitative and a qualitative aspect. The quantitative aspect refers to the desire to achieve equitable representation of women increasing balance and parity, while the qualitative aspect refers to achieving equitable influence on establishing development priorities and outcomes for women and men. Equality involves ensuring that the perceptions, interests, needs and priorities of women and men (which can be very different because of the differing roles and responsibilities of women and men) will be given equal weight in planning and decision-making. There is a dual rationale for promoting gender equality. Firstly, that equality between women and men equal rights, opportunities and responsibilities is a matter of human rights and social justice. And secondly, that greater equality between women and men is also a precondition for (and effective indicator of) sustainable people-centred development. The perceptions, interests, needs and priorities of both women and men must be taken into consideration not only as a matter of social justice but because they are necessary to enrich development processes.

3.3.2 Gender mainstreaming:

Gender mainstreaming is not an end in itself, but a means to an end. Gender mainstreaming does not entail developing separate women’s projects within work programmes, or even women’s components within existing activities in the work programmes. It requires that attention is given to gender perspectives as an integral part of all activities across all programmes. This involves making gender perspectives what women and men do and the resources and decision-making processes they have access to more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning,

implementation and monitoring of projects. It is important to see the linkages between gender mainstreaming in the substantive work of the United Nations and the promotion of equal opportunities and gender balance within the United Nations itself. Organizational culture and organizational values are important in terms of creating work environments which are conducive to gender mainstreaming. Gender mainstreaming is easiest to implement in organizational environments which support approaches such as multi-disciplinary focuses, teamwork, creative thinking, flexibility and risk-taking. The mainstreaming strategy does not mean that targeted activities to support women are no longer necessary. Such activities specifically target women's priorities and needs, though, for example, legislation, policy development, research and projects/programmes on the ground. Women-specific projects continue to play an important role in promoting gender equality. They are still needed because gender equality has not yet been attained and gender mainstreaming processes are not well developed. Targeted initiatives focusing specifically on women or the promotion of gender equality are important for reducing existing disparities, serving as a catalyst for promotion of gender equality and creating a constituency for changing the mainstream. Women-specific initiatives can create an empowering space for women and act as an important incubator for ideas and strategies that can be transferred to mainstream interventions. Initiatives focused on men support promotion of gender equality by developing male allies.

3.3.3 Empowerment of women:

The empowerment of women can be seen as a possibility of women gaining power and control over their own destiny. It involves awareness-raising, capacity-building, training, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. The process of empowerment is as important as the goal. Empowerment comes from within and outside; women empower themselves and others empowering women. Inputs to promote the empowerment of women should facilitate women's articulation of their needs and priorities and a more active role in promoting these interests and needs. Empowerment of women cannot be achieved in a vacuum; men must be brought along in the process of change. Empowerment should not be seen as a zero-sum game where gains for women automatically imply losses for men. Increasing women's power in empowerment strategies does not refer to

power over, or controlling forms of power, but rather to alternative forms of power: power to; power with and power from within which focus on utilizing individual and collective strengths to work towards common goals without coercion or domination.

3.3.5 GENDER EQUITY: Justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting differential treatment of women and men (or specific measures) in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 10 minutes.

1. Define 'Gender'
2. Examine **Gender Equality**
3. Examine **Gender mainstreaming**
4. Examine **women empowerment**

3.4 Sex and Gender

The debate over which is more important, gender or sex, seems to be a red herring. However, people often use the terms “sex” and “gender” interchangeably, but this is incorrect. Sex and gender are different, and it is crucial to understand why. “Sex” refers to the physical differences between people who are male, female, or intersex. A person typically has their sex assigned at birth based on physiological characteristics, including their genitalia and chromosome composition. This assigned sex is called a person’s “natal sex.” Gender, on the other hand, involves how a person identifies. Unlike natal sex, gender is not made up of binary forms. Instead, gender is a broad spectrum. A person may identify at any point within this spectrum or outside of it entirely.

There have been quite important and consequential formulations of the distinction between sex and gender. The sex/gender system is a term the feminist according to some anthropologist who coined and explain the variable ways that kinship organizations produce gendered beings out of sexed bodies. According to Gayle (1975), who argued that all societies has a sex/gender system,

and that this system produced social conventions on gender from the biological and anatomical raw material of human sex and procreation. However, the two (sex & gender) have been looked at separately. According to the duo of Simone de Beauvoir's as well as Michel Foucault's reflections on sexuality supported the idea that gender is unrelated to sex and this view has gained ground during the 1980s, especially in sociology and cultural anthropology. They claims that a person could be born with male genitals but still be of feminine gender. In 1987, R.W. Connell did extensive research on whether there are any connections between biology and gender role and concluded that there were none. However, there continues to be debate on the subject (Pilcher,1999:6)

The sex/gender distinction mainly operates on the principle that: while the binarity of the sexes is an immutable fact, the traits assigned to a sex by a culture are cultural constructions and socially determined and therefore alterable. Sex refers to the binarity of male and female while gender to the traits assigned to each sex. Furthermore, **sex** refers to biological differences whereas **gender** refers to social differences. For example, the fact that some men have lots of facial hair and usually women do not is a sex difference but the fact that women wear skirts and men do not in some culture is a gender difference.

What is clearly apparent in sex/gender distinction is the hegemonic of certain definitions over others as they become more contested within a given society.

The feminist philosopher Judith Butler argues that gender is not something one is born with, but something which is created through one's social life and learning. Her approach to gender was more concerned with asking: "what difference does gender make?" and "how does gender come to make a difference?", rather than with " what are the gender differences". This perspective lent weight to the type of social life and learning that individuals are born to, grow with and experience throughout the course of their lives.

Furthermore, Butler (1993), clarifies the notion of 'gender performance' to claim that sexed bodies, like gender, are created and regulated by social norms and thus they are simultaneously engendered and racialized. Gender and sex are, then, conceived as something that one continually *does* (rather than 'has') (Butler,1990:7). As far as the concept 'sex', Butler argued that sex (the physical body) is only visible to us because of gender. It is the concept of gender that there is difference between woman and man that allows us to see sex in the first place. She added

that not only gender but sex also is socially constructed. However, this idea has been greeted by many with disbelief or skepticism (Bing and Bergvall, 1996:6)

Nowadays the current trend in different societies toward men and women sharing similar occupations, responsibilities and jobs suggests that the sex one is born with does not directly determine one's abilities. While there are differences in average capabilities of various kinds between the sexes, the capabilities of some members of one sex will fall within the range of capabilities needed for tasks conventionally assigned to the other sex.

In general terms, sex refers to a person's physical characteristics at birth, and gender encompasses a person's identities, expressions, and societal roles. A person may identify with a gender that is different from their natal sex or with no gender at all. The latter identity is often referred to as nonbinary, but this is an umbrella term that covers many identifications.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 6 minutes.

1. What do you understand by SEX and Gender?

3.5 Summary

Gender equality is now a core element of the modern strategy to reduce poverty. There is clear understandings that until women and men have equal capacities, opportunities and voice, the ambitious poverty-reduction agenda set out in the Millennium Declaration, and the specific goals attached to it, will not be achieved. This Unit does not simply discuss issues that affect women; rather, it explores the ways in which perceptions and expectations of gender affect our worldviews and the policies that result from them. In many part of the world, women have played more of a role in the formal workforce, though they have historically been relegated to the “caring professions,” such as teaching, nursing, and social work. These are generally lower-paying jobs, and thus they are not the most economically rational positions for individuals to pursue. Women have pursued them, however, because they were historically barred from many high-paying jobs.

3.6 References/Further Readings

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3.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

1. **Gender** refers to the learnt roles, norms and expectations on the basis of one's sex. It is a sociocultural definition of a boy and a girl, of a man and a woman.
2. **Gender Equality** is the preferred terminology within the United Nations, rather than gender equity. Gender equity denotes an element of interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often to the detriment to women.
3. **Gender mainstreaming**: requires that attention is given to gender perspectives as an integral part of all activities across all programmes. This involves making gender perspectives what women and men do and the resources and decision-making processes they have access to more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects.
4. **Women empowerment**: The empowerment of women can be seen as a possibility of women gaining power and control over their own destiny.

5. **GENDER EQUITY:** Justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting differential treatment of women and men (or specific measures) in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.

Discuss further

Possible Answers to SAEs 2

- Sex refers to a person's physical characteristics at birth, and gender encompasses a person's identities, expressions, and societal roles. A person may identify with a gender that is different from their natal sex or with no gender at all. The latter identity is often referred to as nonbinary, but this is an umbrella term that covers many identifications.
- Gender: The expectation of men to be economic providers of the family and for women to be caregivers is a gender norm in many cultural contexts. However, women prove able to do traditionally male jobs as well as men (e.g. men and women can do housework; men and women can be leaders and managers).

Discuss further

MODULE 4

UNIT FOUR

CONCEPT OF WAR

Unit Structure

4.1 Introduction - -	-	-	-	--	-	-	-	--	-
4.2 Learning Outcomes-	-	--	-	-	-	--	-	--	-
4.3 Concept of War, - -	--	-	-	--	-	-	-	-	-
4.4 Typologies of war-	--	-	-	-	--	-	-	--	-
4.5 Causes of War	-	--	--	-	-	--	---	-	-
4.6 Summary- -	--	-	-	--	-	-	-	--	-
4.7 References/Further Readings -	-	-	--	-	--	-	--	-	--
4.8 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-							

4.1 Introduction

This unit four of modules four which is the last units of this course begins with a discussion of different definitions of war, followed by an analysis of a variety of types of wars and violent conflicts. Furthermore, we shall then address the question “What causes war?” from a variety of perspectives. Ethical and legal issues are then discussed, including. The unit ends with a discussion of the costs of war, including human and environmental casualties, damage to infrastructure and economies, and the diversion of enormous sums of money from social and economic development programs to the military.

4.2 Learning Outcomes

On completion of this unit, you should be able to:

- Understand in details what distinguishes war from other types of violent conflict
- What factors cause or contribute to war

4.3 Concept of War

According to von Clausewitz who claimed that, “war is a mere continuation of policy by other means (Clausewitz, 2006). Furthermore, he describes war as a “real political instrument” and “a continuation of political commerce (Clausewitz, 2006).” Underlying Clausewitz’s political understanding of war is the implicit assumption that war involves states. In a related development Rousseau makes a relationship between states and war explicit, defining war in terms of a relation “not between man and man, but between State and State (Rousseau, 1762).” Because, as Rousseau maintains, relations can only exist between similar entities, “each State can have for enemies only other States, and not men. For Rousseau then, only states can be said to engage in war, and then only with each other rather than with “men” or with other entities that are “disparate in nature.

In a related development Sorel (1912) defined war as a “political act by means of which States, unable to adjust a dispute regarding their obligations, rights or interests, resort to armed force to decide which is the stronger and may therefore impose its will on the other”.

While Kallen (1939) seems to favour a political definition of war when he writes: “If war may be defined as an armed contest between two or more sovereign institutions employing organized military forces in the pursuit of specific ends, the significant term in the definition is ‘organized’.” He further adds that this organization of the contending armed forces extends back behind the battle lines and tends in modern wars to embrace all civilian activities, such as the industrial, productive, and commercial, and also the social interests and individual attitudes. Kallen (1939) criticizes von Clausewitz’ (1911) definition of war as “an act of violence for the purpose of compelling the enemy to do what we will” as too general and indefinite. He says that “this definition might apply also to much that is called peace, particularly in sport, business and finance. It might apply to anybody’s act of violence, whenever it occurs. As limited to war, it applies to pre-Napoleonic and pre-industrial times and intentions, when war was a castle enterprise, and a gentleman’s game”.

In another development, Johnson (1935) defines war as “armed conflict between population groups conceived of as organic unities, such as races or tribes, states or lesser geographic units, religious or political parties, economic classes”.

According to Bernard (1944), he regarded as approximately sociological because it does not limit the armed conflict to political units but includes any type of population units which is capable of resorting to arms as a method of settling disputes. Perhaps the definition is too general, since it does not specify the duration of the conflict or the magnitude of the conflicting parties. As it stands this definition could be made to include riots.

While, B. Russell’s (1916) definition of war as “conflict between two groups, each of which attempts to kill and maim as many as possible of the other group in order to achieve some object which it desires” is even more general and uncritically inclusive. Russell states the object for which men fight as “generally power or wealth”. In a related development, Wallace (1968) considers war to be “the sanctioned use of lethal weapons by members of one society against members of another. It is carried out by trained persons working in teams that are directed by a separate policy-making group and supported in various ways by the non-combatant population”.

While Ashworth (1968): submits that “Mass or total war may be defined as a type of armed conflict between large nation-States in which populations and resources are rationally and extensively organized for conquest. It is important to note that populations are mobilized both in terms of activities and psychological states: the former implies comprehensive military and

civilian conscription; the latter implies the systematic development of belligerent and hostile attitudes towards the enemy among all or most of the population.” Deutsch and Senghaas (1971): “By ‘war’ we mean actual large-scale organized violence, prepared and maintained by the compulsion and legitimacy claims of a State and its government, and directed against another State or quasi-State, i.e. a relatively comparable political organization”.

In another development, Barringer (1972) considers war to be “one possible mode of policy activity aimed at effectively and favourably resolving an ongoing conflict of interests. In this sense war is but one of numerous conflict procedures, others being negotiation, conciliation, mediation, arbitration, and adjudication. It is merely a particular subset of the larger set of all conflict modes, encompassing all the socially (if not legally) recognized situations in which armed hostilities of considerable magnitude are conducted on a systematic and continuing basis by the armed forces of two or more political factions, organizations, nations, governments, or States. Because the term ‘war’ carries legal implications and connotations that no political body cares any longer to suffer or risk publicly, the de facto situation of war will be referred to as ‘hostilities’.

Bernard (1944) attempts an all-purpose definition of war which is neither so general that it is indefinite and vague nor so detailed that it is confusing. It may be stated as follows: “War is organized continuous conflict of a transient character between or among collectivities of any sort capable of arming and organizing themselves for violent struggle carried on by armies in the field (or naval units on water) and supported by civil or incompletely militarized populations back of the battle areas constituted for the pursuit of some fairly well-defined public or quasicubic objective.”

In another development according to the *Oxford English Dictionary’s (OED)* definition of war which is broader still, defining it as “Hostile contention by means of armed forces, carried on between nations, states, or rulers, or between parties in the same nation or state. This definition’s explicit reference to parties in the same state thus indicates that civil wars, even though they involve a conflict between a state and a non-state group, can be categorized as wars.

In a more refined way the *Stanford Encyclopedia of Philosophy* defines war as “an *actual*, intentional and *widespread* armed conflict between political communities.” Brian O, (2008). In this framework, the term “political community” could include both states and those that intend to

become states, such as a rebel organization fighting a civil war. This definition could also potentially include conflicts between states and terrorist groups, since some terrorist groups can be considered “political communities,” particularly when their activities are designed to achieve or influence the development of statehood. While this definition includes more entities than states, it nevertheless creates additional parameters that circumscribe the types of conflicts that can be described as “war.” There are broader definitions still that attempt to account for many of the violent conflicts that traditional definitions of war exclude, including undeclared military actions, conflicts between non-state peoples, ongoing terrorist campaigns, guerrilla uprisings, wars without a central controlling body, and wars without a clear beginning or a clear end. Furthermore, War is a species in the genus of violence; more specifically it is collective, direct, manifest, personal, intentional, organized, institutionalized, instrumental, sanctioned, and sometimes ritualized and regulated, violence

In his analysis Eagleton, (1948) argues that war is a means of achieving an end, a weapon which can be used for good or for bad purposes. Some of these purposes for which war has been used have been accepted by humanity as worthwhile ends: indeed, war performs functions which are essential in any human society. It has been used to settle disputes, to uphold rights, to remedy wrongs: and these are surely functions which must be served... One may say, without exaggeration, that no more stupid, brutal, wasteful or unfair method could ever have been imagined for such purposes, but this does not alter the situation.

According to international law, war, in principle, can only take place between sovereign political entities, that is, States. War is thus a means for resolving differences between units of the highest order of political organization. The majority of those who have been concerned with war as a socio-political phenomenon have also adopted as their basic premise that there is a fundamental difference between domestic conflicts, for which there are normally mechanisms for peaceful resolution, and international conflicts, which occur in a state of anarchy. Wars have been seen to involve directly State institutions, such as the foreign office and the armed forces. Since war is put in an international context, the stakes of war may be the life and death of States (Aron, 1966).

Furthermore, Beer (1974) presents a minimum definition of war as “the presence of direct international violence”. While Crew (1952) defines war “as organized, intraspecific conflict, in which force, coercion is displayed”.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 1 minute.

1. In your own view examine the concept of WAR

4.4 Typologies of war

War can be categorized into the following:

- **The Civil war**, which takes place within the boundaries of a sovereign nation; A civil war is a war between organized groups within the same nation state or republic, (James, 2007) or, less commonly, between two countries created from a formerly united nation state. The aim of one side may be to take control of the country or a region, to achieve independence for a region, or to change government policies. The term is a calque of the Latin *bellum civile* which was used to refer to the various civil wars of the Roman Republic in the 1st century BC. A civil war is a high-intensity conflict, often involving regular armed forces, that is sustained, organized and large-scale. Civil wars may result in large numbers of casualties and the consumption of significant resources (Ann, 2005). Civil wars since the end of World War II have lasted on average just over four years, a dramatic rise from the one-and-a-half-year average of the 1900-1944 period. While the rate of emergence of new civil wars has been relatively steady since the mid-19th century, the increasing length of those wars resulted in increasing numbers of wars ongoing at any one time. For example, there were no more than five civil wars underway simultaneously in the first half of the 20th century, while over 20 concurrent civil wars were occurring at the end of the Cold War, before a significant decrease as conflicts strongly associated with the superpower rivalry came to an end. Since 1945, civil wars have resulted in the deaths of over 25 million people, as well as the forced displacement of millions more. Civil wars have further resulted in economic collapse; Somalia, Burma

(Myanmar), Uganda and Angola are examples of nations that were considered to have promising futures before being engulfed in civil wars.

- **The Cold War:** A cold war or cold warfare is a state of conflict between nations that does not involve direct military action but is pursued primarily through economic and political actions, propaganda, acts of espionage or proxy wars waged by surrogates. The surrogates are typically states that are "satellites" of the conflicting nations, i.e., nations allied to them or under their political influence. Opponents in a cold war will often provide economic or military aid, such as weapons, tactical support or military advisors, to lesser nations involved in conflicts with the opposing country.
- **The defensive war**, which acts to guard a civilization against the intrusions of an alien culture;
- **The imperial war**, in which one civilization attempts to expand at the expense of another.
- **Religious war:** A religious war (or "Holy War", Latin *bellum sacrum*) is a war caused by, or justified by, differences in religion. The European wars of religion of the 16th and 17th centuries are the classical example, often referred to simply as "the wars of religion". Earlier (medieval) wars also frequently cited as "religious wars" include the Muslim conquests (7th to 19th centuries) and the Christian military excursions against the Muslim conquests, including the Crusades (11th to 13th centuries), the Spanish Reconquista (8th to 15th centuries) and the Ottoman wars in Europe (15th to 19th centuries). In more recent times, since the mid-20th century, violent conflicts along religious lines have frequently been conflated with ethnic issues; examples would include the Israeli-Palestinian conflict, the Insurgency in the North Caucasus, the Nagorno-Karabakh War, the Yugoslav Wars, the Second Sudanese Civil War, the Syrian civil war or the Nigerian Sharia conflict, among others. Other ongoing conflicts are predominantly motivated by religious extremism, i.e. involving a faction representing radical Islamic Jihadism, among others those in Afghanistan and North-West Pakistan, Iraq, the Maghreb, Yemen, Somalia, and the Philippines.
- **World War:** A world war is a war affecting most of the world's most powerful and populous countries. World wars span multiple countries on multiple continents, with battles fought in multiple theaters. The term is usually applied to the two conflicts of

unprecedented scale that occurred during the 20th century: World War I (1914–1918) and World War II (1939–1945). However, it is also sometimes applied to earlier wars and to a hypothetical future war.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

1. List the typology of WAR you know

4.5 Causes of War

The causes of war are almost endless, but the following can be categories as the some of the basic causes of war.

- **Territorial:** Historically, the pursuit of territory has been one of the most prominent secondary reasons for conflict. The increase in land and the resources on that land directly correlates to a state's power, thus increasing the invading states security. As stated by the Athenians to the Melians in Thucydides *History of the Peloponnesian War*, “besides extending our empire we should gain in security by your subjection,” demonstrating the belief that an invasion to expand territory and conquer people groups enables security (Thucydides, 1810, p. 389). A modern example would be Russia, who has engaged in illegal annexations in both Ukraine and Georgia for the simple purpose of expanding territory. Related to this example, Waltz states that: An explanation may be made in terms of geographic or economic deprecations or in terms of deprivations too vaguely defined to be labeled at all. Thus, a nation may argue that it has not attained its “natural” frontiers, that such frontiers are necessary to its security, that war to extend the state to its deserved compass is justified or even necessary (Waltz, 2001, pg. 91).
- **Religion:** according to Baylis (2017) War has historically decided which ideologies dominated. The ideologies that have resulted in some of the greatest levels of conflict are those based in religion. The belief in the promise of a specific afterlife has driven people

groups to escalate and justify conflict in the name of their ideologies for thousands of years. Furthermore, in modern times religious conflict is still prevalent across the globe. One prominent example of religious based conflict is the persistence of Islamic extremism in the Middle East as well as in some part of Africa, Nigeria inclusive through violent non-state actors. Many radical Muslims believe in a society defined by a purified Islam, a return to the Islam “practiced and preached by Mohammed...in the early 7th century...which would bring with it the divine blessings these early believers enjoyed” (Suarez, 2013). In modern society, these extremists have demonstrated time and time again their willingness to resort to violence to try to achieve this religious goal. Religious conflicts often have very deep roots.

- **Economic Gain:** Often wars are caused by one country's wish to take control of another country's resources. Whatever the other reasons for a war may be, there is very often an economic motive underlying most conflicts, even if the stated aim of the war is presented to the public as something nobler. In pre-industrial times, the gains desired by a warring country might be precious materials such as gold and silver, or livestock such as cattle and horses. In modern times, the resources that are hoped to be gained from war take the form of things like oil, minerals, or materials used in manufacturing. Some scientists believe that as the world’s population increases and basic resources become scarce, wars will be fought more often over fundamental essentials, such as water and food.
- **Defensive War:** In the modern world, where military aggression is more widely questioned, countries will often argue that they are fighting in a purely defensive capacity against an aggressor, or potential aggressor, and that their war is therefore a “just” war. These defensive wars can be especially controversial when they are launched preemptively, the argument essentially being that: “We are attacking them before they inevitably attack us.”

Self-Assessment Exercises (SAEs) 3

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

- 1 List the causes of WAR you know

4.6 Summary

Globally states engage in war to satisfy their human need for safety and security. This allows states to establish stable societies where they can live in status quo with their ideology, religion and culture of choice. The human aspect of society directly reflects in the state and the decisions that state makes. The international body of states, operating with the same human aspects, exists in the anarchic community that exists in constant competition for security through balancing power to ensure their continued existence. In this unit, we were able to understand in details the typology of war, causes of war as well as in details the concept of war. We therefore submit that individuals' ego might not allow them to reasonably assure of their safety and security, without the use of violence and if this is not laid to rest we will continue to escalate conflict to war.

4.7 References/Further Readings

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4.8 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

- Sorel (1912) defined war as a "political act by means of which States, unable to adjust a dispute regarding their obligations, rights or interests, resort to armed force to decide which is the stronger and may therefore impose its will on the other".
- In another development, Barringer (1972) considers war to be "one possible

mode of policy activity aimed at effectively and favourably resolving an ongoing conflict of interests.

Discuss further

Possible Answers to SAEs 2

- The Civil war,
- Cold War
- Religion War
- The defensive war,
- The imperial war
- World War

Discuss further

Possible Answers to SAEs 3

- Territorial
- Economic gain
- Religion
- Defensive

MODULE 5

UNIT ONE

PRESSURE GROUPS

Unit Structure

1.1 Introduction - -	-	-	-	--	-	-	-	--	-
1.2 Learning outcomes-	-	--	-	-	-	--	-	--	-
1.3 Concept of Pressure Group, -	-	--	-	-	-	--	-	-	-
1. 4 The Role of Pressure Groups -	-	-	--	-	-	-	--	-	-
1.5Types of Pressure Groups -	-	-	-	-	-	-	-	-	-
1.6 Techniques of Pressure Groups	-	-	-	-	-	-	-	-	-
1.7 Summary- -	--	-	-	--	-	-	-	--	-
1.8 References/Further Readings -	-	--	-	--	-	-	--	-	--
1.9 Possible Answers to Self-Assessment Exercises (SAEs)-	-								

1.1 Introduction

This unit one of module five will examine the concept of international pressure groups as well as explain the role of international pressure group within the international political system

1.2 Learning Outcomes

On completion of this unit, you should be able to:

- To understand in details as well as able to explain the concept of international pressure group
- To understand in details and be able to critically examine the role of international pressure groups in the international political system

1.3 Concept of Pressure Groups

Globally international organizations play some basic domestic politics in order to influence policies of government or business. Furthermore, A pressure group is an organization with an agenda to lobby or persuade governments or businesses to change their behavior, policies, decisions, or take action on a particular issue. Some members may refer to their organizations as lobbying groups and interest groups to avoid negative associations and perceptions of their organization. Pressure groups usually have relatively limited members. Meanwhile, in operation, they usually have a constitution to guide the whole group's activities and the behavior of members. Pressure groups are known as organized set of people that hold similar set of values and beliefs but act not to take over government power but to influence decision making process and implementation in any system be it domestic or international.

Furthermore, pressure group is an organization that seeks to influence elected officials to take action or make a change on a specific issue. These groups include trade unions, ethnic associations, and churches.

In a related development pressure group is an association of people who have the same interest and work for the purpose of influencing government decisions, policies, and programmes to their own advantage. Pressure group is also known as interest group. Examples of pressure groups for

example in Nigeria we have the Nigerian Union Of Teachers (NUT), The Nigerian Bar Association (NBA).

In a related development at the level of international politics, non-governmental organizations are the frontrunner of what is termed international pressure groups. And as applicable in the domestic politics, international pressure groups activities are targeted at influencing decision making. This makes the groups be vibrant non state actors within the international system. The growing literature on the issue of transnational actors, in this context, interest or pressure groups, has made the happenings within the international system to be properly understood via the role of pressure groups.

A number of factors have accounted for this improved status of international pressure groups. For instance, the emergence of international organizations particularly the United Nations and some regional organizations such as EU, AU, and other related ones have extended politics beyond national borders. The issues affecting different societies ranging from environmental management, terrorism, fight against child trafficking e.t.c requires approach through increasing awareness and advancing communications across the globe. These issues emanating across the international system warranted the setting up of international organizations that would be non-governmental with specific missions toward resolving socio-economic and political problems at various levels at the different countries of the international system. For instance, the Amnesty International remains a vibrant group that gives remarks on violation of human rights and abuse of international law across the globe. The Amnesty International has made pronouncements regarding various countries“ practise on human rights and protection of humanity.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Examine the concept of Pressure Groups

1.4 The Role of Pressure Groups

Although they do not seek power and participate directly in elections, the role and function of pressure groups cannot be underestimated. Here are some of them:

- Pressure groups increasing attention to issues such as social, economic, cultural and environmental by voicing them out and trying to get governments and businesses to change their policies.
- Pressure groups help to educate citizens, especially members, about government policies and programs related to the issues they raise, most importantly human rights.
- Pressure groups help to shape political discussion through citizen awareness as well as other pressure group activities, pressure groups encourage to develop constructive criticism.
- Pressure groups helps in balancing information, promoting sustainable economic development, and stable governance by raising alarms on government economic, social and educational policies.
- Pressure groups help to improve the economic, religious, and social well-being of the members.
- Pressure groups help to ensure good governance by constructively criticising the government. For example Nigerian Labour Congress NLC, Trade Union Congress TUC, Academic Staff Union Of Universities ASUU, etc. always raise alarm against real and perceived government of obnoxious economic, social, and educational policies.
- Pressure groups help to build stable viable and self-reliant economy.
- Pressure groups also help to provide information to the government on where it should direct its attention to in alleviating the plight of the masses. pressure groups act as agents of national integration as their members always cut across different ethnic cultural religious and linguistic backgrounds.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

1. Examine the Role of Pressure Groups you are familiar with

1.5 Types of Pressure Groups

Pressure groups can be summarized into the following:

- **Associational Groups:** Associational pressure groups are an expert group to present their self-interest claims. These are formally organized in the form of registered bodies having their own constitution or rules, finances, records, addresses of the office bearers and others like this. Such groups are formed for articulation of interest. example of such includes Manufacturing Association Of Nigeria (MAN), Nigerian Association Of Chambers Of Commerce, Industry Mines And Agriculture (NACCIMA), Employer unions etc.
- **Occupational Pressure Groups:** This pressure groups are formed by people who are engaged in certain occupation to protect the interest of its members and defend their occupational interests. Examples are Cocoa Farmers Association, Groundnut Farmers Association, Garri Sellers Association.
- **Non-Associational Groups:** Non-Associational groups that are racial, ethnic, class, linguistic, etc. are seen. Dignity and class-based groups are also part of the non-associational pressure group. Not all of these groups are properly organized.
- **Promotional Pressure Groups:** These are aimed at pursuing a particular cause, examples are association for the defence of human Rights association for the prevention of cruelty against animals associations against discrimination and racism etc.
- **Religious Pressure Groups:** This type of pressure groups are formed by people who belong to the same religion and I are interested in influencing government decisions to their advantage. Examples are Christian Association Of Nigeria (CAN), Supreme Council For Islamic Affairs (SCIA), Christian Youth Organisations (CYO), Muslim Youth Organisation (MYO) etc.

- **Social Pressure Groups:** This types of pressure groups are formed by youths who are out to defend their interests and enhance social Union. Social clubs, students unions, old boys and girls associations are examples of this type of pressure group.
- **Anomic Groups:** Such pressure groups usually originate from a particular event. Pressure groups of this kind naturally express their dissatisfaction with their smoky accusations and this group creates pressure on the country's political system through protests, riots, assassinations, etc.
- **Professional Pressure Groups:** This type of pressure groups as the name implies are made up of people who practice the same profession and are interested in protecting the interest of their members and also defended the integrity of their professions. accountants, bankers, lawyers, architects, engineers, sometimes form this type of pressure group

Self-Assessment Exercises (SAEs) 3

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

1. Examine the types of Pressure Groups you know

1.6 Techniques of Pressure Groups

There are several techniques deployed by the pressure groups that will serve their purpose effectively, the following can be described as some of these techniques.

- **Lobbying:** Lobbying is widely used by the pressure groups across the world. The members of the pressure groups through lobbying influence the legislators to make laws or amend the constitution in their favour. Pressure groups, through influential members of various committees of the Congress or the legislators, took initiatives to protect interests. To this end, several groups appointed their representatives. All of these delegates influence the enactment of special laws in favor of group interests by communicating with active members of congressional committees on behalf of their

respective groups. The way in which groups seek to gain access to government decision-makers and create opportunities for their own discourse is called lobbying.

- **Consultation:** this is the point whereby pressure groups make useful enquiries from government and the government also seeks to know the opinions of pressure groups in formulating and executing certain policies and programs.
- **Mass Media:** pressure groups expressed their opinions interest and position of government policies through both the electronic and print media such as the radios, televisions newspapers, magazines and the internet. they gather the support of the citizens and draw the attention of government to what is good for the entire society.
- **Demonstration and Protest:** pressure groups have always stage demonstrations and protests as part of their techniques where members carrying placards signpost with inscriptions expressing their grievances and stating what they want.
- **Letters and Petitions:** pressure groups put their demands and complaints on papers and direct them to appropriate institutions of government in an effort to convince governments of their position and setting public issues.
- **Supporting Candidates In Elections:** pressure groups may decide to give their support to a special candidate in an election on the condition that such a candidate with advanced and grant their demands when voted into power.
- **Strike and Boycott:** Strike is a common tactic of pressure groups. In very simple, strike refers to the stoppage of work. This is a temporary stoppage of work for specific reason and work will not resume until the settlement of the grievances is affected. We frequently see in the newspapers that many trade unions' groups are doing strike their work for fulfilling their demands. Demands may be the increase of remuneration, reduce the duration of work, and others. In many cases, they are successful to fulfill their demands. It is only possible because of pressure groups. These weapons are employed after others have failed. Striking members of the pressure groups avoid work to draw the attention of

government or management of private organizations to yield to their demands. strikes are not encouraged as it could easily paralyze the activities of an organization.

Self-Assessment Exercises (SAEs) 4

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

1. Examine the techniques of Pressure Groups you know

1.7 Summary

In this unit, we have examined the concept of pressure groups and their role in determining decision making within the international system. Furthermore, pressure groups **play a** crucial role in the enhancement of interests of a particular group or another group. We all are part of society and we involve at least one such group which helps to achieve our interest in broader aspect. In other words, Pressure groups help to determine the issues that are not only appropriate for immediate decision-making, but need to be incorporated into political activities, and draw people's attention to them.

1.8 References/Further Readings

Donald, C. B.(1958) Pressure Groups, Foreign Policies, and International Politics American Academy of Political and Social Science Vol 39 pp 199-157

Peter, W.(1982) Pressure Groups in the International System Foreign Affairs Capsule Review Winter

1.9 Possible Answers to Self-Assessment Exercises (SAEs)-

Possible Answers to SAEs 1

- A pressure group is an organization with an agenda to lobby or persuade

governments or businesses to change their behavior, policies, decisions, or take action on a particular issue.

Discuss further

Possible Answers to SAEs 2

- Pressure groups help to ensure good governance by constructively criticising the government. For example Nigerian Labour Congress NLC, Trade Union Congress TUC, Academic Staff Union of Universities ASUU, etc. always raise alarm against real and perceived government of obnoxious economic, social, and educational policies.

Discuss further

Possible Answers to SAEs 3

- Associational Groups: Occupational Pressure Groups:
- Non-Associational Groups:
- Promotional Pressure Groups:
- Religious Pressure Groups:

More details

Possible Answers to SAEs 4

- Lobbying:
- Consultation
- Mass Media:
- Demonstration and Protest:

Elaborate further

MODULE 5

UNIT TWO

INTERNATIONAL NON-GOVERNMENTAL ORGANIZATION (INGO)

Unit Structure

2.1 Introduction - -	-	-	-	--	-	-	-	--	-
2.2 Learning Outcomes-	-	--	-	-	-	--	-	--	-
2.3 Concept of International Non-Governmental Organization (INGO)--	-	-	-	-	-	-	-	-	-
2. 4 Categorization of International Non-Governmental Organization INGOs-	-	-	-	-	-	-	-	-	-
2.5Summary- -	--	-	-	--	-	-	-	--	-
2.6 References/Further Readings -	-	--	-	--	-	-	--	-	--
2.7 Possible Answers to Self-Assessment Exercises (SAEs)-	-	-	-	-	-	-	-	-	-

2.1. Introduction

An International Non-Governmental organization are philanthropic group that are international based in scope and has out posts around the world to deal with specific issues in many countries. It can further be defined by its primary purpose which is meant to foster the community based planed of engagement within each country via different projects and operations. Some are advocacy-based, meaning that their primary purpose is to influence the policy-making processes of different governments.

2.2. Learning Outcomes

At the end of this unit, the students should be able to:

- Understand the concept of establishment of INGOs.
- Explain the operational tools of the INGO
- Identify the different types of INGOs and their primary purpose.

2.3. Concept of International Non-Governmental Organization (INGO)

The history of humanity has always been built through globalization patterns, where, even in the lack of advanced technologies and peace-oriented methods, nations developed themselves by their international relations which guided the world to either voluntary or involuntary global standards that, in many cases, were stronger than cultural and political divergences. The main focus for International Non-Governmental Organizations is to provide relief and developmental aid to developing countries.

Therefore, an international non-governmental organization (INGO) is an organization which is independent of government involvement and extends the concept of a non-governmental organization (NGO) to an international scope. According to Willets (2002) states that “an NGO is defined as an independent voluntary association of people acting together on a continuous basis, for some common purpose, other than achieving government office, making money or illegal activities “. In a related development INGOs are a highly disparate group of transnational organizations engaged in most arenas of human activity. As nonprofit voluntary associations, they rely primarily on donations, member fees, and voluntary labor for their operations. Their goals and activities are neither economic nor political in the usual sense. Instead, they are mostly concerned

with information, communication, and practical projects to organize global domains or effect global change (Boli and Thomas 1999).

In their submission Barnett and Finnemore (2005) stated that INGOs “construct the social world in which cooperation and choice take place” helping to define “interests that states and other actors come to hold”. (BARNETT and FINNEMORE, 2005)

Furthermore, some INGOs seek to solve social problems or improve living conditions; others aim to improve technology, advance knowledge, create global standards, protect threatened peoples or species, or induce states, businesses, and individuals to abide by specific norms and principles. Such activities are typical of civil society organizations at the national level, and INGOs are often seen as the core of an increasingly active global civil society (Anheier et al. 2001–) that helps temper the power struggles of states and reduce the excesses of large corporations (Florini 2000). Unlike states or corporations, most INGOs focus on the promotion of public goods and the welfare of others. Only a portion of INGOs (a quarter to a thIRN of the total), most of which are business and industry associations, act mainly to promote the interests of their members.

Furthermore, INGOs are set up with different goals to achieve. The standard being to extend democratization, enhance development, and alleviate suffering among the ordinary people of developing nations.

In the words of Melena and Heinrich, (2007), they (the advocate of INGOs) “postulate a link between NGOs and crucial social and political goals, such as transparency, development, good governance, poverty reduction, and social justice. In his submission **Garrison** (2000) maintains that INGOs have become the most critical drivers of civic engagements, having flourished to be the ‘microorganisms’ of the governance process. (Clark, 2000) credited the rapid growth and ‘associational revolution’ in some developing countries like Indonesia, Cambodia, Philippines, and Thailand to the political role INGOs played. Commenting on the role played by INGOs in the region, Silliman and Noble stated that “NGOs enhance democracy by expanding the number and range of voices addressing the government.

A prominent example is the International Campaign to Ban Landmines, a coalition of more than 1,400 INGOs that convinced states to establish the 1997 treaty outlawing the manufacture, sale, or use of antipersonnel mines. Many INGOs are only “virtual” organizations with small staffs supported by tiny budgets, serving as information clearinghouses to help coordinate other INGOs’ efforts.

According to the Bank, INGOs' positions lead to broader, thereby counteracting excesses of undemocratic systems (World Bank, 2000). Active INGOs that inspire citizen participation across many sectors encourage decentralization in many countries, particularly developing countries with multi-ethnic local identities (World Bank, 2000).

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Examine the concept of International Non-Governmental Organizations

1.5 Categorization of International Non-Governmental Organization INGOs

INGO case studies show both the short-term relief and long-term campaigns that INGOs promote. The following are the categorization of International Non-Governmental Organization INGOs and their respective responsibilities.

2.4.1 Care International: this is a large humanitarian INGO that is committed to fighting poverty. They take a special interest in empowering poor women because “women have the power to help whole families and entire communities escape poverty”. With the following responsibilities

- Strengthening capacity for self-help
- Providing economic opportunity
- Delivering relief in emergencies
- Influencing policy decisions at all levels
- Advertising discrimination in all its forms

One of care's project is responding to natural disasters. For example, care has been an integral part of the relief effort in the outbreak of cholera in some developing country globally. For instance, some of care's relief tactics in Haiti include the following:

- Distributing high-energy biscuits, water purification tablets, oral rehydration salts, and hygiene kits,
- Instructing Haitians on how best to avoid and prevent cholera, and

- Providing clean water and safe latrine facilities to people living in camps for survivors of Haiti’s January 12 earthquakes.

2.4.2 Amnesty International

Amnesty International is an INGO that is dedicated to the promotion and protection of internationally regarded human rights as declared in the universal declaration of human rights.

Amnesty International goals, as described on their website, are as follow:

- Stop violence against women
- Defend the rights and dignity of those trapped in poverty
- Abolish the death penalty
- Oppose torture and combat terror justice
- Free prisoners of conscience
- Protect the rights of refugees and migrants
- Regulate the global arms trade

Amnesty International uses more of an advocacy approach to promote change and human rights within the government. Their website claims they mobilize “public pressure through mass demonstrations, vigils and direct lobbying as well as online and offline campaigning” in order to promote their on-going campaigns, which reflect their goals.

2.4.3 Oxfam International

Oxfam International is an INGO which works with local partner organizations and people living under poverty trying to exercise their human rights. The areas Oxfam focuses on include development, agriculture, food sufficiency, emergencies, campaigning, advocacy and policy research. The details to each area as follow:

- Long-term programs to eradicate poverty and injustice
- Deliver immediate life-saving assistance to people affected by natural disasters or Conflict
- Raise public awareness of the causes of poverty
- Encourage ordinary people to take action for a fairer world
- Press decision makers to change policies and practices that reinforce poverty and injustice

- Speak with authority as a result of research and analysis

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. List the type of International Non-Governmental Organization INGOs you are familiar with

2.5. SUMMARY

International Non-Governmental Organization INGOs are committed towards fulfilling their mission by serving humanity through selfless sacrifice ranging from material supplies to health maintenance. Nevertheless, these INGOs need to account for possible consequences. For example, INGOs such as IOM, Oxfam and Green Peace influence many people's lives as they provide important social and relief services. The beneficiaries, do not have the means to affect the activities of these INGOs, thus, in order for the INGOs to exercise their power responsibly and work for the sake of the people who are affected by their activities, they need to be accountable in the utilization of funds to achieve specific ends. An International Non-Governmental Organization (INGO) has the same mission as a Non-Governmental Organization (NGO), but it is international in scope and has outposts around the world to deal with specific issues such as natural disasters, poverty to mention but few in many developing countries of the world.

2.6 References/Further Readings

- Barnett, Michael; Finemore, Martha. 2005. The power of liberal international organizations. In BARNETT, Michael; DUVALL, Raymond (Eds.), *Power in Global Governance*, Cambridge; New York: Cambridge University Press, pp.161-184.
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- Melena, C. and Heinrich, V.F. (2007, Jun). Can we Measure Civil Society? A proposed

Methodology for Interantonal Comparative Research. Development in Practice, 17(3), 338-352. From <http://www.jstor.org/stable/25548220>

2.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

- International non-governmental organization (INGO) is an organization which is independent of government involvement and extends the concept of a non-governmental organization (NGO) to an international scope.
- In a related development INGOs are a highly disparate group of transnational organizations engaged in most arenas of human activity.

Examine further

Possible Answers to SAEs 2

- Oxfam International
- International Organization for Migration
- Amnesty International
- Care International
- Plan International

Give further details

MODULE 5

UNIT THREE

NATIONS, STATES, AND THE NATION-STATE SYSTEM

Unit Structure

3.1 Introduction -	-	-	-	-	--	-	-	-	--	-
3.2 Learning Outcomes-	-	--	-	-	-	-	--	-	--	-
3.3 The Concept of Nations -	-	-	-	-	-	--	-	-	-	-
3. 4 The Concept of States, -	-	-	-	-	-	-	-	-	-	-
3.5 The concept of Nation-State										
3.6 Summary- -	--	-	-	--	-	-	-	--	-	--
3.7 References/Further Readings -	-	--	-	--	-	--	-	--	-	--
3.8 Possible Answers to Self-Assessment Exercises (SAEs)-										

3.1 INTRODUCTION

In this unit three of module five, attempt is made to present to you a general overview on the concept of Nations, States, and the Nation-State. The terms “nation,” “state,” and “nation-state” are often used interchangeably today, they also have distinct meanings and histories. This units will begin by exploring these terms in order to develop a more nuanced understanding of how our current international system has developed. The unit will then trace the historical emergence of the nation-state as the primary organizing structure of human societies. Finally, the chapter explores some of the internal and external challenges facing the nation-state.

3.2 learning Outcomes

On completion of this unit, you should be able to: -

- i. Understand the concept of Nations,
- ii. Examine the concept of States,
- iii. Analyze in details the Nation-State.

3.3 The Concept of Nations

The term nation refers to a shared cultural or ethnic identity rather than to a legally recognized geographic territory. Furthermore, a nation is a concept denoting a common ethnic and cultural identity shared by a single people. The terms state, government and nation differ in meaning. The Yoruba nation, for example, shares a cultural identity that does not depend upon fixed territory or outside legal recognition. Rather, their status as a nation is based upon shared historical and cultural experiences. In a related development a nation is a group of people who see themselves as a cohesive and coherent unit based on shared cultural or historical criteria such as the Ijaws, Itsekiri, Benin, Igala, Idoma, among others. Nations are socially constructed units, not given by nature. Their existence, definition, and members can change dramatically based on circumstances. Nations in some ways can be thought of as “imagined communities” that are bound together by notions of unity that can pivot around religion, ethnic identity, language, cultural practice and so forth. The concept and practice of a nation work to establish who belongs and who does not (insider vs. outsider). Such conceptions often ignore political boundaries such that a single nation may “spill over” into multiple states. Furthermore, states \neq nations: not every

nation has a state (e.g., Kurds; Roma; Palestine). Some states may contain all or parts of multiple nations.

In a related development in his analysis Weber, a nineteenth-century German sociologist, who defines nation in terms of a 'prestige community' and argues that the nation derives both from the material interest of the state and a sense of 'irreplaceable cultural values' propounded by intellectuals. He further strongly opposes the objective basis of a nation, that is, vernacular language, blood and common descent, while agreeing with the subjective basis of a nation, that is, the sentiment quotient. Thus, he believes that the nation, being a community of sentiment, would lead to the creation of a state on its own-e.g. Jews and the formation of Israel

Nation is where an inhabitant's emotional, material and moral meanings are invested. The people are not only politically engaged but also experience a strong 'sense of belonging'. Moral and psychological investment provides a rooted base to the otherwise abstract concept of nation. The formation encompasses three different processes- sentimental (people sharing the same ethnic origin); Political-in the quest of joining independence and recognition in the form of a state; and doctrinaire-when boundaries are redrawn due to historical and structural changes. Thus, the widely accepted notion is nation associated with a shared sense of identity, which in this modern era is usually transformed into a political entity called the state (Nation-state).

3.4 The Concept of States,

The term "State" can be defined as, "A territorial Society divided into government and subjects claiming with in its allotted physical territory, supremacy over all other institutions." (Laski).

A state is a form of political association or polity that is distinguished by the fact that it is not itself incorporated into any other political associations, though it may incorporate other such associations. In a related development a state is thus a supreme corporate entity because it is not incorporated into any other entity, even though it might be subordinate to other powers (such as another state or an empire). One state is distinguished from another by its having its own independent structure of political authority, and an attachment to separate physical territories.

The state is itself a political community, though not all political communities are states. A state is not a nation, or a people, though it may contain a single nation, parts of different nations, or a number of entire nations. A state arises out of society, but it does not contain or subsume society.

A state will have a government, but the state is not simply a government, for there exist many more governments than there are states.

The contemporary concept of the state owes its origin to Machiavelli (1469-1527) who expressed this idea in early sixteenth century as 'the power which has authority over men' (The Prince; 1513). This was an important idea because it describes the nature of the state, not the end of the state which was a question of political philosophy rather than political sociology or political science.

“State is the political organization of the ruling class that was its power for the purpose of suppressing the resistance of its class enemies. The state arose as a result of the division of the society into integrated class and therefore for the purpose of curbing the exploited majority in the interest of exploiting minority. It shall exist so long as there is the need for class domination and shall whether away.” (Karl Marx).

Max Weber (1864-1920), a famous German sociologist, sought to evolve a 'sociological' definition of the state: Sociologically, the state cannot be defined in terms of its ends... Ultimately, one can define the modern state sociologically only in terms of the specific means peculiar to it, as to every political association, namely the use of physical force. From this standpoint, Weber arrives at the following definition which is widely acknowledged in modern political theory: 'A State is a human community that (successfully) claims the monopoly of the legitimate use of physical force within a given territory'.

R.M. MacIver, in his famous work *The Modern State* (1926), sought to distinguish the state from other kinds of associations in that it embraces the whole of people in a specific territory and it has the special function of maintaining social order. It performs this function through its agent, the government 'which speaks with the voice of law'.

In a related development, the word state means a community or society politically organized under one sovereign government within a definite territory and subject to know any other control within or outside the territory. There can be no community without the people to form one, and there cannot be any common life without some definite piece of territory to live in. When people live a collective life, they fulfil the meaning of Aristotle's famous phrase, "Man is a social animal" and when they live a settled life on a definite territory to realize the purpose of collective living, they fulfil the meaning of Aristotle's second famous phrase, "Man is a political animal". Furthermore, the people are bound by rules of common behaviour and their violation is

accompanied by punishment that is what is called the state. Society meets man's companionship; the state solves the problem created by such companionship. Therefore, the state is some form of association with some special characteristics, particularly that of its territorial connection and of its use offeree. It is charged with the duty to maintain those conditions of life for which the state came into existence and for which it continues to exist. Therefore, the state is a natural, a necessary, and a universal institution. It is natural because it is rooted in the reality of human nature. It is necessary because, according to Aristotle, "The state comes into existence originating in the bare needs of life and continuing in existence for the sake of good life". Man needs the state to satisfy his diverse needs and to be what he desires to be. Without the state he cannot rise to the full stature of his personality. In fact, in the absence of such a controlling and regulating authority, society cannot be held together and there will be disorder and anarchy. What food means to the human body the state means to man. Both are indispensable for his existence and development. The state has existed whenever and wherever man has lived in and organized society.

In a nutshell a State is an independent, sovereign government exercising control over a certain spatially defined and bounded area, whose borders are usually clearly defined and internationally recognized by other states.

1. States are tied to territory
 - Sovereign or state as absolute ruler over territory
 - Have clear borders
 - Defends and controls its territory within those borders
 - Is recognized by other countries (diplomatic recognition, passports, treaties, etc.)
2. States have bureaucracies staffed by state's own personnel
 - Has a national bureaucracy staffed by government personnel (legal system, educational system, hierarchical governmental units, etc.)?
3. States monopolize certain functions within its territory (sovereign)
 - Controls legitimate use of force within its territory
 - Controls money at national scale (prints currency; collects taxes)
 - Makes rules within its territory (law, regulations, taxes, citizenship, etc.)
 - Controls much information within its territory

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Examine the concept of a Nation
2. Examine the concept of a State

3.5 The Concept of Nation-State

The term nation-state literally brings the two different definitions of “nation” and “state” together, as it refers to a specific kind of state, one that provides a sovereign territory for a particular nation. In other words, in a nation-state, the cultural/ethnic group coincides with the geopolitical entity. As such, citizens of the nation-state share a common language, culture, and values. The idea that France is a state where people speak French, identify themselves as French, partake in French culture, and behave according to French cultural norms may seem self-evident, and even the natural order of things, but the term nation-state reminds us that this connection between nation and state was not always the norm. In fact, the nation-state marks a shift away from other types of states that dominated the world-stage before it.

In a related development Nation-State is the idea of a homogenous nation governed by its own sovereign state where each state contains one nation. This idea is almost never achieved

Furthermore, a nation-state is a type of state that conjoins the political entity of a state to the cultural entity of a nation, from which it aims to derive its political legitimacy to rule and potentially its status as a sovereign state if one accepts the declarative theory of statehood as opposed to the constitutive theory. A state is specifically a political and geopolitical entity, while a nation is a cultural and ethnic one. The term “nation-state” implies that the two coincide, in that a state has chosen to adopt and endorse a specific cultural group as associated with it. The concept of a nation-state can be compared and contrasted with that of the multinational state, city-state, empire, confederation, and other state formations with which it may overlap. The key distinction is the identification of a people with a polity in the nation-state.

Self-Assessment Exercises (SAEs) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. List the characteristics of a State you are familiar with

3.6 Summary

In this unit, we have examined the concept of State vis-a-vis the concept of a Nation. Furthermore, we have been able to examine the concept of a Nation-State. State and Nation cannot be used interchangeably because the former is not later and visa-a-vis. Above all, the state is a natural, a necessary, and a universal institution. It is natural because it is rooted in the reality of human nature

3.7 References/Further Readings

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- Wilson, W. (1897) *The State: Elements of Historical and Practical Politics : A Sketch of Institutional History and Administration*. Boston, D.C. Heath & Co,

3.8 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

1. A nation is a group of people who see themselves as a cohesive and coherent unit based on shared cultural or historical criteria such as the Ijaws, Itsekiri, Benin, Igala, Idoma, among others. Nations are socially constructed units, not given by nature. Their existence, definition, and members can change dramatically based on circumstances. Nations in some ways can be thought of as “imagined communities” that are bound together by notions of unity that can

pivot around religion, ethnic identity, language, cultural practice and so forth.

2. A state means a community or society politically organized under one sovereign government within a definite territory and subject to know any other control within or outside the territory.

Elaborate further

Possible Answers to SAEs 2

- Independent Government
- Territorial Integrity
- Population
- Sovereign

Discuss in details

MODULE 5

UNIT FOUR

Deterrence'

Unit Structure

4.1 Introduction-	-	-	-	-	-	-	-	-	-
4.2 Learning Outcomes-	-	-	-	-	-	-	-	-	-
4.3 Concept of Deterrence -	-	-	-	-	-	-	-	-	-
4.4 Approaches to Deterrence-	-	-	-	-	-	-	-	-	-
4.5 Summary- -	-	-	--	-	-	-	-	-	-
4.6 References/Further Readings, -	-	-	-	-	-	-	-	-	-
4.7 Possible Answer to Self-Assessment Exercises (SAEs)- -	-	-	-	-	-	-	-	-	-

4.1 Introduction

In this unit, we shall critically examine the concept of deterrence in relations to international threat, furthermore, we shall evaluate and assess the impact of intelligence agencies in counter international threats in order to guard states' global interests and protection of their national security from adversaries, and how various threats affect national security policy and decision-making.

4.2 Learning Outcomes

On completion of this unit, you should be able to:

- Understand the concept of deterrence as its relations to international threat:
- Understand the roles of intelligence agencies in counter international threats

4.3 Concept of Deterrence

The development of atom bomb has made scholars and policy makers to be extremely interested in deterrence. The early publications on the subject matter such as (Brodie, 1947) recognize that a war between states armed with atomic weapons could be so destructive as to negate (Carl von Clausewitz's 1976: 75-89) classic description of war as a continuation of politics by other means. Deterrence is a strategic interaction in which an actor prevents an adversary from taking an action that the adversary otherwise would have taken by convincing the adversary that the cost of taking that action will outweigh any potential gains. To achieve deterrence, therefore, an actor can shape the adversary's perception of the costs or benefits of a particular course of action. Cost imposition (also known as deterrence-by-retaliation, or deterrence- by-punishment) strategies seek to achieve deterrence by threatening to impose unacceptable costs on an adversary if the adversary takes a particular course of action.

According to Synder (in Okwori, 1995:21), deterrence:

Means discouraging the enemy from taking military action by posing for him a prospect of cost and risks

which outweigh his prospective gains. Deterrence works on the enemy's intentions; the deterrent value of military forces is their effect in reducing the likelihood of enemy moves.

Furthermore, the idea of deterrence is an idea of economic development and integration, excellent infrastructure, industrialisation and superior technology in relation to the immediate source of threats.

In a related development, Okwori (1995:19) elaborates further on deterrence:

The understanding has been that massive acquisition of lethal weapons form the basis for effective manipulation...aimed at removing the war option from the strategic calculations of potential adversaries, although such acquired weapons of mass destruction could be used but only as a last resort. Global changes however call for a change or shift in the interpretation of the concepts of security and deterrence by African states.

4.3.1 Deterrence and its relations to international threat

The early literature (Kaufmann, 1954; Brodie, 1959; Schelling 1966) begun with the assumption of fully rational actors and was largely deductive in nature. It stressed the importance of defining commitments, communicating them to adversaries, developing capability to defend them and imparting credibility to these commitments. It explored various tactics leaders could exploit toward this end, concentrating on the problem of credibility. This was recognized as the core problem when deterrence was practiced against another nuclear adversary and the implementation of the threats in question could entail national suicide (Jervis, 1979). Thomas (1960) went so far as to suggest that it was rational for a leader to develop a reputation for being irrational so his threats might be believed. Richard Nixon indicates that he took this advice to

heart in his dealings with both the Soviet Union and North Vietnam (Kimball: 76-86).

As a practicing economist, Schelling might have been expected to privilege material capabilities in his analysis. In *Arms and Influence* he makes a ritual genuflection in this direction when he observes that with enough military force a country may not need to bargain. His narrative soon makes clear that military capability is decisive in only the most asymmetrical relationships, and only then when the more powerful party has little or nothing to lose from the failure to reach an accommodation. When the power balance is not so lopsided, or when both sides would lose from non-settlement, it is necessary to bargain. Bargaining outcomes do not necessarily reflect a balance of interests or military capabilities.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

1. Discuss the Concept of Deterrence

4.4 Approaches to Deterrence

In deterrence there are some basic key concept that are necessary in addressing deterrence which includes the following; Direct Response, Indirect Response, Tactical Denial, Strategic Denial.

- **Direct response strategies** are those strategies that aim to deter an adversary by threatening to retaliate against the adversary for taking hostile action. This type of strategy is probably the most widely understood form of deterrence. These strategies also are sometimes referred to as “retaliation” or “punishment” strategies. While it may be true that it is difficult to deter suicide bombers with retaliatory threats, not all members of a terrorist network are suicide bombers, such as the terrorist leaders or the ring leaders, their financiers, their core supporters, those radical clerics, and other members of terrorist networks who value their lives and possessions has we have several examples across the world. Simple threats of imprisonment and death against these actors can deter terrorist activity. The lesson for counterterrorism is clear: the simple threat to punish individuals engaging in terrorist activity can have a significant deterrent effect.

- **Indirect response strategies** are those that deter by threatening to retaliate, not against terrorists themselves, but against something else that terrorists hold dear. While it is sometimes difficult to retaliate against specific terrorists, states may be able to threaten (or convince terrorists that their own actions might harm) other things they value such as their families, friends, assets, and communities etc. An example of an indirect response strategy is Israel's past policy of demolishing the homes of suicide bombers' families. Israel could not threaten to punish suicide bombers themselves because they were dead after a successful attack, but it did retaliate against their families. This policy forced would-be suicide bombers to trade off the benefits of personal glory and martyrdom against the cost of homelessness for their immediate families. Israel has subsequently abandoned this counterterrorism approach, but there is evidence to suggest that it deterred many suicide bombings (Efraim 2009).
- **Tactical denial strategies** are those that, simply threaten failure at the tactical level. They deter terrorism by threatening to deny terrorists the ability to successfully conduct an attack. If terrorists believe that an attack is likely to fail, they will be less motivated to waste time and resources by attempting to carry it out. It's obvious that terrorist leaders and foot soldiers highly value operational success, but for different reasons. Leaders view successful attacks, in part, as the best means for generating attention, new funds, and new recruits to the terrorist network. A thwarted attack, on the other hand, can have the opposite effect, that will demoralize and weaken the terrorist movement. In his word Osama bin Laden argued, "when people see a strong horse and a weak horse, by nature they will like the strong horse (James 2001). Foot soldiers also value operational success: suicide bombers do not want to risk their martyrdom and glory on a botched operation. Moreover, foot soldiers appear not only to worry about whether their attack will be successful but also about how successful the attack will be. Given the value that terrorists place on operational success, states can deter terrorism by convincing terrorists that operations are likely to fail. For this reason, simple internal security measures can deter terrorist attacks. Improving domestic intelligence and hardening key targets are strong deterrents to attack. If actors believe that they are unlikely to succeed or reap significant benefits from a certain course of action, they may be deterred from taking it.

- **A strategic denial policy** is another major deterrence that deters terrorism by threatening to deny terrorists strategic benefits, even in the face of successful terrorist attacks. In this way, strategic denial strategies seek to break the perceived link between successful terrorist operations and the goals they intended to serve. Terrorists may be deterred from attacking if they believe that even a string of highly successful attacks will not help them achieve those broader political goals. A strategy of systematically denying terrorists' strategic objectives begins with identifying those objectives.

Self-Assessment Exercises (SAEs) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 8 minutes.

1. List and discuss the various approaches to Deterrence

4.5 Summary

There may be a small number of possible outcomes, and the canons of international practice, recognized boundaries, prominent terrain features, or the simplicity of all or nothing distinctions can make one solution more salient than others. Salient solutions are easier to communicate and commit to, especially when the bargaining is tacit. Furthermore, from our interaction from the above discussion, it is apparent to understand that deterrence is a major solution in all its ramifications to threat to any country's national interest. Discussion in this unit has largely focused on Deterrence; as well as the concept of deterrence as its relations to international threats. This unit further examines the roles of intelligence agencies in counter international threats as well as approaches to deterrence.

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4.7 Possible Answers to Self-Assessment Exercises (SAEs)

Possible Answers to SAEs 1

1. Deterrence is a strategic interaction in which an actor prevents an adversary from taking an action that the adversary otherwise would have taken by convincing the adversary that the cost of taking that action will outweigh any potential gains. To achieve deterrence, therefore, an actor can shape the adversary’s perception of the costs or benefits of a particular course of action. Cost imposition (also known as deterrence-by-retaliation, or deterrence- by-punishment) strategies seek to achieve deterrence by threatening to impose unacceptable costs on an adversary if the adversary takes a particular course of action.

Examine further.

Possible Answers to SAEs 2

In deterrence there are some basic key concept that are necessary in addressing deterrence which includes the following; Direct Response, Indirect Response, Tactical Denial, Strategic Denial.

1. **Direct response strategies**

2. **Indirect response strategies**
3. **Tactical denial strategies**
4. **A strategic denial policy**

Elaborate in details

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