INR 6356 Environmental Security
Instructor: Dr. Peter Jacques
University of Central Florida

Contacting the Professor		Contacting the Class	
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Course Objectives

This course explores the relationships of environmental change and international security. We will be concerned with theory and empirics connecting environmental change and the outbreak of violence within and across borders, as well as environmental security within a broader perspective of human resilience.

Required Texts:

1. *An Essay on the Principle of Population,* Thomas Malthus. Available free at http://www.esp.org/books/malthus/population/malthus.pdf
2. Plato's Revenge: Politics in the Age of Ecology, William Ophuls
3. *Rising Powers, Shrinking Planet: The New Geopolitics of Energy*, Michael Klare
4. *Security and Environmental Change*, Simon Dalby
5. *Global Environmental Change and Human Security*, edited by Richard Matthew, Jon Barnett, Bryan McDonald, and Karen O'brien.

COURSE ORGANIZATION AND REQUIREMENTS

Grade Categories	Description of the requirements	Weight toward final exam
Class Participation	Students will be called on to explain readings	10%
6 Critical Analyses counted	Essays On readings, 40 points each	40%
Research Project	Outline 5%, Annotated Bibliography 20%, presentation 10%; final paper 15%	50%

Everyone is expected to be reading an international newspaper no less than 3 X a week. We will usually start with these discussions, which will help connect the theoretical to the actual.

Be advised: All written work will be graded for professional presentation (no cover sheets or folders please), grammar, and structure of the papers.

Writing Assignments Generally. Writing from an outline helps avoid major presentation and rhetorical problems; the way in which you organize and articulate your thoughts matters. All essays are graded 30% for these elements, including grammar. Each essay should always have thesis statements and an introduction that not only set up the purpose and question at hand, but also the major points and conclusion to be discussed in the body. In the body, each paper must have well organized and be free of grammatical or style problems. And, each essay should have a conclusion summarizing the paper and reflective/reflexive remarks. This is the best place for your opinions. The essays should not entertain unsupported opinions anywhere. The content and substance of your thinking should be explanatory and analytical. The depth of your analysis, your ability to identify assumptions and logic with support, and the quality of your assertions make up 70% of all writing-assignment grades. All papers require professional citation and references. More detailed directions on these papers will be disseminated during class.

Synthesis Papers
There will be 10 "think pieces" (1000 words or so each) worth 40 points each. These are to be critical comparisons and examinations of the assumptions, support, methods, findings, and implications of the readings. These papers must use brief quotes for support from the readings and identify trends in the literature. These assignments require you to summarize and analyze the literature in an area (such as the production of slums or sprawl) or areas in order to compare and synthesize the state of knowledge in the respective areas. These need to be cited and cover the readings thoroughly and in a detailed manner with professional writing standards.

RESEARCH: FOUR ASSIGNMENTS

This research must be related in some way to environmental security, but you choose the topic.

An Outline: (5% of class grade/ 50 points)
Essential components of the outline are:

1. *A research question and framework*
2. *the main points you think you will follow (explain these points and why they are important/why they matter), and*
3. *the conclusions you expect to make,*
4. *along with full citations for* ***TWO peer reviewed journal articles on your subject matter which you have consulted to construct the outline.***

The outline should be no **less** than a full page. Less than this will not provide enough explanation for me to see how you are proceeding and will not pass the assignment.

Annotated Bibliography Directions (20%/ 200 points)

An annotated bibliography is a listing of sources with their full citation and an explanation of the source's contribution and relevance. The purpose of annotated bibliographies is to help you organize your thoughts about what your sources are telling you and how you can use these thoughts into your own narrative as reasoned support. You may not use this course's textbooks or articles for credit in this assignment; though, using them as sources in your final paper is acceptable so long as they are in addition to these minimum requirements below.

You are required to describe **20** sources. **15 of which need to be peer reviewed journal articles**, only 3 may be web-based, and any web based source needs to be "legitimate" which means that for example, government sources are fine to get from the internet.

I am very strict on the point regarding peer reviewed articles. Personal website citations are not acceptable unless you are trying to make a point about that person's political position. Articles taken from a journal that is electronically available through the library are counted as print resources, and I encourage this use of the internet. Wikipedia, like any other encyclopedia, is not a research source, but rather an "orienting tool" to help you get a lay of the land, not authoritative information on details. You may NOT use any encyclopedia, including Wikipedia, as a source whatsoever at any time in the class.

Format of the bibliography

[Beware: A summation of research does not say "I liked it" or "I thought it was dumb, brilliant, or thrilling." The bibliography should describe the contribution that this reference is making to your final paper. You are really answering, "What does it *mean*?" and "Why is it important?". Please number your entries for my convenience. And-- needless to say, copying the abstracts into the bibliography is plagiarism and grounds for failure of the class-- **everything must be in your own words**.**]**

You <u>must</u> use the format below in your bibliography:

Entry #1: Peer Reviewed? **Yes**

Goodland, Robert. 1995. "The Concept of Sustainability," *Annual Review of Ecology and Systematics, 26, 1-24.*

Main point: Goodland distinguishes various kinds of sustainability, provides a history of sustainability, draws out the conceptual differences between growth and development, placed sustainability within political development, provides the systematic requirements for ecological sustainability, and lays out causes of un-sustainability. Goodland's discussion restricts the expansive meaning of the term "sustainability" in order to bring more specific meaning to discussion and thinking about sustainability. Goodland specifically focuses environmental sustainability, and follows much of Daly's work on this point regarding equilibrium economics, where expansive and exponential growth cannot occure infinitely in an finite ecological biosphere.

Relates to my research because: Goodland provides a framework for understanding sustainability, which allows me to compare concepts, rationality, and assumptions of competing notions of sustainability. If Goodland is correct in his assertions about ecological systemic constraints, then economic growth and human use of the biosphere must fit within these limits, or suffer collapse.

This means that: I will be able to define and frame the terms and limits of sustainability using Goodlands work on the matter, and will be able to counter the idea that the term "sustainability" is without meaning or is too vague to have importance or serve as a guiding principle. Also, ecological sustainability is a foundational condition for social and economic sustainability, and operates as a first condition. However, it remains a

problem that ecological sustainability may be unattainable without social and economic justice, transparency, and prudence.

Final Presentation Directions (10%)

Take this assignment seriously—don't put off preparing for it to the last minute. The assignment expects a professional presentation. Your presentations are due with your final papers on _____. Presentations will be graded on their professional quality, as if you were presenting at a professional conference or presenting an invited lecture to peers. Thus, you need to be clear, timely and concise; no-one likes it when speakers go over their allotted time. Your time will be 15 minutes. In this time, you must state your research question, your approach to answering the question, and your findings; and, there should be at least one visual aid to represent some part of the work. You will be graded on the organization of your presentation, and are expected to take audience comments as constructive criticism. Visual material can help, but your principle tool is your own articulation of the paper, with or without technological assistance. Unplanned rambling will fail this assignment.

Also, your presentation is meant to be a "first run" of your paper to an audience. Criticisms will be offered so that you can make corrections to the final paper that is turned into me. This represents the normal academic process that we all go through to create better and more reliable knowledge.

Final Paper Directions (15%)
By the time you come to the point of writing your paper, it should be much easier to put it together by using your outline and the bibliography you created. This paper should be about 5,000 words (about 20 pages double-spaced), smaller papers are penalized for incomplete coverage of the material.

Like the other papers, you will be graded on style and content. Style is the formation and structure of your writing, which must be coherent and clear. Content is the substance of your paper which is based on the points and argumentation you present (is it accurate; is it relevant; does it show a sense of complexity; does it use other sources; does it make sense, etc…).
Style is worth 30%. Content is worth 70%.

UNIVERSITY AND COURSE POLICIES (SOME OF THIS IS TAKEN FROM DR. NANCY STANLICK'S POLICIES, WHO TEACHES THE ETHICS COURSE TO PEOPLE CAUGHT CHEATING)

UCF faculty support the UCF Creed. *Integrity* - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, *Scholarship*: - I will cherish and honor learning as a fundamental purpose of membership in the UCF community. - Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university.
See http://www.osc.sdes.ucf.edu/ for more information about UCF's Rules of Conduct.

Disability Access Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has approached the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Grading and evaluation	
Attendance and participation	You are not given points for attendance though I expect you to be here. It is inconceivable that you would pass this class if you miss more than 2 classes given the amount of material we are going to cover.
Deadlines	See below
Late, make-up and extra credit work	Late assignments: I understand that there are *some* good reasons for being late, but at the same time, late assignments are highly discouraged since this creates several difficulties. I will accept late work, but will reduce the grade by one letter for every calendar day it is late if it is an "unexcused" (you're not sick, your family member is not sick, etc...) absence. Assignments late due to "normal" work related, computer, or transportation problems are **not** excused. Not being able to find a parking space is not an excused reason for late attendance or work, so plan ahead. There is no extra credit in this class.

! If the reading is not in one of the course texts, you will find the article in the "discussions" section in WebCT

Part 1: Fundamental Questions: Scarcity, Violence, and Theory

Class Meeting	**Reading and Assignments**
SECTION 1: FOUNDING PROPOSITIONS AND PROBLEMS OF ENVIRONMENTAL SECURITY	
1	Introduction
2	Malthus: *An Essay on the Principle of Population* (all) **FIRST PAPER: fully explain Malthusian mechanisms for "misery," including assumptions and political implications.**
3	Kaplan, Robert. 1994. "The Coming Anarchy" in *The Atlantic Monthly*, 273, p. 45. Dalby, Simon. 1996. "The Environment as Geopolitical Threat: Reading Robert Kaplan's Coming Anarchy," *Ecumene* 3: 4, 472-496. Tuchman-Mathews, J. (1989). "Redefining Security." Foreign Affairs **68**: 162–77. Ullman, R. H. 1983. Redefining security. International Security 8 (1): 129–153. Deudney, Daniel. 1990. "The Case Against Linking Environmental Degradation and National Security." In *Millennium*, 19: 3. Matthew, Richard, 2000, "The Environment as a National Security Issue," *Journal of Policy History*, 12:1, 101-122. Dabelko, and Simmons, "Environment and Security: Core Ideas and US Government Initiatives," *SAIS Review*, 17:1, 127-146. Matthew, Richard. 1999. "Introduction." In Daniel Deudney and Richard Matthew (eds.) *Contested Grounds: Security and Conflict in the New Environmental Politics.* Albany, New York: State University of New York Press.

Barnett, 2000, “Destabilizing the Environment-Conflict Thesis”, *Review of International Studies*, 26:2, 271-288.

SECOND PAPER DUE: Explain the requirements of “security” and argue whether or not it should be redefined.

4 Ophuls: *Plato’s Revenge* (all)

SECTION 2: EMPIRICAL RESEARCH—PATHWAYS TO VIOLENCE

INTERSTATE MECHANISMS

4 Hauge, W, and T. Ellingsen, “Beyond Environmental Scarcity: Causal pathways to conflict.” Journal of Peace Research 35 (3): 299–317.

Henrik Urdal, 2005, “People vs. Malthus: Population Pressure, Environmental Degradation, and Armed Conflict Revisited” *Journal of Peace Research,* July; vol. 42, 4: pp. 417-434.

Khagram, S. and S. Ali (2006). "Environment and Security." Annual Review of Environment and Resources **31**(1): 395-411.

de Soysa, Indra. 2002. “Ecoviolence: Shrinking Pie, or Honey Pot?” *Global Environmental Politics*, 2:4, 1-34.

Matthias Basedau and Jann Lay, 2009, “Resource Curse or Rentier Peace? The Ambiguous Effects of Oil Wealth and Oil Dependence on Violent Conflict” *Journal of Peace Research,* November; vol. 46, 6: pp. 757-776.

Jack A. Goldstone, 2002 “Population and Security: How Demographic Change Can Lead to Violent Conflict” Journal of International Affairs, Vol. 56.

Homer-Dixon, Thomas. 1994. “Environmental scarcities and violent conflict: Evidence from the cases.” *International Security*, (19)1, 5-40.

Giordano and Wolf, “International Resource Conflict and Mitigation” *Journal of Peace Research*, January 2005; vol. 42, 1: pp. 47-65.

Macartan Humphreys, 2005, “Natural Resources, Conflict, and Conflict Resolution: Uncovering the Mechanisms” *Journal of Conflict Resolution, August; vol. 49, 4: pp. 508-537.*

Nils Petter Gleditsch, “Armed Conflict and the Environment: A Critique of the Literature” *Journal of Peace Research*, 35:3, 381-400.

INTRASTATE MECHANISMS

5

Päivi Lujala, “The spoils of nature: Armed civil conflict and rebel access to natural resources” *Journal of Peace Research,* January 2010; vol. 47, 1: pp. 15-28.

Kahl, Colin. 1998. “Population Growth, Environmental Degradation, and State-Sponsored Violence: The Case of Kenya”. *International Security*, 23:2, 80-119.

Ole Magnus Theisen, 2008, “Blood and Soil? Resource Scarcity and Internal Armed Conflict Revisited” *Journal of Peace Research,* November; vol. 45, 6: pp. 801-818.

Collier and Hoeffler, “Greed and grievance in civil war” World Bank Report

Halvard Buhaug et al, “Geography, Rebel Capability, and the Duration of Civil Conflict”, *Journal of Conflict Resolution, August 2009; vol. 53, 4: pp. 544-569.*

Michael L. Ross, 2004, “What Do We Know about Natural Resources and Civil War?” *Journal of Peace Research,* May; vol. 41, 3: pp. 337-356.

Paivi Lujala*,* 2009, *“*Deadly Combat over Natural Resources: Gems, Petroleum, Drugs, and the Severity of Armed Civil Conflict*”Journal of Conflict Resolution,* February; vol. 53, 1: pp. 50-71.

Henrik Urdal, 2008, “Population, Resources, and Political Violence: A Subnational Study of India, 1956–2002” *Journal of Conflict Resolution, August; vol. 52, 4: pp. 590-617., first published on May 13, 2008*

Arthur Westing, 1988, “The Military Vis-à-vis the Environment,” Journal of Peace Research, September; vol. 25, 3: pp. 257-264.

THIRD PAPER: Given the empirical research, position the ways in which environmental resources or changes fit

within violent conflict. Be sure to distinguish between the kinds of conflicts.

SECTION 3: WATER, OIL, AND CLIMATE

6

Wolf, et al, "Navigating Peace: Water Can Be a Pathway to Peace, Not War"

Peter H. Gleick, "Water and Conflict: Fresh Water Resources and International Security" *International Security*, Vol. 18, No. 1 (Summer, 1993), pp. 79-112.

Dinar, Shlomi, 2002, "Water, Security, Conflict, and Cooperation" **SAIS Review**, Volume 22, Number 2, Summer-Fall 2002, pp. 229-253

Witsenburg, K., & Adano, W. (2009). Of Rain and Raids: Violent Livestock Raiding in Northern Kenya. *Civil Wars*, *11*(4), 514-538

Selby, J. (2005). Oil and Water: The Contrasting Anatomies of Resource Conflicts. *Government & Opposition*, *40*(2), 200-224

Gaan, N. (2002). Water and conflict in west bank and golan heights: are environmental issues and national security linked?. *India Quarterly*, *58*(3/4), 129-144

Hussein A. Amery, "Water Wars in the Middle East: A Looming Threat" *The Geographical Journal*, Vol. 168, No. 4, Water Wars? Geographical Perspectives (Dec., 2002), pp. 313-323

Joyce R. Starr, "Water Wars," Foreign Policy, No. 82 (Spring, 1991), pp. 17-36

7

Rising Powers, Shrinking Planet: The New Geopolitics of Energy, Michael Klare (all)

8

Barnett, J. and Adger, N. 2007. 'Climate Change, Human Security and Violent Conflict, Political Geography, 26(6): 639-655.

David. S. Battisti and Rosamond L. Naylor, 2009, "Historical Warnings of Future Food Insecurity with Unprecedented Seasonal Heat" *Science, 323, 240-244.*

Salehyan, 2008, “From Climate Change to Conflict? No Consensus Yet” *Journal of Peace Research*, 45, *801-81.*

Barnett, J. 2003, “Security and climate change” *Global Environmental Change*, 13:1, Pages 7-17.

Rafael Reuveny (2007) **“**Climate change-induced migration and violent conflict” *Political Geography*, 26:6, Pages 656-673

Tol, R., and S. Wagner, 2010, “Climate change and violent conflict in Europe over the last millennium” *Climatic Change*, 99: 1-2, 65-79.

Raleigh, C., & Urdal, H. (2007). Climate change, environmental degradation and armed conflict. *Political Geography*, *26*(6), 674-694.

9

FOURTH PAPER: What are the specific dynamics of each resource system that make these issues volatile?

ENVIRONMENTAL SECURITY AS HUMAN RESILIENCE

10 Simon Dalby*, Security and Environmental Change* (all)
FIFTH PAPER: What are the ways in which Dalby situates risk, hazard, and security, and how does the international community respond?

11 First half: *Global Environmental Change and Human Security*, edited by Richard Matthew, Jon Barnett, Bryan McDonald, and Karen O’brien.

12 Second half: *Global Environmental Change and Human Security*, edited by Richard Matthew, Jon Barnett, Bryan McDonald, and Karen O’brien.
SIXTH PAPER: How does environmental change cause environmental insecurity, what is the nature of this threat, and what are the political causes and responses?

13 OPEN
14 PRESENTATIONS
15 FINAL EXAM