Course Syllabus

Jump to Today Edit

INR6356 - Environmental Security Fall 2023

Instructor: Konstantin Ash

Instructor E-mail: konstantin.ash@ucf.edu (mailto:konstantin.ash@ucf.edu)

Office Hours: Mondays and Wednesdays 3:30 - 5p or by appointment. HPH 302D or Zoom.

Meeting Times: N/A; Asynchronous Online.

Course Description

The role of climatic factors in security outcomes ranging from protests to migration to conflict has gained considerable attention from academics across numerous disciplines. This course will examine the extent to which climatic stress has been linked to political outcomes and the extent to which security situations may change in the future as climate change continues and escalates.

There are several additional learning goals for the course. **First**, the readings are intended for you to gain a broad understanding of environmental security research and be able to engage with the topic as fellow researchers. Many of the works we will read are either classics or represent the state-of-the-art in the field. **Second**, as graduate students and potential future practitioners in the field, it is vital for you to engage critically with the work already done, thus, we will do our best to not only understand the readings but to find flaws in them and potential avenues for improvement in future research. **Third**, It is vital that, again, as researchers, you are able to produce your own research that both engages with prior work on environmental security AND clearly improves upon that work in some capacity. This is why you must develop a research paper in this class through several set deadlines. As we are on a semester system, we have the advantage of being able to delve deeper and develop more complete research products.

Assignments

Research Paper

Students will be expected to complete a research paper during the course. The research paper should take the form of an academic article that students could conceivably submit for publication and/or submit to a conference. In order to facilitate the smooth flow of research throughout the semester, there will be several deadlines for developing the paper:

- September 24 @ 11:59p. Submit the research question and at least five articles or books that have answered the same research question or a similar question.
- October 15 @ 11:59p. Submit a critical literature review that incorporates previous articles or books, as well as other relevant or suggested articles or books, along with your answer to your research question, which should take up the theory.
- November 5 @ 11:59p. Submit hypotheses based on your theory and ways you envision testing the hypotheses. This could include but is not limited to, qualitative case study methods, survey methods, or large-N statistical analysis. If using qualitative methods, please outline which cases you are selecting and why they are appropriate. If using quantitative methods, please identify potential data sources or feasible original ways of gathering data within the next month.

Please submit the above three assignments to me through e-mail. The only boundary for this article is that it must, in some conceivable fashion, fall in the realm of the study of environmental security.

Original work for this type of paper is preferred, but please talk to me if you would like to continue on working on a project you have submitted for a previous class (I will probably like to see what you have done in advance) or if you would like to continue on something you've been working on independently as a side project (this is more acceptable and even encouraged). I must approve the use of projects from a previous class before the research question deadline for the assignment.

Multiple submissions to this class and another class you're taking this semester are discouraged. More in-depth empirical work must be conducted (beyond the scope of the paper you would have written for just this class) for this to be acceptable. Please consult with me for further information before submitting a research question.

The research paper is due on **Saturday, December 9 @ 11:59p**. If you conduct empirical statistical tests (i.e. descriptive statistics, regressions, etc.) you must include the data you used and the regression code so I may replicate your analysis. The research paper is worth 50% of your final grade.

Critical Response Papers

For each week's readings, I will provide questions bridging the readings. Your assignment is to write **three** 2-3 page (double-spaced) responses that reflect an application of at least three of the week's required or recommended readings. You may choose whatever weeks you would like and whatever readings you would like. The only condition is that no more than two students can respond to a specific question in a given week. The student engagement assignment will ask you to rank your preferences in terms of questions and have more details as far as the selection process. The questions list people who have chosen to respond to them as those choices are made. Once the choice is made, the assignment and deadlines are final.

As summaries are already to be written for each reading as part of "Participation," summaries of the readings should be minimal and the reading's content should only be focused on replying to the question. Each critical response is worth 8% of your final grade.

Participation

This is an asynchronous online course. As such, conducting a conventional seminar is impossible. Nevertheless, I would like to see that you've engaged with the readings. For each week, you will be assigned a required reading to write a summary of an article in a discussion post. This summary should be completed by Friday @ 11:59p of each week (2 through 13). The summary should include the contribution the paper claims to make to the literature, the theoretical claims (if any), the research design (if any), and the results (if any). The questions **here** can be foundations for the summary. There should be no critical content. There are five required readings per week. The students will be divided into groups of four or five for the discussions.

After summaries have been posted, students must make **five** critical posts in the summary discussion thread. The posts do not have to respond to each reading. Ideally, there is an exchange about some of the readings. The posts can be in the form of text or audio/video.

The summaries are worth one point per week. The participation points are worth one point per week. The grade is cumulative for both (not per post). Participation is worth 24% of the total final grade.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at **https://scai.sdes.ucf.edu/student-rules-of-conduct/ (https://scai.sdes.ucf.edu/student-rules-of-conduct/)** According to Section 1, ``Academic Misconduct,'' students are prohibited from engaging in

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.
- Soliciting assistance with academic coursework and/or degree requirements.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule **https://goldenrule.sdes.ucf.edu (https://goldenrule.sdes.ucf.edu)** UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an ``F'' letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a ``Z'' designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) **http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)** (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more

information, see the UCF policy at **https://policies.ucf.edu/documents/4-401.pdf (https://policies.ucf.edu/documents/4-401.pdf)**

Religious Observances

Students must notify their instructor in advance if they intend to miss class for religious observance. For more information, see the UCF policy at
http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu
and http://cares.sdes.ucf.edu/.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:
• Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
• Disability Accommodation – Student Accessibility Services
• Diversity and Inclusion Training and Events
• UCF Compliance and Ethics Office & complianceandethics@ucf.edu
• Ombuds Office

Grade Breakdown

Research Paper -- 50%

Critical Response Papers -- 8% each (3x)

Participation -- 24%

Student Engagement Assignment -- 2%

Course Schedule and Readings

Each week (from 2 to 13) follows the same structure: there are five readings and discussion questions for critical response papers. Reading summaries are assigned by group and due on Friday at 11:59p. Critical Response Papers, if any are assigned, are also due on Friday at 11:59p. Critical responses to summaries (5 total) are to be completed by the following Monday at 11:59p. The only assignment for week 1 is the student engagement assignment.

Week 2 (Friday: September 2; Monday: September 5) - Foundational Readings

Required Readings

- Homer-Dixon, Thomas F. 1991. ``On the Threshold: Environmental Changes as Causes of Acute Conflict." International Security 16, no. 2 (1991): 76–116.
- Homer-Dixon, Thomas F. 1994 ``Environmental Scarcities and Violent Conflict: Evidence from Cases," International Security, Vol. 19, No. I, pp. 5-40
- Deudney, D., 1990. The Case Against Linking Environmental Degradation and National Security. Millennium 19, 461–476.
- Levy, M.A., 1995. Is the Environment a National Security Issue? Int. Secur. 20, 35–62.
- Gleditsch, N.P., 1998. Armed Conflict and the Environment: A Critique of the Literature. J. Peace Res. 35, 381–400.

Recommended Readings

- Hendrix, Cullen S. "The streetlight effect in climate change research on Africa." *Global Environmental Change* 43 (2017): 137-147.

Questions

- **Was the role of climate in security research initially perceived in a correct way?** (Sidrah Tufail, Kumbukkage Asanga)
- **To what extent were early critiques of environmental security research valid?**
- **Do the early authors make a convincing case for/against environmental issues leading to conflict?** (Olusumbo Adeyemi)
- **Is it a problem that there is a disproportionate focus on locations with conflict in environmental security research?** (Arianna Carter, Brianna Longo)

Week 3 (Friday: September 9; Monday: September 12) - Food

Required Readings

- Friedmann, H. (1982). The Political Economy of Food: The Rise and Fall of the Postwar International Food Order. American Journal of Sociology, 88, S248-S286.
- Clapp, Jennifer, and William G. Moseley. "This food crisis is different: COVID-19 and the fragility of the neoliberal food security order." *The Journal of Peasant Studies* 47, no. 7 (2020): 1393-1417.
- Hendrix, Cullen S., and Stephan Haggard. 2015. Global Food Prices, Regime Type, and Urban Unrest in the Developing World. Journal of Peace Research 52 (2): 143-157
- von Uexkull, Nina, Mihai Croicu, Hanne Fjelde, and Halvard Buhaug. 2016. Civil conflict sensitivity to growing season drought. Proceedings of the National Academy of Sciences: 201607542. 1-6.
- Shillington, L. J. (2013). Right to Food, Right to the City: Household Urban Agriculture, and Socionatural Metabolism in Managua, Nicaragua. Geoforum, 44, 103-111.

Recommended Readings

- McGuirk, Eoin, and Marshall Burke. "The economic origins of conflict in Africa." *Journal of Political Economy* 128, no. 10 (2020): 3940-3997.

Questions

- **Has the international food system changed for the better or for the worse in the last 40 years?** (Stephanie Gaspar)
- **Are you convinced that high food prices/shortages are associated with conflict? Why or why not?** (Chani Kinsler, Gustavo Gregorio)
- **Might food surplus also lead to conflict? What is the ideal point between shortages and surpluses?** (Arianna Carter)

Week 4 (Friday: September 16; Monday: September 19) - Water

Required Readings

- Busby, J., 2017. “Water and Security.” Council on Foreign Relations. 1-19
- Gleick, Peter H. 1993. Water and Conflict: Fresh Water Resources and International Security. International Security 18 (1): 79-112.
- Sowers, Jeannie, Avner Vengosh, and Erika Weinthal. "Climate change, water resources, and the politics of adaptation in the Middle East and North Africa." *Climatic Change* 104, no. 3-4 (2011): 599-627.
- Koren, Ore, Benjamin E. Bagozzi, and Thomas S. Benson. “Food and water insecurity as causes of social unrest: Evidence from geolocated Twitter data.” Journal of Peace Research 58, no. 1 (2021): 67-82.
- Akhter, M. (2015). "The Hydropolitical Cold War: The Indus Waters Treaty and state formation in Pakistan." Political Geography 46(0): 65-75.

Recommended Readings

- Mohyeldeen, Sherif. "The dam that broke open an Ethiopia-Egypt dispute." *Malcolm H. Kerr Carnegie Middle East Center* (2021).

Questions

- **How may water insecurity lead to conflict? How might that process change as water insecurity increases?** (Lea Faure, Nathan Becker)
- **Are mitigation and adaptation feasible solutions to increased water insecurity in the developing world?** (Brandan Hart)
- **How might water disputes escalate into international conflicts? What are ways to settle those conflicts? Are those methods feasible?** (Chani Kinsler, Sidrah Tufail)

Week 5 (Friday: September 23; Monday: September 26) - Climatic Stress and Migration

Required Readings

- Reuveny, R., 2007. Climate change-induced migration and violent conflict. Polit. Geogr. 26, 656–673.
- Raleigh, C., Jordan, L., Salehyan, I., 2008. Assessing the Impact of Climate Change on Migration and Conflict. Soc. Dimens. Clim. Change. 1-40.
- Black, Richard, Stephen RG Bennett, Sandy M Thomas, and John R Beddington (2011). Climate change: Migration as adaptation. Nature 478(7370), 447
- Gray, Clark and Valerie Mueller (2012). Drought and population mobility in rural Ethiopia. World development 40(1), 134–145.
- Cattaneo, Cristina, and Giovanni Peri. "The migration response to increasing temperatures." *Journal of development economics* 122 (2016): 127-146.

Recommended Readings

- Kaczan, David J and Jennifer Orgill-Meyer (2019). The impact of climate change on migration: a synthesis of recent empirical insights. Climatic Change, 1–20.

Questions

- **Why might climatic stress influence migration? How do the impacts differ across national contexts?** (Chani Kinsler, Arianna Carter)
- **Is migration a positive or negative response to climatic stress? Adaptation or a precipitant of future conflict?** (Sidrah Tufail , Brianna Longo)
- **Why might some people leave and some people stay within the same context?** (Lea Faure)

Week 6 (Friday: September 30; Monday: October 3) - Public Attitudes about Environmental Migrants

Required Readings

- Koubi, Vally, T Bohmelt, Gabriele Spilker, and Lena Schaffer (2018). The determinants of environmental migrants' conflict perception. International Organization
- Bansak, Kirk, Jens Hainmueller, and Dominik Hangartner (2016). How economic, humanitarian, and religious concerns shape european attitudes toward asylum seekers. Science 354(6309), 217–222.
- Helbling, Marc. "Attitudes towards climate change migrants." *Climatic Change* 160, no. 1 (2020): 89-102.
- Spilker, Gabriele, Quynh Nguyen, Vally Koubi, and Tobias Böhmelt (2020). Attitudes of urban residents towards environmental migration in kenya and vietnam. Nature climate change 10(7), 622–627.
- Arias, Sabrina B and Christopher W Blair (2021). Changing tides: Public attitudes on climate migration. Journal of Politics

Recommended Readings

- Castellano, Rachel, Nives Dolšak, and Aseem Prakash. "Willingness to help climate migrants: A survey experiment in the Korail slum of Dhaka, Bangladesh." Plos one 16, no. 4 (2021): e0249315.

Questions

- **Why do responses to climate migrants differ from responses to economic migrants or refugees?** (Lydia Mentzer, Olusumbo Adeyemi)
- **Why do responses to climate migrants differ in developing countries from developed countries?** (Gustavo Gregorio, Amber Ramsey)
- **Why do responses to internal climate migrants differ from responses to external climate migrants?** (Stephanie Gaspar, Eva Ortiz-Feder)

Week 7 (Friday: October 7; Monday: October 10) - How Climate Could Lead to Conflict

Required Readings

- Barnett, Jon, and W. Neil Adger. 2007. Climate Change, Human Security and Violent Conflict. Political Geography 26 (6): 639-655.
- Moser, Susanne C., and Julia A. Ekstrom. 2010. A Framework to Diagnose Barriers to Climate Change Adaptation. Proceedings of the National Academy of Sciences 107 (51): 22026-22031.
- Hendrix, Cullen S., and Idean Salehyan. "Climate change, rainfall, and social conflict in Africa." *Journal of peace research* 49, no. 1 (2012): 35-50.
- Oels, Angela. "From 'securitization of climate change to climatization 'of the security field: comparing three theoretical perspectives." In *Climate change, human security and violent conflict: challenges for societal stability*, pp. 185-205. Berlin, Heidelberg: Springer Berlin Heidelberg, 2012.
- De Juan, Alexander (2015). Long-term environmental change and geographical patterns of violence in Darfur, 2003–2005. Political Geography 45, 22–33.

Recommended Readings

- Mach, Katharine J., Caroline M. Kraan, W. Neil Adger, Halvard Buhaug, Marshall Burke, James D. Fearon, Christopher B. Field et al. "Climate as a risk factor for armed conflict." *Nature* 571, no. 7764 (2019): 193-197.

Questions

- **What is the most convincing possible pathway from climatic factors to conflict?** (Dhanya Nair)
- **Why might the relationship between climate and conflict be indirect?** (Olusumbo Adeyemi)
- **What factors might mitigate the risk of climate leading to conflict? Are these plausible?** (Gustavo Gregorio)

Week 8 (Friday: October 14; Monday: October 17) - Climatic Stress and Civil War

Required Readings

- Burke, Marshall B., Edward Miguel, Shanker Satyanath, John A. Dykema, and David B. Lobell. ``Warming increases the risk of civil war in Africa.'' Proceedings of the national Academy of sciences 106, no. 49 (2009): 20670-20674.

- Buhaug, Halvard. ``Climate not to blame for African civil wars.'' Proceedings of the National Academy of Sciences 107, no. 38 (2010): 16477-16482.
- Hsiang, S. and M. Burke (2014). ``Climate, conflict, and social stability: what does the evidence say?'' Climatic Change 123(1): 39-55.
- Buhaug, H., et al. (2014). ``One effect to rule them all? A comment on climate and conflict.'' Climatic Change 127(3-4): 391-397.
- Hsiang, S. M. and K. C. Meng (2014). ``Reconciling disagreement over climate–conflict results in Africa.'' Proceedings of the National Academy of Sciences of the United States of America 111(6): 2100-2103.

Recommended Readings

- Solow, Andrew R. "A call for peace on climate and conflict." *Nature* 497, no. 7448 (2013): 179-180.

Questions

- **Are you convinced that climatic stress affects civil conflict?** (Lydia Mentzer, Amber Ramsey)
- **Is there an intermediate view between the positions and Burke and Hsiang on one side and Buhaug et al on the other? Does Solow have a point?** (Dhanya Nair, Mohammed Al Awwad)
- **What are some paths by which climate change and/or variability could lead to civil conflict?** (Brandan Hart, Stephanie Gaspar)

Week 9 (Friday: October 21; Monday: October 24) - The Debate over the Syrian Civil War Part 1

Required Readings

- Gleick, Peter H. 2014. Water, Drought, Climate Change, and Conflict in Syria. Weather, Climate, and Society 6 (3): 331-340.
- Kelley, C. P., Mohtadi, S., Cane, M. A., Seager, R., & Kushnir, Y. (2015). Climate Change in the Fertile Crescent and Implications of the Recent Syrian Drought. Proceedings of the National Academy of Sciences, 112(11), 3241-3246.
- Selby, Jan, Omar S. Dahi, Christiane Fröhlich, and Mike Hulme. “Climate change and the Syrian civil war revisited.” Political Geography 60 (2017): 232-244.
- Ide, Tobias (2018). Climate war in the middle east? drought, the syrian civil war and the state of climate-conflict research. Current Climate Change Reports, 1–8.
- Feitelson, Eran, and Amit Tubi. "A main driver or an intermediate variable? Climate change, water and security in the Middle East." *Global environmental change* 44 (2017): 39-48.

Recommended Readings

- De Châtel, Francesca. "The Role of Drought and Climate Change in the Syrian Uprising: Untangling the Triggers of the Revolution." *Middle Eastern Studies* 50, no. 4 (2014): 521-535.

Questions

- **To what extent do you think drought caused the Syrian Civil War?** (Lea Faure, Sarah Ragland)

- **Is the drought's role in the Syrian Civil War symbolic of the future effects of climate change?** (Nathan Becker, Brianna Longo)
- **What do the potential conditional and complex effects of the drought say about the role of climate in conflict?** (Brandan Hart)

Week 10 (Friday: October 28; Monday: October 31) - The Debate over the Syrian Civil War Part 2

Required Readings

- Ash, Konstantin, and Nick Obradovich. “Climatic stress, internal migration, and Syrian civil war onset.” Journal of Conflict Resolution 64, no. 1 (2020): 3-31.
- Daoudy, Marwa. 2020. The Origins of the Syrian Conflict: Climate Change and Human Security. Cambridge University Press. Chapter 5.
- Selby, Jan. "Climate change and the Syrian civil war, Part II: The Jazira’s agrarian crisis." Geoforum 101 (2019): 260-274
- Eklund, Lina, Ole Magnus Theisen, Matthias Baumann, Andreas Forø Tollefsen, Tobias Kuemmerle, and Jonas Østergaard Nielsen. "Societal drought vulnerability and the Syrian climate-conflict nexus are better explained by agriculture than meteorology." Communications Earth & Environment 3, no. 1 (2022): 85.
- Dinc, Pinar, and Lina Eklund. "Syrian farmers in the midst of drought and conflict: the causes, patterns, and aftermath of land abandonment and migration." Climate and Development (2023): 1-14.

Recommended Readings

- Ash, Konstantin. "Fallow agriculture and climatic stress independently predict migration during Syria's 2006-10 Drought" Regional Environmental Change (2023).

Questions

- **Does more recent work further challenge or reinforce the role of climate in Syria's civil war?** (Mohammed Al Awwad)
- **Is migration sufficient to induce conflict based on the findings from Syria?**
- **What can the interaction between agriculture and climate say about the broader possible impacts of climatic stress on behavior?**
- **Are agricultural factors and government policies credible challenges to the role of climatic stress in Syria?** (Christian Palermino)

Week 11 (Friday: November 4; Monday: November 7) - Natural Disasters and Security

Required Readings

- Egorova, Aleksandra and Cullen Hendrix. 2014. “Can Natural Disasters Precipitate Peace?” CCAPS. 1-8.

- Slettebak, R.T., 2012. Don't Blame the Weather! Climate-Related Natural Disasters and Civil Conflict. Journal of Peace Research. 49, 163–176.
- Schleussner, Carl-Friedrich, Jonathan F. Donges, Reik V. Donner, and Hans Joachim Schellnhuber. "Armed-conflict risks enhanced by climate-related disasters in ethnically fractionalized countries." *Proceedings of the National Academy of Sciences* 113, no. 33 (2016): 9216-9221.
- Petrova, Kristina. "Natural hazards, internal migration and protests in Bangladesh." Journal of Peace Research 58, no. 1 (2021): 33-49.
- Ide, Tobias. "Rise or Recede? How Climate Disasters Affect Armed Conflict Intensity." *International Security* 47, no. 4 (2023): 50-78.

Recommended Readings

- Gray, Clark L and Valerie Mueller (2012). Natural disasters and population mobility in Bangladesh. Proceedings of the National Academy of Sciences 109(16), 6000–6005.

Questions

- **Do findings about natural disasters call the role of other climatic shocks on conflict and protest into question?** (Sarah Ragland)
- **Why might natural disasters have a different impact than droughts or other longer-term changes?** (Jesse Applebaum, Amber Ramsey)
- **Are the claims that natural disasters make for more peaceful outcomes credible?** (Lydia Mentzer)

Week 12 (Friday: November 11; Monday: November 14) - Resource Scarcity, Resource Wealth and Conflict

Required Readings

- Ide, T. (2015). Why Do Conflicts over Scarce Renewable Resources Turn Violent? A Qualitative Comparative Analysis. Global Environmental Change, 33, 61-70.
- Benjaminsen, Tor A., Koffi Alinon, Halvard Buhaug, and Jill Tove Buseth. "Does climate change drive land-use conflicts in the Sahel?." *Journal of peace research* 49, no. 1 (2012): 97-111.
- de Jong, Lotte, Sophie De Bruin, Joost Knoop, and Jasper van Vliet. "Understanding land-use change conflict: A systematic review of case studies." *Journal of Land Use Science* 16, no. 3 (2021): 223-239.
- Aytaç, S. E., Mousseau, M., & Örsün, Ö. F. (2016). Why Some Countries Are Immune from the Resource Curse: The Role of Economic Norms. *Democratization*, 23(1), 71-92.
- Koubi, Vally, Gabriele Spilker, Tobias Böhmelt, and Thomas Bernauer. "Do natural resources matter for interstate and intrastate armed conflict?." *Journal of peace research* 51, no. 2 (2014): 227-243.

Recommended Readings

- 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.

Questions

- **What factors into escalation and conflict over scarce natural resources?** (Kumbukkage Asanga, Christian Palermino)
- **To what extent do resources matter for either interstate or intrastate conflict?** (Nathan Becker, Mohammed Al Awwad)
- **Why might natural resource abundance induce more domestic peace?** (Jesse Applebaum)
- **At the same time, might natural resource wealth lead to more international aggression?** (Dhanya Nair, Eva Ortiz-Feder)

Week 13 (Friday: November 18; Monday: November 21) - Climatic Stress and International Conflict

Required Readings

- Young, Oran. 2009. Whither the Arctic? Conflict or Cooperation in the Circumpolar North. Polar Record 45 (232): 73-82.
- Keil, Kathrin. "The Arctic: A new region of conflict? The case of oil and gas." Cooperation and conflict 49, no. 2 (2014): 162-190.
- Ide, Tobias. "Does environmental peacemaking between states work? Insights on cooperative environmental agreements and reconciliation in international rivalries." *Journal of Peace Research* 55, no. 3 (2018): 351-365.
- Busby, Joshua W. 2021. Beyond Internal Conflict: The Emergent Practice of Climate Security. Journal of Peace Research. DOI: 10.1177/0022343320971019.
- Reuveny, R. and K. Barbieri (2014). “On the effect of natural resources on interstate war.” Progress in Physical Geography 38(6): 786-806.

Recommended Readings

- Le Billon, Philippe. 2004. The Geopolitical Economy of ‘Resource Wars.’ Geopolitics 9 (1): 1-28

Questions

- **Does a changing climate increase/decrease the likelihood of war between states?** (Christian Palermino, Sarah Ragland)
- **Will the melting of the polar ice cap increase the likelihood of international disputes over the Arctic?** (Jesse Applebaum)
- **What could international conflict precipitated by climatic factors look like? How would this differ from current or past conflicts?** (Kumbukkage Asanga)

Course Summary: