INR 6356: Environmental Security (93048)

University of Central Florida, Fall 2025

Instructor: **Dr. Suman Acharya**
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Office hours: Tue 1-2 pm & Wed 1-3 pm

Class meetings:
Tue 6:00-8:50pm
HPH O305G

**** The syllabus is a general plan for the course; deviations may be necessary and will be announced in class ****

COURSE DESCRIPTION

This graduate seminar explores the complex intersections between the environment and security, examining how environmental factors shape political stability, human well-being, and conflict dynamics. Moving beyond a singular focus, the course engages with diverse dimensions of environmental security, including food, water, and energy security; disaster risk and resilience; climate change and civil war, migration and displacement; resource scarcity; and the links between environmental stress, governance, and conflict. Students will engage with foundational and contemporary scholarship across disciplines, critically analyze theoretical and empirical debates, and assess real-world cases. Through guided discussions and a semester-long research project, students will develop analytical tools to evaluate existing studies, identify research gaps, and propose innovative contributions to the field of environmental security.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1) **Identify and define** core concepts, theories, and historical developments in environmental security. *(Remember/Understand)*
2) **Explain** how environmental systems (food, water, energy) interact with political, social, and economic processes. *(Understand)*
3) **Analyze** relationships between environmental change, climate stress, disasters, migration, and security outcomes across different contexts. *(Analyze)*
4) **Evaluate** competing theoretical approaches and empirical studies in environmental security, identifying strengths, weaknesses, and research gaps. *(Evaluate)*
5) **Apply** environmental security frameworks to assess real-world cases and develop informed policy recommendations. *(Apply)*
6) **Design and produce** an original, evidence-based research project that advances scholarly and practical understanding of environmental security. *(Create)*
7) **Review** peer research papers and provide constructive feedback to improve scholarly work.

REQUIRED TEXTS

Hough, Peter. 2021. *Environmental Security: An Introduction*. (Hough in the Course Schedule.) Routledge, 2021.
ISBN: 9781003082590
https://go.openathens.net/redirector/ucf.edu?url=https%3A%2F%2Fdoi.org%2F10.4324%2F9781003082590

Daoudy, Marwa. 2020. *The origins of the Syrian conflict: Climate change and human security*. (Daoudy in the Course Schedule). Cambridge University Press.

ISBN: 9781108567053
https://www.cambridge.org/core/books/origins-of-the-syrian-conflict/27BFB986E63812BE4BC100FA23FA869A

GRADING AND COURSE EXPECTATIONS

Research Paper (40%) to be submitted in multiple stages (*see course schedule page for due dates*):
All students are required to complete an original research paper (**5,000–7,000 words**, including all components) on a topic relevant to environmental security.

- **SEPT 02 (12 PM): Research Paper Stage I (5%)-** topic choice and topic scope/objectives/summary (300-400 words maximum)
- **SEPT 30 (12 PM): Research Paper Stage II (10%)**- populated outline and bibliography (**at least 10 peer-reviewed sources**)

  Students must submit a preliminary, fully structured outline of their research paper. While it is not necessary to complete every section in full, each section should include key concepts and ideas that will serve as the foundation for the final paper. At this stage, **the draft should represent approximately 60% of the completed work**.
- **OCT 28 (12 PM): Research Paper Stage III (10%)**– first full draft for research paper (15-20 peer-reviewed sources required)
- **DEC 6 (11:59 pm): FINAL PAPER Stage IV (15%)**

Weekly written critical papers (25%):
Students will complete **five one-page reading responses (approximately 400–500 words each)** over the course of the semester, choosing **any five weeks' assigned readings**. Please adhere to the word limit, as quality is prioritized over quantity. Responses should briefly summarize the main points of each reading, identify a common theme, and pose at least one question for class discussion. Additionally, responses may include thoughtful critiques, reflections on theory or method, comparisons to other readings, and/or potential applications to current events. These submissions serve as a tool to organize your thoughts prior to class discussions. Critical reflections on how the readings relate to your own research interests are also encouraged, as they may inform your final "research" paper. Please use parenthetical in-text citations in APA style to reference readings, rather than foot/endnotes. All citations for direct quotes and paraphrased material must include page numbers. **All papers must be submitted by 12:00 PM (noon) on Tuesdays during the chosen 5 weeks.**

Participation and Discussion (20%): All classes will be Face to Face (FTF).
This graduate seminar involves extensive and often challenging readings and emphasizes student-centered, collaborative learning through the sharing of individual insights and understandings. Productive discussions rely on your thorough preparation, and attendance is both expected and vital for the individual and collective benefits gained from class engagement. Excused absences require a valid, written excuse, while **each unexcused absence will reduce your 10% participation grade**. Your overall participation grade will reflect your ability to ask relevant questions, listen respectfully to peers, and thoughtfully build on their contributions. **Several sessions will feature guest lectures**, offering students an excellent opportunity to gain insights from experts in the field, making attendance especially important.

All students are required to come to class each week prepared with **at least one discussion question**, while **1–2 students will lead the weekly discussions and must be thoroughly prepared with questions and materials to actively engage the class**.
Excellent discussion questions will:

- Clearly demonstrate that you've read ALL the readings for the week (highlighting common themes, contrasts, and key quotes from each).
- Capture key arguments of the articles and/or the dominant themes across the week's readings.
- Engage closely with the texts (including specific page numbers).

- Encourage discussions based on interpretation and analysis of the readings, NOT generalized discussions independent of the text.
- Demonstrate creative engagement with and interpretation of the ideas presented.

Nov 18 (12 PM): Peer Review Assignment (5%)- Each student will be assigned a peer's full research paper to review, as determined by the instructor. Reviews should offer **thoughtful, constructive, and respectful feedback** aimed at strengthening the work, rather than overly critical or discouraging comments.

Nov 25: Research Paper Presentation (10%)- Near the end of the semester, students will deliver a 10–12-minute formal presentation of their research paper, followed by a 5-minute Q&A session. Attendance is required for all class sessions during presentation weeks to ensure everyone has the opportunity to present and actively engage as audience members.

Grades will be determined based on the following scale:

Numeric	93+	90+	87+	80+	77+	70+	67+	60+	0+
Letter	A	A-	B+	B	C+	C	D+	D	F

FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than August 22. Failure to do so will result in a delay in the disbursement of your financial aid.**

POLICY STATEMENTS

COVID

There are presently no required COVID-related syllabus policies at the university level. For guidance regarding COVID please visit the official CDC webpage (https://www.cdc.gov/coronavirus/2019-ncov/index.html). The COVID line at UCF no longer exists, however Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.

PROFESSIONALISM AND STUDENT CONDUCT

Students are expected to conduct themselves in a civil and professional manner. Disrupted behavior, profanity, or any other offensive behavior will not be tolerated. All mobile devices must be turned off and put out of view during class meetings. Repeated professionalism violations will result in a reduction in course grades. **If there is anything in the syllabus that is unclear, it is up to the student to contact the professor for clarification.** Also, it is the student's responsibility to be informed of any announcements made in class meetings.

ACADEMIC HONESTY

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. 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.
2. 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.
3. 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.
4. Falsifying or misrepresenting the student's own academic work.
5. 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.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

RESPONSES TO ACADEMIC DISHONESTY, PLAGIARISM, OR CHEATING

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary, respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

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.

STUDENT ACCESSIBILITY

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <https://sas.sswb.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be 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.

CAMPUS SAFETY STATEMENT

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

1. In case of an emergency, dial 911 for assistance.
2. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.
3. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
4. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
5. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
6. Students with special needs related to emergency situations should speak with their instructors outside of class.
7. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

VIRUSES

It is important to use a reputable anti-virus program (good ones include McAfee or Norton). Also, **back up your files**: Hard drives do crash and it is really inconvenient when they do. However, this is not a valid excuse for failing to get your work in on time.

E-MAIL PROTOCOLS

Do not expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a reply. Please note that your professor only checks and answers e-mails during regular business hours.
In the "Subject" heading include the course ID, *INR 6356.0W60* and your *last name*.

COPYRIGHT

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

DEPLOYED ACTIVE-DUTY MILITARY STUDENTS

If you are a deployed active-duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

MAKE-UP ASSIGNMENTS FOR AUTHORIZED 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 make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

RELIGIOUS OBSERVANCES

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <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

TENTATIVE COURSE SCHEDULE

Note: This schedule is subject to change depending on the needs of the class. *Students are responsible for any changes in syllabus/schedule which are announced in class.*

Week 1 (August 19) **Introduction & Course Overview**	
Welcome, Introduction, and Course overview (reading material, assignments, and expectations) Discussion Facilitation Sign-up	
Week 2 (August 26) **Theme: Environmental Security Foundational Readings**	
Required Readings Hough: Chapter 1 & 2	

Homer-Dixon, T. F. (1991). On the threshold: environmental changes as causes of acute conflict. *International security*, *16*(2), 76-116. Homer-Dixon, T. F. (1994). Environmental scarcities and violent conflict: evidence from cases. *International security*, *19*(1), 5-40. Deudney, D. (1990). The case against linking environmental degradation and national security. *Millennium*, *19*(3), 461-476. Levy, M. A. (1995). Is the environment a national security issue?. *International security*, *20*(2), 35-62. Gleditsch, N. P. (1998). Armed conflict and the environment: A critique of the literature. *Journal of peace research*, *35*(3), 381-400. **Recommended Readings** Hendrix, C. S. (2017). The streetlight effect in climate change research on Africa. *Global Environmental Change*, *43*, 137-147.	
Week 3 (September 2) **Theme: Food Security**	
Guest: Sara S Lowden, Ph.D. **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, J., & Moseley, W. G. (2020). This food crisis is different: COVID-19 and the fragility of the neoliberal food security order. *The Journal of Peasant Studies*, *47*(7), 1393-1417. Hendrix, C. S., & Haggard, S. (2015). Global food prices, regime type, and urban unrest in the developing world. *Journal of Peace Research*, *52*(2), 143-157. Von Uexkull, N., Croicu, M., Fjelde, H., & Buhaug, H. (2016). Civil conflict sensitivity to growing-season drought. *Proceedings of the National Academy of Sciences*, *113*(44), 12391-12396. 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, E., & Burke, M. (2020). The economic origins of conflict in Africa. *Journal of Political Economy*, *128*(10), 3940-3997.	**Due: 09/02, 12:00 PM Research Paper Stage I (topic choice and summary)**

<u>Week 4 (September 9)</u> **Theme: Water Security**	
Guest: Sephora McIntyre, Ph.D. **Required Readings** Busby, J. (2017). "Water and Security." Council on Foreign Relations. 1-19 https://www.cfr.org/report/water-and-us-national-security Peter, H. G. (1993). Water and conflict: freshwater resources and international security. *International Security*, *18*(1), 79-112. Sowers, J., Vengosh, A., & Weinthal, E. (2011). Climate change, water resources, and the politics of adaptation in the Middle East and North Africa. *Climatic Change*, *104*(3), 599-627. Koren, O., Bagozzi, B. E., & Benson, T. S. (2021). Food and water insecurity as causes of social unrest: Evidence from geolocated Twitter data. *Journal of Peace Research*, *58*(1), 67-82. Akhter, M. (2015). The hydropolitical cold war: The Indus waters treaty and state formation in Pakistan. *Political Geography*, *46*, 65-75. **Recommended Readings** Mohyeldeen, S. (2021). The dam that broke open an Ethiopia-Egypt dispute. *Malcolm H. Kerr Carnegie Middle East Center*, 1-5.	
<u>Week 5 (September 16)</u> **Theme: Energy Security**	
Guest: Bishal Bhardwaj, Ph.D. **Required Readings** Hough: Chapter 5 Bashir, M. F., Pata, U. K., & Shahzad, L. (2025). Linking climate change, energy transition and renewable energy investments to combat energy security risks: Evidence from top energy consuming economies. *Energy*, *314*, 134175. Olujobi, O. J., Okorie, U. E., Olarinde, E. S., & Aina-Pelemo, A. D. (2023). Legal responses to energy security and sustainability in Nigeria's power sector amidst fossil fuel disruptions and low carbon energy transition. *Heliyon*, *9*(7). Rabbi, M. F., Popp, J., Máté, D., & Kovács, S. (2022). Energy security and energy transition to achieve carbon neutrality. *Energies*, *15*(21), 8126.	

Stevens, K. A., & Belligoni, S. (2024). Policymaking in the dark: The impact of power outage information asymmetry on local government resilience efforts in Florida. *International Journal of Disaster Risk Reduction*, *105*, 104381.	
<u>Week 6 (September 23)</u> **Theme: Climate Stress and Migration**	
Required Readings Reuveny, R. (2007). Climate change-induced migration and violent conflict. *Political geography*, *26*(6), 656-673. Raleigh, C., Jordan, L., & Salehyan, I. (2008, March). Assessing the impact of climate change on migration and conflict. In *paper commissioned by the World Bank Group for the Social Dimensions of Climate Change workshop, Washington, DC* (pp. 5-6). Black, R., Bennett, S. R., Thomas, S. M., & Beddington, J. R. (2011). Migration as adaptation. *Nature*, *478*(7370), 447-449. Gray, C., & Mueller, V. (2012). Drought and population mobility in rural Ethiopia. *World development*, *40*(1), 134-145. Cattaneo, C., & Peri, G. (2016). The migration response to increasing temperatures. *Journal of development economics*, *122*, 127-146. **Recommended Readings** Kaczan, D. J., & Orgill-Meyer, J. (2020). The impact of climate change on migration: a synthesis of recent empirical insights. *Climatic change*, *158*(3), 281-300.	
<u>Week 7 (September 30)</u> **Theme: Public Attitudes about Environmental Migrants**	
Required Readings Hough: Chapter 3 Koubi, V., Böhmelt, T., Spilker, G., & Schaffer, L. (2018). The determinants of environmental migrants' conflict perception. International Organization, 72(4), 905-936. Bansak, K., Hainmueller, J., & Hangartner, D. (2016). How economic, humanitarian, and religious concerns shape European attitudes toward asylum seekers. *Science*, *354*(6309), 217-222. Helbling, M. (2020). Attitudes towards climate change migrants. *Climatic Change*, *160*(1), 89-102.	**Due: 09/30, 12:00 PM 12:00 PM Research Paper Stage II (Populated outline and bibliography)**

Spilker, G., Nguyen, Q., Koubi, V., & Böhmelt, T. (2020). Attitudes of urban residents towards environmental migration in Kenya and Vietnam. *Nature Climate Change*, *10*(7), 622-627. Arias, S. B., & Blair, C. W. (2022). Changing tides: public attitudes on climate migration. *The Journal of Politics*, *84*(1), 560-567. **Recommended Readings** Castellano, R., Dolšak, N., & Prakash, A. (2021). Willingness to help climate migrants: A survey experiment in the Korail slum of Dhaka, Bangladesh. *PloS one*, *16*(4), e0249315.	
Week 8 (October 7) **Theme: Climate and Conflict**	
Guest: Subash Pandey **Required Readings** Hough: Chapter 8 Barnett, J., & Adger, W. N. (2007). Climate change, human security and violent conflict. *Political geography*, *26*(6), 639-655. Moser, S. C., & Ekstrom, J. A. (2010). A framework to diagnose barriers to climate change adaptation. *Proceedings of the national academy of sciences*, *107*(51), 22026-22031. Hendrix, C. S., & Salehyan, I. (2012). Climate change, rainfall, and social conflict in Africa. *Journal of Peace Research*, *49*(1), 35-50. Oels, A. (2012). From 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. De Juan, A. (2015). Long-term environmental change and geographical patterns of violence in Darfur, 2003–2005. *Political Geography*, *45*, 22-33. **Recommended Readings** Mach, K. J., Kraan, C. M., Adger, W. N., Buhaug, H., Burke, M., Fearon, J. D., ... & von Uexkull, N. (2019). Climate as a risk factor for armed conflict. *Nature*, *571*(7764), 193-197.	
Week 9 (October 14) **Theme: Climatic Stress and Civil War**	
Required Readings	

Hough: Chapter 7 Burke, M. B., Miguel, E., Satyanath, S., Dykema, J. A., & Lobell, D. B. (2009). Warming increases the risk of civil war in Africa. *Proceedings of the national Academy of sciences*, *106*(49), 20670-20674. Buhaug, H. (2010). Climate not to blame for African civil wars. *Proceedings of the National Academy of Sciences*, *107*(38), 16477-16482. Hsiang, S. M., & Burke, M. (2014). Climate, conflict, and social stability: what does the evidence say?. *Climatic change*, *123*(1), 39-55. Buhaug, H., Nordkvelle, J., Bernauer, T., Böhmelt, T., Brzoska, M., Busby, J. W., ... & von Uexkull, N. (2014). One effect to rule them all? A comment on climate and conflict. *Climatic Change*, *127*(3), 391-397. Hsiang, S. M., & Meng, K. C. (2014). Reconciling disagreement over climate–conflict results in Africa. *Proceedings of the National Academy of Sciences*, *111*(6), 2100-2103. **Recommended Readings** Solow, A. R. (2013). A call for peace on climate and conflict. *Nature*, *497*(7448), 179-180.	
<u>Week 10 (October 21)</u> **Theme: The Debate over the Syrian Civil War**	
Required Readings Ash, K., & Obradovich, N. (2020). Climatic stress, internal migration, and Syrian civil war onset. *Journal of Conflict Resolution*, *64*(1), 3-31. Daoudy, M. (2020). *The origins of the Syrian conflict: Climate change and human security*. Cambridge University Press. Chapter 5. Dinc, P., & Eklund, L. (2024). Syrian farmers in the midst of drought and conflict: the causes, patterns, and aftermath of land abandonment and migration. *Climate and Development*, *16*(5), 349-362. Gleick, P. 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, J. (2019). Climate change and the Syrian civil war, Part II: The Jazira's agrarian crisis. *Geoforum*, *101*, 260-274.	

Selby, J., Dahi, O. S., Fröhlich, C., & Hulme, M. (2017). Climate change and the Syrian civil war revisited. *Political geography*, *60*, 232-244. **Recommended Readings** Ash, K. (2023). Fallow Agriculture and Climatic Stress Independently Predict Migration During Syria's 2006-10 Drought. *Regional Environmental Change*, *23*(4), 119. De Châtel, F. (2019). The role of drought and climate change in the Syrian uprising: Untangling the triggers of the revolution. In *Green Planet Blues* (pp. 286-304). Routledge. Eklund, L., Theisen, O. M., Baumann, M., Forø Tollefsen, A., Kuemmerle, T., & Østergaard Nielsen, J. (2022). Societal drought vulnerability and the Syrian climate-conflict nexus are better explained by agriculture than meteorology. *Communications Earth & Environment*, *3*(1), 85. Feitelson, E., & Tubi, A. (2017). A main driver or an intermediate variable? Climate change, water and security in the Middle East. *Global environmental change*, *44*, 39-48. Ide, T. (2018). Climate war in the Middle East? Drought, the Syrian civil war and the state of climate-conflict research. *Current climate change reports*, *4*(4), 347-354.	
Week 11 (October 28) **Theme: Disaster and Security**	
Guest: Mohammad Siddiqur Rahman **Required Readings** Hough: Chapter 11 Egorova, A., & Hendrix, C. S. (2014). Can natural disasters precipitate peace?. *The Robert S. Strauss Centre-Climate Change and African Political Stability, Research Brief*, (22). https://www.strausscenter.org/wp-content/uploads/researchbrief22-ccaps_f-for-web1.pdf Slettebak, R. T. (2012). Don't blame the weather! Climate-related natural disasters and civil conflict. *Journal of Peace Research*, *49*(1), 163-176. Schleussner, C. F., Donges, J. F., Donner, R. V., & Schellnhuber, H. J. (2016). Armed-conflict risks enhanced by climate-related disasters in ethnically fractionalized countries. *Proceedings of the National Academy of Sciences*, *113*(33), 9216-9221. Petrova, K. (2021). Natural hazards, internal migration and protests in Bangladesh. *Journal of Peace Research*, *58*(1), 33-49.	**DUE: 10/28 12:00 PM Research Paper Stage III (first full draft)**

Ide, T. (2023). Rise or recede? How climate disasters affect armed conflict intensity. *International Security*, *47*(4), 50-78. Hendrix, C. S., & Salehyan, I. (2012). Climate change, rainfall, and social conflict in Africa. *Journal of Peace Research*, *49*(1), 35-50. **Recommended Readings** Gray, C. L., & Mueller, V. (2012). Natural disasters and population mobility in Bangladesh. *Proceedings of the National Academy of Sciences*, *109*(16), 6000-6005.	
<u>Week 12 (November 4)</u> **Theme: Resource Scarcity, Resource Wealth and Conflict**	
Required Readings Hough: Chapter 10 Ide, T. (2015). Why do conflicts over scarce renewable resources turn violent? A qualitative comparative analysis. *Global Environmental Change*, *33*, 61-70. Benjaminsen, T. A., Alinon, K., Buhaug, H., & Buseth, J. T. (2012). Does climate change drive land-use conflicts in the Sahel?. *Journal of peace research*, *49*(1), 97-111. de Jong, L., De Bruin, S., Knoop, J., & van Vliet, J. (2021). Understanding land-use change conflict: A systematic review of case studies. *Journal of Land Use Science*, *16*(3), 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, V., Spilker, G., Böhmelt, T., & Bernauer, T. (2014). Do natural resources matter for interstate and intrastate armed conflict?. *Journal of peace research*, *51*(2), 227-243. **Recommended Readings** Basedau, M., & Lay, J. (2009). Resource curse or rentier peace? The ambiguous effects of oil wealth and oil dependence on violent conflict. *Journal of peace research*, *46*(6), 757-776.	
Week 13 (November 11) **No Class- Veterans Day**	
<u>Week 14 (November 18)</u> **Theme: Climatic Stress and International Conflict**	

Required Readings Hough: Chapter 6 Young, O. R. (2009). Whither the Arctic? Conflict or cooperation in the circumpolar north. *Polar record*, *45*(1), 73-82. Keil, K. (2014). The Arctic: A new region of conflict? The case of oil and gas. *Cooperation and conflict*, *49*(2), 162-190. Ide, T. (2018). Does environmental peacemaking between states work? Insights on cooperative environmental agreements and reconciliation in international rivalries. *Journal of Peace Research*, *55*(3), 351-365. Busby, J. W. (2021). Beyond internal conflict: The emergent practice of climate security. *Journal of Peace Research*, *58*(1), 186-194. Reuveny, R., & Barbieri, K. (2014). On the effect of natural resources on interstate war. *Progress in Physical Geography*, *38*(6), 786-806. **Recommended Readings** Le Billon, P. (2004). The geopolitical economy of 'resource wars'. *Geopolitics*, *9*(1), 1-28.	**DUE: 11/18 12:00 PM Peer Reviews**
Week 15 (November 25)	**Student presentations of their final research paper**
December 6	**Due: 12/06 11:59 PM Final Paper Stage IV**