

**SIS 619-009**  
**Environment Peacemaking**  
Instructor: Carl Bruch

Spring semester 2018  
Thursdays 5:30-8:00 PM in SIS 349

**COURSE DESCRIPTION**

**About the seminar:** This class examines what we know about the relationships among environmental change, natural resources, and the dynamics of peace and conflict. The course is intended to serve graduate students in GEP, NRS, IPCR, and other SIS and AU programs for which knowledge of this domain is useful. Key questions with which we will grapple throughout the semester include the following:

- Does environmental degradation lead to or increase the risk of violent conflict? If so, under what circumstances, in what ways, for whom, manifest how, and on what scales?
- Is natural resource scarcity a risk factor for various types of violence? Are there risks associated with resource abundance? Again, for whom, by what mechanisms, and on what scales?
- What are the environmental consequences of war?
- What role do environmental considerations play in ending armed conflict?
- What are the main environmental challenges facing war-torn societies?
- Does environmental cooperation reduce conflict risks? Does it exacerbate conflict risks? How should we think about and evaluate the relationship between the two?
- Can responses to environmental problems be used as a peace-building tool? Does linking environment and peace offer powerful synergies? Or does it make two separate and difficult problems even harder by joining them together?
- How do leading international institutions—governmental, intergovernmental, non-governmental—act upon these relationships? How should they?

We will approach these questions from several different directions. We will pose them at different levels of analysis: localized, national, transnational, and supra-national. We will combine theoretical frameworks with empirical material, including time- and place-specific studies of particular places, relationships, and conflicts as well as macro-statistical analyses across space and time. We will ask questions about both conflict and peace. In doing so, we will look at many different types of human-environment interactions and a wide range of environmental issue areas (including but not limited to water, energy, deforestation, land use, mining, and climate change).

The first three classes provide an overarching context and framing of the linkages between environment, conflict, and peace. The next four classes examine the linkages in the specific contexts of extractive resources, land, water, and climate change. The next four classes consider specific entry points for addressing the linkages across the conflict lifecycle (before violent conflict erupts, during conflict, and after). The final classes explore practical considerations and opportunities in applying the approaches discussed in previous classes.

This is an advanced graduate course designed to provide a foundation for working professionally in this emerging field. Substantial emphasis is placed on understanding and accompanying current policy debates, becoming acquainted with the tools used to analyze them, and becoming familiar with the actors and institutions that engage in these debates. The course assumes some background both in

environmental policy and in peace and conflict studies. Students lacking that background may wish to discuss with me whether the class makes sense for them. In the end, the decision will be yours, but you may find that you need to do additional background reading.

**About the instructor:** I direct international programs at the Environmental Law Institute (ELI), and I am a senior adjunct professorial lecturer in the School of International Service. I work at the intersection of theory and practice, conducting research, helping countries (including those emerging from conflict) to develop and strengthen their environmental laws, institutions, and capacity, and fostering global learning. I have worked in dozens of countries across Africa, the Americas, Asia and the Pacific, and Eastern Europe. Since 2007, I have been a leader in a global effort to establish a new multidisciplinary field of environmental peacebuilding. I was a series editor of a six-volume set of books on post-conflict peacebuilding and natural resource management, with 150 chapters by 225 authors (Routledge 2012-2016). With the UN Environment Programme and others, I have established and lead the Environmental Peacebuilding Knowledge Platform, the Environmental Peacebuilding Community of Practice, the biweekly *Environmental Peacebuilding Update*, and the Environmental Peacebuilding Academy. For more information about me, see my profile on [LinkedIn](#).

### **LEARNING OUTCOMES**

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

- *Use theory:* recognize, explain, and critique the principal theoretical frameworks used to assess environment-conflict-peace linkages.
- *Know the history of the field:* understand the evolution of thinking and knowledge about linkages among environmental change, natural resource availability, conflict, violence, and peace.
- *Know the policy terrain:* Understand, evaluate, and participate in key policy debates about these issues.
- *Evaluate the issues and controversies in the field,* at multiple scales and from the perspectives of different stakeholders.
- *Integrate economic, legal, technical, and cultural modes of analysis,* in a particular place or at a specific scale.
- *Conduct research:* understand how to use the same conceptual frameworks, sources, datasets, and informational tools employed by professionals in the field.
- *Communicate your ideas and findings* clearly and succinctly, in both oral and written form.

**How this will happen:** Weekly readings will provide access to a wide range of perspectives, concepts, theories, and empirical materials. Additional perspectives will be provided via guest lecturers and participation in a massive open online course. Lecture and discussion will deepen your understanding of these and other relevant materials. Research will give you guided practice for the learning objectives of research and integration. Weekly discussions, writing assignments, discussion-leader tasks and seminar presentations, along with the feedback you receive, will sharpen your communication skills.

### **EXPECTATIONS and REQUIREMENTS**

You may expect me to be on time, fully prepared for class, enthusiastic about learning, respectful of our enterprise and of all seminar members, and actively participatory. I expect the same of you.

Grades will be based on the following components. **Note that there are no exams in this class.** See the handout “Grading Rubric” on Blackboard and the assignment-specific handouts for details on the specific sub-components, due dates, and expectations for each category:

**(1) Research project** (totals 45% of course grade, with several separate components as indicated). Each student will participate in a semester-long research project. This research project may be a solo project or done with in collaboration with another student; research projects involving more than two students need my permission. Topics will be agreed upon early in the semester (no later than the third class); the sooner you settle on your topic and secure my approval and feedback, the sooner you can research. The research project will include:

- a 15-page paper, with recommendations for action (30 pages for projects done by 2 students) (25% of course grade)
- a PowerPoint on the topic (5% of course grade)
- a 10-minute presentation of the PowerPoint, and subsequent discussion (10% of course grade)
- EITHER an infographic summarizing the key points, or a key point, of your paper OR a 2-page memorandum highlighting key points and action items, as appropriate, from the paper (5% of course grade)

A handout with project guidelines and due dates will be posted to our course Blackboard site. Start thinking **now** about your topic interests.

**(2) Participation in weekly seminar discussions** (25% of course grade). Separate participation grades are given for the first half and second half of the semester. You must come to class each week prepared to discuss the material. The schedule of topics (below) provides discussion prompts to help you prepare each week. **If you find participation challenging, let’s talk about it early in the semester and work together to develop a strategy for your success.** I will gladly work with you over the course of the semester to make your participation less stressful and more effective—but I can do so only if we talk about your concerns and develop a strategy to respond to them. **Becoming more comfortable with participation and public speaking could be a major personal accomplishment this semester, with this class as the vehicle.** Be sure to consult the handout “Participation Tips” on the course Blackboard site, which discusses common barriers to effective participation. I use the following criteria to assign participation grades:

A = Highly effective participant: insightful questions and comments; clearly does the reading; engages in observational, interrogative, and strategic forms of participation (see handout).

B = Consistent participant: thoughtful questions and comments; clearly does the reading; engages in multiple forms of participation.

C = Occasional participant: sporadic involvement in discussions; comments often based more on personal opinion than careful analysis of the class material; tends to engage only in observational participation.

D = Faithful observer: regularly attends class but does not get involved in class discussions.

F = Occasional observer: sporadic attendance, no participation.

**(3) MOOC critique** (10% of course grade). As part of the class, students will participate in a massive open online course (MOOC) on Environmental Security and Sustaining Peace. Students should enroll in the MOOC at <https://courses.sdgacademy.org/learn/environmental-security-and-sustaining-peace-march-2018>. The MOOC runs from March 1 to May 10, but the last two weeks are extra weeks for catch-up. For 8 weeks, students will be expected to watch the lectures for that week (approximately 50 minutes per week), and prepare a short analysis to be submitted by email before class starts that answers:

- What 2-3 things did you like about this week's MOOC lectures?
- What 2-3 things about this week's MOOC lectures could be improved or were otherwise problematic?
- What are the key 1-2 takeaways from this week's MOOC lectures that you think you might (or should) remember in a year?

At the end of the MOOC, students will be required to write a one-page memorandum that:

- In the first para, summarizes the objective of the analysis, and provides the context for the MOOC.
- In the second para, indicates the strengths of the MOOC as delivered.
- In the third para, indicates the weaknesses of the MOOC as delivered.
- In the fourth para, provides recommendations for any subsequent companion MOOCs that might be developed.

Students may do the MOOC readings, but they are not required for this class. The MOOC quizzes, final exam, and exercise are optional for the class – they will not factor into your grade, but if you do them, you can receive a separate MOOC certificate for completing the MOOC.

**(4) Periodic discussion-leader assignments** (10% of course grade). Twice during the semester you will be asked to play a leadership role in the class discussion. These weekly tasks will be divided up among seminar members early in the semester, and I will communicate in advance with the weekly discussion leaders to make sure we have a good plan for the session.

**(5) Policy document critique** (10% of course grade). Toward the end of the semester you will review and critique a policy report, using what we have learned throughout the semester to offer critical comments and suggestions for improvement. To prepare for the session you will mark up the document, as if it were at the draft-report stage and you were an external reviewer. We will then discuss the various comments, identify the key issues, and consider next steps.

## **COURSE MECHANICS**

**Reading material:** There are **no books to purchase** for this class. Each assigned reading will be accompanied with a web link or other indication of how to access the material (e.g., the library's electronic journals).

**Resources:** Students are **encouraged** to sign up for the Environmental Peacebuilding Community of Practice ([www.environmentalpeacebuilding.org/about/join/](http://www.environmentalpeacebuilding.org/about/join/)) to receive the biweekly *Environmental Peacebuilding Update*. The Environmental Peacebuilding Knowledge Platform ([www.environmentalpeacebuilding.org](http://www.environmentalpeacebuilding.org)) is a repository of useful publications, videos, news, and other information on the linkages between environment, conflict, and peace.

**Office hours:** My office hours are Thursdays 4:30-5:30 PM (unscheduled "drop-in" appointments). If you would like to schedule a time to talk during office hours or otherwise, please contact me (phone 202-203-8005; e-mail [bruch@eli.org](mailto:bruch@eli.org)).

**Academic Integrity:** You must observe the basic rules of the university's Academic Integrity Code. I will draw a clear outline of what is allowed and what is not for each component of your grade, but please see me if anything is ever unclear. See the full code (available at

<http://www.american.edu/academics/integrity/code.cfm>) for details. The code identifies nine forms of academic misconduct, including but not limited to *plagiarism* (“representation of someone else’s words, ideas, or work as one’s own without attribution”); *inappropriate collaboration* (“work that the professor presumes is original to the student is in fact the product of collaboration so close that the originality is no longer individual to the student”); *dishonesty in examinations* (“the use of inappropriate or unauthorized materials, information, or study aids in a test”); *dishonesty in papers* (“submitting material obtained from another person or company or purchased from either”); *work done for one course and submitted to another* (just what it sounds like); *fabrication of data* (“falsification, distortion, or invention of any information or citation in academic work”); *interference with other students’ or scholars’ work* (“acts that deny others access to scholarly resources, or deliberately impede the progress of another student or scholar”); *bribes, favors, and threats* (just what it sounds like); and *other academic misconduct* (basically, any type of deceit in academic work).

**Disabilities:** Every effort will be made to accommodate students with learning disabilities, physical challenges, and other special needs. See me if the circumstances warrant.

**Religious holidays:** Please see me if one of our class sessions or due dates interferes with a religious observance.

**Incompletes and extensions:** Incomplete grades are almost always a bad idea, and are granted only under very unusual circumstances. The same is true of extensions on due dates for assignments. Finish things early to protect yourself against the unexpected.

**Emergency Preparedness for Disruption of Classes:** This is American University’s policy statement regarding emergency preparedness and disrupted classes: *“In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site ([www.prepared.american.edu](http://www.prepared.american.edu)) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/ college-specific information.”*

## **SCHEDULE OF TOPICS AND ASSIGNED READING**

PLEASE NOTE: Unless I indicate otherwise during class, all reading items for each weekly session are required, and should be finished **before coming to that week’s session**. Unless a specific page range is indicated, the entire item is assigned. Reading material may be accessed through the web link in the syllabus or, if indicated, through the library’s electronic journals collection. Go to library home page >> > “Research/find journals” >>> “Library journal finder” page. Enter the journal name or browse alphabetically, then use the date/volume/number information in the syllabus to find the proper issue of the journal and the PDF of the article. **The readings and questions for classes are subject to modification; any modifications will be noted on Blackboard.**

## 1. (JANUARY 18): INTRO AND COURSE OVERVIEW

*Themes:* Complete the pre-seminar survey; review course content, procedures, expectations, and grading; seminar members' interests and goals for the class; looking forward to selection of project topics; introduction to environmental peacebuilding concepts and terms.

### *Reading:*

- a. Read this syllabus thoroughly.
- b. Visit our course Blackboard site (login at <https://blackboard.american.edu/>). Read the handouts posted there: "Grading Rubric," "Participation Tips," "Effective Writing: Ten Steps," "Semester Project Guidelines," and "Resource Guide." Bring any questions to our first class session.
- c. Register for the MOOC on Environmental Security and Sustaining Peace (<https://courses.sdgacademy.org/learn/environmental-security-and-sustaining-peace-march-2018>)

### *Preparing for class:*

- a. A few questions to ponder as we start the semester: Is the environment an important source or cause of violent conflict? Should the environment be treated as a "security" issue? Can environmental cooperation be a peacemaking tool, and if so, under what circumstances or in what ways?
- b. What are my principal goals for this class? How can I use it to deepen my knowledge and understanding? To develop skills? To accomplish my goals for grad school?

## 2. (JANUARY 25): BACKGROUND: CAUSES OF VIOLENT CONFLICT, CAUSES OF PEACE

*Themes:* Theoretical perspectives and empirical findings on the causes and trajectories of various types of violent conflict; conflict analysis tools; conceptualizing, assessing and measuring peace.

### *Reading:*

- a. The Fallen of World War II (video parsing the deaths in World War II). Available at: <http://www.fallen.io/ww2/#> [watch from 14:20 to the end; rest is optional]
- b. Oona Hathaway and Scott J. Shapiro. 2017. "Making War Illegal Changed the World. But It's Becoming too Easy to Break the Law." The Guardian. Available at <https://www.theguardian.com/news/2017/sep/14/making-war-illegal-changed-the-world-but-its-becoming-too-easy-to-break-the-law>
- c. Johan Galtung. 1975. "Three Approaches to Peace: Peacekeeping, Peacemaking, and Peacebuilding." Available at [http://graduateinstitute.ch/files/live/sites/iheid/files/sites/international\\_law/users/vessier9/public/Galtung%20-%20Three%20Approaches%20to%20Peace.pdf](http://graduateinstitute.ch/files/live/sites/iheid/files/sites/international_law/users/vessier9/public/Galtung%20-%20Three%20Approaches%20to%20Peace.pdf)
- d. Huma Haider and Brigitte Rohwerder. 2014. "Understanding Violent Conflict." GSDRC. Available at <http://www.gsdrc.org/topic-guides/conflict/> [Read Chapter 1]
- e. US Agency for International Development (USAID). 2012. "Conflict Assessment Framework (version 2.0)." Available at [http://pdf.usaid.gov/pdf\\_docs/pnady739.pdf](http://pdf.usaid.gov/pdf_docs/pnady739.pdf) [Read pp. 9-32]
- r. Department for International Development (UK). 2002. "Conducting Conflict Assessments: Guidance Notes." Available at [http://www.conflictsensitivity.org/other\\_publication/conducting-conflict-assessments-guidance-notes/](http://www.conflictsensitivity.org/other_publication/conducting-conflict-assessments-guidance-notes/) [Read pp. 4-33]
- g. European Commission. 2008. "European Commission Check-list for Root Causes of Conflict." Available at [http://www.ceipaz.org/images/contenido/European%20Commission%20Check-list%20for%20Root%20Causes%20of%20Conflict\\_ENG.pdf](http://www.ceipaz.org/images/contenido/European%20Commission%20Check-list%20for%20Root%20Causes%20of%20Conflict_ENG.pdf)

h. Masatsugu Matsuo. 2007. "Concept of Peace in Peace Studies: A Short Historical Sketch." Hiroshima University. Available at <http://home.hiroshima-u.ac.jp/heiwa/Pub/E20/conceptofpeace.pdf>

i. Nathan C. Funk. n.d. "Peace Paradigms: Five Approaches to Peace." Available at <http://www.mkgandhi.org/nonviolence/peace%20paradigms.htm>

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*Preparing for class:*

a. How has the understanding and framing of peace and peacebuilding evolved since Galtung coined the term "peacebuilding"?

b. For each of the political/institutional and socioeconomic factors that GSDRC identifies as a potential cause of conflict (weak state institutions, inequality, etc.), try to think of one or more ways in which the environment might be an important factor in triggering, enhancing the risk of, sustaining, or exacerbating violent conflict.

c. Compare the three conflict analysis toolkits (USAID, DFID, and the European Commission). Do they understand conflict in similar or different ways? Do they emphasize the same types of risk factors or causal mechanisms? How do the informational inputs that each requires differ? Bring a list of key similarities and differences to class.

d. What are the strengths and weaknesses of narrower and more expansive conceptions of peace? Is peace better understood as a process, a condition, an outcome, or...?

### **3. (FEBRUARY 1): ENVIRONMENT AND CONFLICT: CONCEPTUAL FRAMEWORKS**

*Deadline:* Final proposals for research papers are due no later than the beginning of class.

*Themes:* Links among environmental change, natural resource availability and value, institutional factors, social structures, and conflict; historical evolution of environment-conflict research; points of consensus and contention in the scholarly literature; contrasting qualitative and quantitative methodologies; considerations of scale.

*Attend (if possible):* Fifth Al-Moumin Award and Distinguished Lecture on Environmental Peacebuilding (<https://environmentalpeacebuilding.org/events/al-moumin-lectures/show/eventitem-467>)

*Reading:*

a. Thomas Homer-Dixon. 1994. "Environmental Scarcities and Violent Conflict: Evidence from Cases," *International Security* vol. 19 no. 1 (Summer): 5-40. Access through library electronic journals collection.

b. Henrik Urdal. 2005. "People vs. Malthus: Population Pressure, Environmental Degradation, and Armed Conflict Revisited." *Journal of Peace Research* vol. 42 no. 4: 417-434. Access through library electronic journals collection.

c. Tom Deligiannis. 2012. "The Evolution of Environment-Conflict Research: Toward a Livelihood Framework." *Global Environmental Politics* vol. 12 no. 1 (February): 78-100. Access through library electronic journals collection.

d. Ken Conca. 2002. "The Case for Environmental Peacemaking." In *Environmental Peacemaking*, ed. Ken Conca and Geoffrey D. Dabelko. Available at

<https://books.google.com/books?hl=en&lr=&id=Vxl87MVug4sC&oi=fnd&pg=PR9&dq=the+case+for+environmental+peacemaking&ots=zlnjYI3IVu&sig=a5J1UNFKgaWB1kC69xKxVLMssqQ#v=onepage&q=the%20case%20for%20environmental%20peacemaking&f=false>

- d. Arthur Green. 2015. "Social Identity, Natural Resources, and Conflict." In *Livelihoods, Natural Resources, and Post-Conflict Peacebuilding*, ed. Helen Young and Lisa Goldman. Routledge. Available at <http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem-000-Doc-945.pdf>
- e. Adrian Martin. 2005. "Environmental Conflict between Refugee and Host Communities." *Journal of Peace Research* vol. 42 no. 3: 329-346. Access through library electronic journals collection.
- f. Halvard Buhaug, Nils Petter Gleditsch, and Ole Magnus Thiessen. 2008. "Implications of Climate Change for Armed Conflict." Washington, DC: Social Development Department, World Bank Group. Available at [http://www.hbuhaug.com/wp-content/uploads/2014/02/SDCCWorkingPaper\\_Conflict.pdf](http://www.hbuhaug.com/wp-content/uploads/2014/02/SDCCWorkingPaper_Conflict.pdf) [**\*\*Ponder the figure on p. 21, in light of the rest of this week's reading.** You need not read the report, but of course feel free if interested.]

*Preparing for class:*

- How persuasive do you find Homer-Dixon's theory, logic, and evidence? If you were to offer a critique, what would its principal elements be?
- Compare the Homer-Dixon article to the figure on p. 21 of Buhaug et al. What elements of a causal model linking environment and conflict do they share? What elements are different?
- To what extent does Urdal's quantitative analysis support or refute the arguments put forth by Homer-Dixon? How so? Which position do you find more credible, and why? What are the strengths and limits of each article's research method?
- Does Deligiannis offer a possible explanation for the gap in findings between Homer-Dixon and Urdal? Does Martin?

#### 4. (FEBRUARY 8): EXTRACTIVE RESOURCES, CONFLICT, AND PEACE

*Themes:* Resource curse; benefit sharing; revenue management; conflict minerals; environmental and social impacts of extraction as a source of grievance; international responses (inc. Kimberley Process and Extractive Industry Transparency Initiative); extractive industries and post-conflict peacebuilding.

*Reading:*

- Paivi Lujala and Siri A. Rustad. 2012. "High-Value Natural Resources: A Blessing or Curse for Peace?" In *High-Value Natural Resources and Post-Conflict peacebuilding*, ed. Paivi Lujala and Siri A. Rustad. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_083.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_083.pdf) [**Read pp. 3-11**]
- Michael Ross. 2014. "What Have We Learned about the Resource Curse?" Working paper available at <http://www.sscnet.ucla.edu/polisci/faculty/ross/Ross%20-%20What%20have%20we%20learned%20about%20the%20resource%20curse.pdf>
- Siri Aas Rustad, Paivi Lujala, and Philippe Le Billon. 2012. "Building or Spoiling Peace? Lessons from the Management of High-Value Natural Resources." In *High-Value Natural Resources and Post-Conflict peacebuilding*, ed. Paivi Lujala and Siri A. Rustad. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_119.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_119.pdf)
- USAID. 2005. "Minerals and Conflict: A Toolkit for Intervention." Available at [http://pdf.usaid.gov/pdf\\_docs/pnadb307.pdf](http://pdf.usaid.gov/pdf_docs/pnadb307.pdf)
- United Nations Interagency Framework Team for Preventive Action. 2012. "Extractive Industries & Conflict." [**Read the Executive Summary** at [http://www.un.org/en/land-natural-resources-conflict/pdfs/GN\\_ExeS\\_Extractive%20Industries%20and%20Conflict.pdf](http://www.un.org/en/land-natural-resources-conflict/pdfs/GN_ExeS_Extractive%20Industries%20and%20Conflict.pdf); **skim the Full Report** at [http://www.un.org/en/land-natural-resources-conflict/pdfs/GN\\_Extractive.pdf](http://www.un.org/en/land-natural-resources-conflict/pdfs/GN_Extractive.pdf)]



f. Michael T. Klare. 2012. "Oil Wars on the Horizon." Tomgram, May 10, 2012. Available at <http://www.tomdispatch.com/blog/175540/>

g. Michael Klare. 2012. "The Race for What's Left." Environmental Change and Security Program, Woodrow Wilson International Center for Scholars. Available at <https://www.youtube.com/watch?v=A61rKqvK1-s>

*Preparing for class:*

- a. How persuasive do you find Ross's claims about what we know about the resource curse? Among the major debates on this topic, which seem settled and which seem unresolved? Do we have a good understanding of specific mechanisms and processes linking resource abundance to some of the outcomes Ross discusses?
- b. What do we know about the effectiveness of international and domestic measures to address conflict resources? the resource curse? management of extractives after conflict? Is less-than-perfect knowledge about the effectiveness of these measures an impediment to improving programming?
- c. What are the commonalities in how USAID and the UN frame the role of extractive resources in conflict and peace? What are the differences? What do you think might be the implications of the differences?
- d. What is the UN Interagency Framework Team for Preventive Action? Why is it important?
- e. How convincing is Michael Klare's argument regarding the pending oil (and resource) wars?

## **5. (FEBRUARY 15): LAND, CONFLICT, AND PEACE**

*Themes:* Land distribution as a cause of armed conflict; damage to land, land rights, and land records during conflict; resolving land conflicts; land and post-conflict peacebuilding.

*Reading:*

- a. Jon Unruh and Rhodri C. Williams. 2013. "Land: A Foundation for Peacebuilding." In *Land and Post-Conflict Peacebuilding*, ed. Jon Unruh and Rhodri C. Williams. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_148.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_148.pdf)
- b. Jon Unruh and Rhodri C. Williams. 2013. "Lessons Learned in Land Tenure and Natural Resource Management in Post-Conflict Societies." In *Land and Post-Conflict Peacebuilding*, ed. Jon Unruh and Rhodri C. Williams. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_168.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_168.pdf)
- c. USAID. 2004. "Land & Conflict: A Toolkit for Intervention." Available at [http://pdf.usaid.gov/pdf\\_docs/pnadb335.pdf](http://pdf.usaid.gov/pdf_docs/pnadb335.pdf)
- d. United Nations Interagency Framework Team for Preventive Action. 2012. "Land & Conflict." Available at [http://www.un.org/en/land-natural-resources-conflict/pdfs/GN\\_Land%20and%20Conflict.pdf](http://www.un.org/en/land-natural-resources-conflict/pdfs/GN_Land%20and%20Conflict.pdf) **[Read pp. 23-44; skim/skan the rest]**

*Preparing for class:*

- a. Why are land-related conflicts so difficult to resolve?
- b. What are the commonalities and differences in how USAID and the UN approach land and conflict? What are the reasons for and implications of the differences?
- c. After conflict, how should institutions balance the competing needs to act quickly and to undertake a deliberative process?
- d. What are the opportunities for new technologies to help manage and resolve land-related disputes, and the impacts of conflict on land governance?

## 6. (FEBRUARY 22): WATER, CONFLICT, AND PEACE

*Themes:* toward a more nuanced understanding of “water wars”; basic services and the role of the informal sector; cooperation and confidence building; programming.

*Reading:*

- a. AJ+. 2015. “Water Wars from the Pharaohs to the West Bank in 2 mins. via LEGO Animation.” Available at <https://www.youtube.com/watch?v=1At6SaKumFs&feature=youtu.be>
- b. Ken Conca. 2012. “Decoupling Water and Violent Conflict.” *Issues in Science and Technology*, vol. XXIX no. 1 (Fall): 39-48. Available at <http://www.issues.org/29.1/ken.html>
- c. Erika Weinthal and Jessica Troell. 2014. “Shoring Up Peace: Water and Post-Conflict Peacebuilding.” In *Water and Post-Conflict Peacebuilding*, ed. Erika Weinthal, Jessica Troell, and Mikiyasu Nakayama. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_932.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_932.pdf)
- d. Jessica Troell and Erika Weinthal. 2014. “Harnessing Water Management for More Effective Peacebuilding: Lessons Learned.” In *Water and Post-Conflict Peacebuilding*, ed. Erika Weinthal, Jessica Troell, and Mikiyasu Nakayama. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_941.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_941.pdf)
- e. USAID. 2014. “Water & Conflict: A Toolkit for Programming.” Available at <https://www.usaid.gov/sites/default/files/documents/1866/WaterConflictToolkit.pdf> [Read pp. 36-41; skim the rest]
- f. Munqeth Mehyar, Nader Al Khateeb, Gidon Bromberg, and Elizabeth Koch-Ya’ ari. 2014. “Transboundary Cooperation in the Lower Jordan River Basin.” In *Water and Post-Conflict Peacebuilding*, ed. Erika Weinthal, Jessica Troell, and Mikiyasu Nakayama. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_934.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_934.pdf)

### Optional Reading

Geneva Water Hub. 2017. “A Matter of Survival: Report of the High-Level Panel on Water and Peace.” Available at [https://reliefweb.int/sites/reliefweb.int/files/resources/A\\_Matter\\_of\\_Survival\\_FINAL.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/A_Matter_of_Survival_FINAL.pdf) [Read pp. 61-78].

*Preparing for class:*

- a. Why is the “water wars” narrative so compelling for the public? Based on current evidence, what are the linkages between water and conflict? Does scale matter? Why?
- b. During conflict, what happens to water resources? How do people meet their daily needs for water when water services are compromised? After conflict, how should governments engage with the informal sector? What might be some of the challenges with the recommendations of Troell and Weinthal?
- c. What are the opportunities for cooperation around water? What are the limitations?

## 7. (MARCH 1): CLIMATE CHANGE, CONFLICT, AND PEACE

**Guest Lecturer: Marina Djernaes, EcoPeace Middle East**

*Themes:* nuancing the “climate wars” discourse; conflict-sensitivity and climate adaptation (and mitigation) measures; securitization/militarization of climate policy.

*Reading:*

- a. Michael Kevane and Leslie Gray. 2008. "Darfur: Rainfall and Conflict." *Environ. Res. Lett.* 3 (2008) 034006 (10pp). Available at <http://iopscience.iop.org/article/10.1088/1748-9326/3/3/034006/pdf>
- b. W.N. Adger, J.M. Pulhin, J. Barnett, G.D. Dabelko, G.K. Hovelsrud, M. Levy, Ú. Oswald Spring, and C.H.Vogel. 2014. "Human Security." In C.B. Field et al. eds., *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects*, pp.755-791. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge: Cambridge University Press. Available at [https://www.ipcc.ch/pdf/assessment-report/ar5/wg2/WGIIAR5-Chap12\\_FINAL.pdf](https://www.ipcc.ch/pdf/assessment-report/ar5/wg2/WGIIAR5-Chap12_FINAL.pdf)
- c. Francesca de Châtel. 2014. "The Role of Drought and Climate Change in the Syrian Uprising: Untangling the Triggers of the Revolution." *Middle Eastern Studies* vol. 50 issue 4: 521-535. Access through library electronic journals collection.
- c. Lukas Rüttinger, Dan Smith, Gerald Stang, Dennis Tänzler, and Janani Vivekananda. 2015. *A New Climate for Peace: Taking Action on Climate and Fragility Risks*. Report commissioned by the G7 members and submitted under the German G7 presidency. Berlin: adelphi, International Alert, Woodrow Wilson International Center for Scholars, and European Union Institute for Security Studies. Available at <https://www.newclimateforpeace.org/> [Read chapter 2, pp. 5-76].
- d. Geoffrey D. Dabelko, Lauren Herzer, Schuyler Null, Meaghan Parker, and Russell Sticklor, eds. 2013. *Backdraft: The Conflict Potential of Climate Change Adaptation and Mitigation*. Environmental Change and Security Program Report, vol. 13, no. 2. Washington: Woodrow Wilson Center. Available at <https://www.wilsoncenter.org/publication/backdraft-the-conflict-potential-climate-change-adaptation-and-mitigation>
- e. Betsy Hartmann. 2009. "Anything Goes: Dangers Linking Climate Change and National Security." *Common Dreams*, posted August 27, 2009. Available at <http://www.commondreams.org/views/2009/08/27/anything-goes-dangers-linking-climate-change-national-security>

**Optional Reading:**

USAID. 2016. "Navigating Complexity: Climate, Migration, and Conflict in a Changing World." Available at [https://www.wilsoncenter.org/sites/default/files/ecsp\\_navigating\\_complexity\\_web\\_0.pdf](https://www.wilsoncenter.org/sites/default/files/ecsp_navigating_complexity_web_0.pdf)

*Preparing for class:*

- If the IPCC chapter is an accurate reading of the literature, what are the most important human-security risks? How might these translate into violence? Can these risks be managed with foresight? If so, what sorts of institutional responses are warranted, and by whom?
- In what ways is de Châtel's case study of the Syrian civil war consistent or inconsistent with the conceptual frameworks we have seen thus far linking environmental changes and violent outcomes?
- Is Hartmann raising an important concern about the militarization of climate policy? Are there dangers in "securitizing" climate or environmental problems more generally by drawing links to national or international security? Are there opportunities or advantages to doing so?
- Do Dabelko and colleagues provide a useful agenda for conflict-sensitive climate adaptation? Are you satisfied with their "three key principles"? Can these be operationalized? Can we relate this work to our earlier material on conflict-sensitive mining and conflict-sensitive conservation?

**8. (MARCH 8): RENEWABLE RESOURCES, CONFLICT, AND PEACE**

**NOTE: I will be traveling on March 8, and we will have class electronically (details to be provided).**

*Themes:* Livelihoods; competition between user groups (especially agricultural and pastoral); food security; scale.

*Deadline:* Critique of MOOC Module 1 (*before start of class*)

- What 2-3 things did you like about this week's MOOC lectures?
- What 2-3 things about this week's MOOC lectures could be improved or were otherwise problematic?
- What are the key 1-2 takeaways from this week's MOOC lectures that you think you might (or should) remember in a year?

*Watch:* MOOC Module 1

*Reading:*

- a. Matthew D. Turner, et al. 2011. "Livelihood Transitions and the Changing Nature of Farmer–Herder Conflict in Sahelian West Africa." *The Journal of Development Studies* vol. 47 no. 2: 183-206. Access through library electronic journals collection.
- b. Helen Young and Lisa Goldman. 2015. "Managing Natural Resources for Livelihoods: Helping Post-Conflict Communities Survive and Thrive." In *Livelihoods, Natural Resources, and Post-Conflict Peacebuilding*, ed. Helen Young and Lisa Goldman. Routledge. Available at <http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem-000-Doc-965.pdf>
- c. USAID. 2005. "Forests & Conflict: A Toolkit for Intervention." Available at [http://pdf.usaid.gov/pdf\\_docs/PNADE290.pdf](http://pdf.usaid.gov/pdf_docs/PNADE290.pdf) [Read pp. 14-19; skim the rest]
- d. USAID. 2005. "Livelihoods & Conflict: A Toolkit for Intervention." Available at [http://pdf.usaid.gov/pdf\\_docs/pnade291.pdf](http://pdf.usaid.gov/pdf_docs/pnade291.pdf) [See figure on p. 7; read pp. 18-23; skim the rest]
- e. United Nations Interagency Framework Team for Preventive Action. 2012. "Renewable Resources and Conflict." Available at [http://www.un.org/en/land-natural-resources-conflict/pdfs/GN\\_Renew.pdf](http://www.un.org/en/land-natural-resources-conflict/pdfs/GN_Renew.pdf) [Read pp. 25-46; skim/scan the rest]

***Optional Reading:***

RFSAN et al. 2016. "Food Security and Livelihood Assessment: Syria." Available at [http://reliefweb.int/sites/reliefweb.int/files/resources/FSLA\\_2016\\_SYR\\_20102016.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/FSLA_2016_SYR_20102016.pdf)

*Preparing for class:*

- a. Why do you think the UN lumped water in with other renewable resources, rather than producing an independent toolkit? Contrast with the USAID approach.
- b. Why are livelihoods and food security often linked in the literature and in programming?
- c. How are renewable resources different from extractive industries (minerals, oil, and gas)? What are the differences and similarities in (1) contributing to conflict, (2) during armed conflict, (3) after conflict? Are there different dynamics at different scales? What are the implications for programming?
- d. How are forests, fisheries, wildlife, and other renewable resources similar and different? What are the implications for programming?

**\*\*\*MARCH 15 – SPRING BREAK; NO CLASS**

## **9. (MARCH 22): CONFLICT PREVENTION**

*Themes:* Kimberley Process; Extractive Industries Transparency Initiative; conflict prevention; international trade and conflict resources.

*Deadlines:*

- Critique of MOOC Module 2, part 1 (*before start of class*)
- Class presentations (first group)

Watch: MOOC Module 2, part 1

*Reading:*

- a. Tobias Ide. 2015. "Why Do Conflicts over Scarce Renewable Resources Turn Violent? A Qualitative Comparative Analysis." *Global Environmental Change* vol. 33: 61-70. Access through library electronic journals collection.
- b. United Nations Interagency Framework Team for Preventive Action. 2012. "Strengthening Capacity for Conflict-Sensitive Natural Resource Management: Toolkit for Preventing and Managing Land and Natural Resources Conflict." Available at [http://www.un.org/en/land-natural-resources-conflict/pdfs/GN\\_ExeS\\_Strengthening%20Capacity.pdf](http://www.un.org/en/land-natural-resources-conflict/pdfs/GN_ExeS_Strengthening%20Capacity.pdf) [Read pp. 18-23, 35]
- c. United Nations Interagency Framework Team for Preventive Action. 2012. "Conflict Prevention in Resource-Rich Economies: The Role of Economic Policy – Self-Study Learning Module." Available at <http://www.un.org/en/land-natural-resources-conflict/policy-paper-self-study.shtml> [Read pp. 18-26]
- d. Andrew Bone. 2012. "The Kimberly Process Certification Scheme: The Primary Safeguard for the Diamond Industry." In *High-Value Natural Resources and Post-Conflict Peacebuilding*, ed. Paivi Lujala and Siri A. Rustad. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_094.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_094.pdf)
- e. Harrison Mitchell. 2012. "A More Formal Engagement: A Constructive Critique of Certification as a Means of Preventing Conflict and Building Peace." In *High-Value Natural Resources and Post-Conflict Peacebuilding*, ed. Paivi Lujala and Siri A. Rustad. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_095.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_095.pdf)
- f. Fidel Bafilemba, Timo Mueller, and Sasha Lezhnev. 2014. "The Impact of Dodd-Frank and Conflict Minerals Reforms on Eastern Congo's Conflict." Enough Project, June 2014. Available at <http://www.enoughproject.org/reports/impact-dodd-frank-and-conflict-minerals-reforms-eastern-congo%E2%80%99s-war>
- g. Ellie Roberts and Lynn Finnegan. 2013. *Building Peace around Water, Land and Food: Policy and Practice for Preventing Conflict*. Quaker United Nations Office, September 2013. Available at <http://www.quno.org/resource/2013/9/building-peace-around-water-land-and-food-policy-and-practice-preventing-conflict>

*Preparing for class:*

- a. Contrast the two Kimberley Process readings. What does each identify as KP's weak links? Its strengths? Do you think the Kimberley model could or should be extended to other conflict resources?
- b. Does the reporting requirement in the US Dodd-Frank legislation close a gap in managing conflict resources? To what extent can the outcomes (pro and con) identified by the Enough Project's field report from Congo be tied to Dodd-Frank? How viable are efforts to regulate the entry of conflict minerals into global commodity chains through this approach?

**10. (MARCH 29): ENVIRONMENT AND NATURAL RESOURCES DURING ARMED CONFLICT**

**Guest Lecturer: Swathi Veeravalli, U.S. Army Corps of Engineers**

*Themes:* intentional and incidental harm to the environment; conflict resources; international law; domestic implementation of international law.

*Deadlines:*

- Critique of MOOC Module 2, part 2 (*before start of class*)

Watch: MOOC Module 2, part 2

Reading:

- a. UNEP. 2009. *Protecting the Environment during Armed Conflict: An Inventory and Analysis of International Law*. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_012\\_Doc\\_195.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_012_Doc_195.pdf) [Read pp. 4-28, 51-54; skim the remainder]
- b. Olivia Radics and Carl Bruch. 2017. "The Law of Pillage, Conflict Resources, and Jus Post Bellum." In *Environmental Protection and Transitions from Conflict to Peace: Clarifying Norms, Principles and Practices*, ed. Carsten Stahn, Jens Iverson, and Jennifer Easterday. Oxford University Press (to be posted on Blackboard).
- c. Joint UNEP/OCHA Environment Unit. 2016. "A Rapid Overview of Environmental and Health Risks Related to Chemical Hazards in the Mosul Humanitarian Response." Available at [http://reliefweb.int/sites/reliefweb.int/files/resources/mosul\\_env\\_health\\_hazards\\_report\\_final\\_8nov.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/mosul_env_health_hazards_report_final_8nov.pdf)
- d. International Law Commission. 2015. Second Report on the Protection of the Environment in Relation to Armed Conflicts, Submitted by Marie G. Jacobsson, Special Rapporteur. A/CN.4/685. May 28. Available at <http://legal.un.org/docs/?symbol=A/CN.4/685>. [Read pp. 3-7, 35-61]
- e. International Law Commission. 2016. Protection of the Environment in Relation to Armed Conflict—Text of the Draft Principles Provisionally Adopted in 2015 and Technically Revised and Renumbered During the Present Session by the Drafting Committee\*. A/CN.4/L.870/Rev.1. July 26. Available at <http://legal.un.org/docs/index.asp?symbol=A/CN.4/L.870/Rev.1>
- f. International Law Commission. 2016. Protection of the Environment in Relation to Armed Conflict—Text of the Draft Principles Provisionally Adopted During the Present Session by the Drafting Committee\*. A/CN.4/L.876. August 3. Available at <http://legal.un.org/docs/index.asp?symbol=A/CN.4/L.876>

Preparing for class:

- a. What are the primary ways that armed conflict affects the environment and natural resources? What are the primary ways that the environment and natural resources affect an armed conflict?
- b. What are the primary international legal protections for the environment during armed conflict? How have these protections evolved?
- c. What are the primary gaps and weaknesses of international law in protecting the environment during armed conflict? What are the origins of these gaps? Can the gaps be filled? How?
- d. What are the most common measures that countries can take to implement their international commitments to protect the environment during armed conflict? What are other (less commonly used) measures? How would you try to convince a country to protect the environment during armed conflict? How convincing are these arguments?
- e. How comprehensive are the ILC report and draft principles? Are there obvious gaps in coverage? If so, why do you think these gaps are present?

## 11. (APRIL 5): ENVIRONMENTAL PEACEMAKING: NATURAL RESOURCES AND THE ENVIRONMENT IN ENDING ARMED CONFLICT

Themes: peace agreements; peace mediation.

Deadlines:

- Critique of MOOC Module 3, part 1 (*before start of class*)
- Class presentations (second group)

*Watch:* MOOC Module 3, part 1

*Reading:*

- Carl Bruch, David Jensen, Mikiyasu Nakayama, and Jon Unruh. Forthcoming. "Peace Agreements." To be distributed in class.
- E. Franklin Dukes, "What We Know about Environmental Conflict Resolution: An Analysis Based on Research." *Conflict Resolution Quarterly* vol. 22 issue 1-2 (Autumn/Winter 2004): 191-220. Access through library electronic journals collection.
- Simon J. A. Mason, Damiano A. Sguaitamatti, and María del Pilar Ramirez Gröbli. 2016. "Stepping Stones to Peace? Natural Resource Provisions in Peace Agreements." In *Governance, Natural Resources, and Post-Conflict Peacebuilding*, ed. Carl Bruch, Carroll Muffett, and Sandra S. Nichols. Routledge. Available at <http://www.environmentalpeacebuilding.org/assets/Documents/Volume-6-Chapter-5.pdf> **[Read pp. 79-98; skim rest]**
- UN DPA and UNEP. 2015. "Natural Resources and Conflict: A Guide for Mediation Practitioners." Available at [http://postconflict.unep.ch/publications/UNDPA\\_UNEP\\_NRC\\_Mediation\\_full.pdf](http://postconflict.unep.ch/publications/UNDPA_UNEP_NRC_Mediation_full.pdf) **[Read pp. 10-55]**

*Preparing for class:*

- What are the types of natural resource provisions that are often included in peace agreements?
- When should natural resources be addressed in peace mediation? What are the arguments for including or not including natural resources in a peace agreement?
- What are the hazards of using natural resources as incentives to end conflict?
- Why is information on natural resources important in peace negotiations? Where is the requisite information? How do the parties get the information?

## **12. (April 12): ENVIRONMENT AND NATURAL RESOURCES IN POST-CONFLICT RECOVERY**

*Themes:* assessment; post-conflict programming; governance; toxic remnants of war.

*Deadlines:*

- Critique of MOOC Module 3, part 2 (*before start of class*)

*Watch:* MOOC Module 3, part 2

*Reading:*

- David Jensen and Steve Lonergan. 2012. "Natural Resources and Post-conflict Assessment, Remediation, Restoration, and Reconstruction: Lessons and Emerging Issues." In *Assessing and Restoring Natural Resources in Post-Conflict Peacebuilding*, ed. by David Jensen and Steve Lonergan. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_081.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_081.pdf)
- Carl Bruch, Lydia Slobodian, Sandra S. Nichols, and Carroll Muffett. 2016. "Facilitating Peace or Fueling Conflict? Lessons in Post-Conflict Governance and Natural Resource Management." In *Governance, Natural Resources, and Post-Conflict Peacebuilding*, ed. Carl Bruch, Carroll Muffett, and Sandra S. Nichols. Routledge. Available at <http://www.environmentalpeacebuilding.org/assets/Documents/Volume-6-Chapter-48.pdf> **[Read pp.**

**953-960, 965-968 (on legal pluralism), 986-994, 1008-1016, 1019-1022; you may skim or read the rest if you are interested]**

c. International Law Commission. 2016. *Third Report on the Protection of the Environment in Relation to Armed Conflicts, Submitted by Marie G. Jacobsson, Special Rapporteur*. June 3. A/CN.4/700. Available at <http://legal.un.org/docs/?symbol=A/CN.4/700>, [Read pp. 26-45, 72-80, 82-83]

d. Florian Krampe. 2017. "Toward Sustainable Peace: A New Research Agenda for Post-Conflict Natural Resource Management". Access through library electronic journals collection.

*Preparing for class:*

- a. Why is assessment the first step in post-conflict recovery? What are the opportunities for assessing the opportunities and needs related to natural resources in the post-conflict window? What are the merits and limitations of the different approaches to assessment highlighted in Jensen & Lonergan?
- b. What are the core elements of good governance of natural resources in a post-conflict setting? Are these agreed upon? What might be the arguments against the components outlined in Bruch et al.?
- c. Why is it so difficult to restore the rule of law after conflict? What is the environmental dimension of the rule of law? Is environmental rule of law different in any way from rule of law generally?
- d. What are the benefits and limitations of legal pluralism? Under what circumstances would you recommend the use of legal pluralism to manage land, water, or other natural resources? Should a distinction be made between renewable resources and non-renewable resources (such as minerals, oil, and gas)?
- e. What do you think about the draft principles proposed by the ILC Special Rapporteur applicable to the post-conflict period? Why do you think conflict resources and many other natural resource issues are not addressed in detail or at all?
- f. What do you think of the research agenda proposed by Florian Krampe? What might be missing? What do you like?

### **13. (APRIL 19) COOPERATION AND CONFIDENCE BUILDING**

**Guest Lecturer: Todd Walters, International Peace Park Expedition**

*Themes:* Cooperation and confidence building around shared interests in natural resources; peace parks; consideration of scale in environmental cooperation and peacebuilding.

*Deadlines:*

- Memos/Infographics (*before start of class*)
- Critique of MOOC Module 4, part 1 (*before start of class*)

*Watch:* MOOC Module 4, part 1

*Reading:*

- a. Ken Conca. 2000. "Environmental Cooperation and International Peace." In Paul Diehl and Nils Petter Gleditsch, eds., *Environmental Conflict*. Boulder, CO: Westview Press. Dr. Conca will circulate to the class.
- b. Alexander Carius. 2006. *Environmental Cooperation as an Instrument of Crisis Prevention and Peacebuilding: Conditions for Success and Constraints*. Berlin: Adelphi Consult. Report prepared for the German Federal Ministry for Economic Cooperation and Development (BMZ). Available at [http://userpage.fu-berlin.de/ffu/akumwelt/bc2006/papers/Carius\\_Peacemaking.pdf](http://userpage.fu-berlin.de/ffu/akumwelt/bc2006/papers/Carius_Peacemaking.pdf)



- c. Raul P. Lejano. 2006. "Theorizing Peace Parks: Two Models of Collective Action." *Journal of Peace Research* vol. 43 no. 5: 563–581. Access through library electronic journals collection.
- d. J. Todd Walters. 2015. "A Peace Park in the Balkans: Cross-Border Cooperation and Livelihood Creation through Coordinated Environmental Conservation." In *Livelihoods, Natural Resources, and Post-Conflict Peacebuilding*, ed. Helen Young and Lisa Goldman. Routledge. Available at <http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem-000-Doc-953.pdf>
- e. Alice T. Day and Lincoln H. Day. 2008. "Environmental Pathways to Peace." Available at <http://www.scarredlandsfilm.com/campaign-shorts/> (third video down)

*Preparing for class:*

- a. Mr. Walters has led IPPE (<http://www.peaceparkexpeditions.org/>) since he founded it in 2009—after receiving his Masters in International Peace and Conflict Resolution from the School of International Service at American University. He has a wealth of field experience. Please come prepared to discuss both the theoretical and practical dimensions of cooperation around natural resources.
- b. Considering Conca, Carius, and Lejano: Is there a good theoretical foundation for the environmental cooperation as the basis for peacebuilding? What would a skeptic say to each author?

#### **14. (APRIL 26): KEY CROSS-CUTTING ISSUES**

**Guest Lecturer: Ken Conca, AU School of International Service**

*Themes:* conflict sensitivity; gender; monitoring and evaluation.

*Deadlines:*

- Papers due (*before start of class*)
- Conduct Survey #2 (*in class*)
- Critique of MOOC Module 4, part 2 (*before start of class*)

*Watch:* MOOC Module 4, part 2

*Reading:*

- a. International Institute for Sustainable Development. 2009. *Conflict-Sensitive Conservation Practitioners' Manual*. Winnipeg, Manitoba: IISD. Available at [http://www.iisd.org/pdf/2009/csc\\_manual.pdf](http://www.iisd.org/pdf/2009/csc_manual.pdf) [Read secs. 2 and 3, pp. 17-57]
- b. UN Environment Programme, UN Entity for Gender Equality and the Empowerment of Women, UN Peacebuilding Support Office, and UN Development Programme. 2013. *Women and Natural Resources: Unlocking the Peacebuilding Potential*. Available at [http://postconflict.unep.ch/publications/UNEP\\_UN-Women\\_PBSO\\_UNDP\\_gender\\_NRM\\_peacebuilding\\_report.pdf](http://postconflict.unep.ch/publications/UNEP_UN-Women_PBSO_UNDP_gender_NRM_peacebuilding_report.pdf) [Read pp. 14-50]
- c. Conservation International. 2016. "Peace, Gender and Natural Resource Management." Available at [https://www.youtube.com/watch?v=q\\_84uT6bk0M](https://www.youtube.com/watch?v=q_84uT6bk0M)
- d. Suppiramaniam Nanthikesan and Juha Uitto. 2012. "Evaluating Post-conflict Assistance." In *Assessing and Restoring Natural Resources in Post-Conflict Peacebuilding*, ed. David Jensen and Steve Lonergan. Routledge. Available at [http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem\\_000\\_Doc\\_080.pdf](http://www.environmentalpeacebuilding.org/assets/Documents/LibraryItem_000_Doc_080.pdf)

*Preparing for class:*

- a. Is it possible to do conflict-sensitive conservation, as IISD understands it? What are the primary challenges to conflict-sensitive conservation? How important and feasible would it be to operationalize conflict sensitivity into safeguard policies of multilateral and bilateral institutions?
- b. How can the gender-based insights in the UNEP report be operationalized? Do the report's recommendations match its analysis? What is the causal logic behind the "peacebuilding potential" they see at the intersection of women, gender, natural resources, and peacebuilding?
- c. Why is it important to measure the effectiveness of environmental peacebuilding efforts? What are the primary challenges with monitoring and evaluation in this context? Might you be able to suggest alternative means of showing impact?

## 15. (MAY 3 / EXAM WEEK): ENGAGING THE POLICY WORLD

*Themes:* critique of a selected recent policy document, applying the conceptual frameworks, issue-area knowledge, and critical reasoning skills developed in class this semester; discussion of surveys; working in the field.

### *Deadlines:*

- Critique of the Intelligence Community Assessment on Global Water Security
- Critique of MOOC Module 5
- One-page critique of MOOC

*Watch:* MOOC Module 5

### *Reading:*

- a. *Intelligence Community Assessment on Global Water Security*. 2012. Available at <http://www.state.gov/e/oes/water/ica/>
- b. Brundtland Commission. 1987. "Chapter 11: Peace, Security, Development, and the Environment." In *Our Common Future*. Available at <http://www.un-documents.net/ocf-11.htm>

### *Preparing for class:*

- a. In class, we will simulate a meeting of an advisory committee that has just received this report in draft form. We must decide whether to recommend that the report be released, rejected, or sent back to the staff for improvement.
- b. To prepare for the session, you will mark up the report (I will circulate a WORD version), adding sidebar comments using WORD's "Review" function. As you read and mark up the report, pay particular attention to (1) the underlying conceptual framework about linkages between environmental change, resource availability, and conflict; (2) the specific pathways and mechanisms by which conflict risks are said to be produced; (3) the consistency with empirical evidence we have seen this semester; (4) the quality of the reasoning and inference throughout the report; (5) the attentiveness to peace and cooperation dynamics, as well as conflictive dynamics; and (6) the soundness and consistency of the recommendations.
- c. Your goal should be to attach approximately 20 review comments to specific passages in the report, explaining in a few sentences to a paragraph how and why that passage needs correction, improvement, elaboration, clarification, deletion, or other revision. Your mark-up will be submitted at the start of class, and counts 10% toward your course grade.
- d. How has scholarly understanding and international policy relating to the linkages of environment, conflict, and peace evolved since the Brundtland Commission?

e. Reflect on what you have learned over the course of the semester. What would you like to know more about? What would you have liked to have covered in the class? What stood out in the class? How could the class be improved?

f. Are you interested in pursuing a career working at the intersection of environment, conflict, and peace? If so, what would you like to know?