

POLS3033
Environment, Human Security, and Conflict

Semester 2, 2020

Version: 2020.2

This course examines the linkages between environmental phenomena, human economic, political, and physical security, and violent political conflict. The prevalence of international and civil conflicts associated with control of (or access to) natural resources (e.g. water, food, energy resources), has exposed the tensions between traditional notions of security and human-centred security concerns. Students will conduct in-depth analyses of cases of environmental conflicts around the world in order to identify the key actors, their projected values and interests, as well as the implications of different alternatives. While the course highlights the politics behind conflicts, it includes contributions from other disciplines and fields.

Mode of Delivery	Three on-campus or off-campus contact hours. Students are expected to commit a further eight hours per week to reading and preparation and assessment tasks.
Prerequisites	To enroll in this course you must have completed 12 units of 2000 or 3000 level courses, in either Politics (POLS), Environment and Society (ENVS), Anthropology (ANTH), or Sociology (SOCY), or with the permission of the convener.
Incompatible Courses	none
Course Convener	Dr. Richard W. Frank
Office	Haydon-Allen Bld., Room 1180
Email	richard.frank@anu.edu.au
Office hours	Wednesdays 1pm-3pm
Research Interests	Human Rights, Peace & Conflict Studies
Relevant administrator	Joint Schools Office, HA GO41
Phone	6125 5491
Email	admin.spirsocy@anu.edu

I. COURSE OVERVIEW

Learning Outcomes

Upon successful completion of this course, students will have the knowledge and skills to:

1. Identify and explain how environmental conflicts and human security are inter-related;
2. Analyse the tensions between interests and values of a diversity of actors involved in contemporary conflicts over resource access;
3. Demonstrate knowledge of a specific case of conflict, through the application of the concepts and analytical frameworks introduced in the course;
4. Identify the impact on human security of different alternatives for conflict resolution.

Assessment Summary

Assessment task	Value	Linked learning outcomes	Due date
Workshop participation	10%	2	n/a
Mid-term literature review, 1,500 words	30%	1	Wed of week 6
Essay proposal, 500 words	10%	3, 4	Wed. of week 9
Final essay, 2,500-3,000 words	50%	1, 2, 3, 4	1st week of exam period

Course Outline

Week	Summary
Section 1: Defining terms, actors, and interests	
Week 1	Introduction, course overview, and conflict
Week 2	Economic development and economic instability
Week 3	Political institutions and instability
Week 4	Environmental change and scarcity
Section 2: Causes	
Week 5	Population
Week 6	Migration
	<i>Teaching break (no class)</i>
Week 7	Water
Week 8	Food
Week 9	Natural resources
Week 10	Natural disaster
Section 3: Responses	
Week 11	Domestic responses
Week 12	International cooperation

Required Resources

There are no required textbooks for this course. All assigned readings will be made available on the course's Wattle page, and they are all also available online via the university library's website or a quick Google Scholar search.

Additional course costs

There are no additional costs associated with this course.

Research-led teaching

International Relations is a discipline with a breadth of perspectives and approaches. This course is but one way of approaching the emerging literature on the environment, human security, and conflict. Its structure and presentation have been (and will be) shaped by Dr. Frank's research interests. This is fitting given ANU's focus on research-led teaching.

Dr. Frank's research focuses on how international politics affects domestic political violence and human rights practices. Specific areas of current interest include modelling the strategic dynamics of electoral violence, understanding the drivers of human trafficking flows, and exploring the domestic and international causes of civil conflict.

Research-led teaching is not simply about the research expertise that conveners are able to bring to a course, it also includes the ways in which courses' skills acquisition and assessment are designed to enable students to acquire sound knowledge-acquisition skills. To this end, the course's activities have been designed around reading comprehension as a skill central to political analysis. Evidence gathering is also a core research skill. To this end, students are alerted to a number of potential sources for information and evidence that can be useful for students' research essays. Thoughtful analysis and presentation of research findings is a crucial core research skill, and therefore the course contains three writing assessments to provide students with an opportunity to practice those skills.

III. ASSESSMENT REQUIREMENTS

The ANU uses Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](#) website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

Assessment Tasks

1. WORKSHOP PARTICIPATION

Due Date: Weekly throughout the semester; **Value:** 10%

Participation marks will be based upon evidence of having done the assigned readings, evidence of having thought about the issues, contribution and participation in class and consideration and respect for other class members. Given the unique situation we are faced with this semester, it is not necessary to actually participate in person. There will be weekly online activities, quizzes, and breakout group tasks that will be used to gauge the evidence outlined in the first section above.

In previous years, this class was held as a three-hour workshop and was broken up at varying times with lectures, videos, discussion, and activities. Because of COVID-19 (and the number of students enrolled this year), the format will sadly be different this year. Participation marks will be determined using evidence for watching the lectures and videos as well as completing online activities, quizzes, and break-out group and individual activities.

Lectures & videos: Lectures will be recorded and uploaded to Wattle and YouTube on Mondays each week. This is so students will have over 24 hours to watch the lectures before the workshop. Lecture slides and my lecture notes will also be uploaded at this time. Videos can be watched individually as well as in a YouTube playlist I will make for each week's lectures. However, I would suggest watching them within Wattle (full-screen embedding is allowed) as there will be questions or activities between each lecture video to make sure you are engaging with the content and understanding its main points. I would also suggest that you complete the readings for that week before watching the lectures. I will be recording the lectures with the assumption that you have actually completed the readings.

Workshop: As of 23 July, I am planning on four ways to engage with the POLS3033 workshops. You can mix and match these options according to your schedule each week. First, (for as long as the ANU says it is okay to meet in person with social distancing and other precautions in place), there will be an in-person workshop at Marie Reay 6.02 10:30-11:55am on Wednesdays. The university has yet to confirm how many students will be allowed in this space to ensure adequate social distancing. Second, there will be a Zoom workshop Wednesdays from 9:15-10:20am. I plan on setting myself up in Marie Reay 6.02 to lead this workshop as long as there is adequate internet access. Third, if you cannot attend either of the synchronous workshops you can complete each week's workshop activities online on your own time. Workshop activities will be posted by 4pm on Wednesdays and you will have until Sunday at 11:59pm each week to complete these activities. Fourth, you can schedule your own ad-hoc workshops yourselves and complete the activities I will post each week at 4pm on Wednesdays by Sunday at 11:59pm. I have created a forum on Wattle for students to suggest times and coordinate their own workshops. The pre-semester survey suggests that a bunch of you have very busy schedules with classes and work, but you may be free at a time that I am not free to meet but that may work for other students. In previous years, some of my students have coordinated their own study sessions and working groups with great success.

2. LITERATURE REVIEW

Due date: 3pm Wednesday of Week 6; **Word limit:** 1,500 words; **Value:** 30%.

You are to locate research articles on your desired topic. You are to write a 1,500-word summary of these articles. This summary should serve as the background/foundation for your survey instrument. The typed summary should adhere to Chicago Manual of Style citation format. Remember your assessment is only 1,500 words in length, so your aim should be to demonstrate your understanding in as clear and concise a manner as possible. Papers should be submitted in Microsoft Word format to Turnitin on the course's Wattle page. I have uploaded to Wattle my detailed literature review guide.

Rubric for literature review

- **Topic** (40%): The literature review identifies a relevant and suitable topic and clearly demonstrates why it constitutes an important concern in contemporary environmental or human security and/or conflict. The literature review is further able to state with clarity the specific research questions the literature addresses, which is appropriately linked to the motivating topic.
- **Essay plan** (40%): The literature review critically engages both with the relevant course material, and with the student's own independent research, to identify and discuss the explanations put forth by the relevant literature for the outcome under examination.
- **Structure and presentation** (20%): The literature has clear sentences, is well-structured, and paragraphs are clearly organised. The research is appropriate, sufficient and properly attributed through references, and footnotes, references, and bibliography are properly set out. The document has clearly been proof-read and drafted and contains no/few grammatical errors.

A recent example of a graduate-school-level literature review can be found at the Claremont Graduate University Writing Center's website (<http://www.cgu.edu/pages/931.asp>).

3. ESSAY PROPOSAL

Due date: 3pm Wednesday of Week 9; **Word limit:** 500 words; **Value:** 10%.

This proposal takes the next step after your literature review. Now that you are familiar with the relevant literature on your topic, you can begin to ask your own research questions and answer them with the appropriate research methodology. The proposal is a way for you to map out your approach to the final paper and receive feedback and suggestions from the course convener on this approach. I have uploaded to Wattle my detailed research proposal guide.

Rubric for essay proposal

- **Topic** (20%): The proposal identifies a relevant and suitable topic and clearly demonstrates why it constitutes an important concern in contemporary political science.
- **Research question** (20%): The proposal clearly states the research question being examined.
- **Argument** (20%): The proposal clearly states the argument that the author thinks answers the proposed question.
- **Evidence** (20%): The proposal clearly outlines appropriate sources to be used in evaluating the paper's argument.
- **Structure, citation, & errors** (20%): The essay has clear topic sentences, is well structured, and paragraphs are clearly organised. The paper's footnotes, references, and bibliography are properly set out. The essay has clearly been proof-read and drafted and contains no/few grammatical errors.

There are a number of resources available online to help you draft a research proposal. Some are for longer works (e.g. honors or PhD theses), but the principles are transferable. Here are two. In addition, I would suggest looking at the proposal structure requested for proposals to the CASS HDR programs at <http://cass.anu.edu.au/study-with-us/higher-degree-research/applications>.

Political Science/LSJ/School of International Studies Writing Center. No date. *How to Write a Political Science Research Proposal*. Available from: <https://depts.washington.edu/pswrite/Handouts/HowtoWriteResearchProposals.pdf>.

University of Berkeley Department of Political Science. No date. *Guidelines for writing a thesis proposal*. Available from: <http://polisci.berkeley.edu/sites/default/files/assets/Honors - Proposal Guidelines-3.pdf>

4. FINAL ESSAY

Due date: 3pm 4 November; **Word limit:** 2,500-3,000 words; **Value:** 50%.

This essay is the culmination of your studies in this class. It represents the final product of research conducted over the course of the semester. A discussion of final essays and possible topics will be included during workshops over the course of the semester.

Rubric for final essay

- **Topic** (20%): The proposal identifies a relevant and suitable topic and clearly demonstrates why it constitutes an important concern in contemporary political science.
- **Research question** (20%): The proposal clearly states the research question being examined.
- **Argument** (20%): The proposal clearly states the argument that the author thinks answers the proposed question.
- **Evidence** (20%): The proposal clearly outlines appropriate sources to be used in evaluating the paper's argument.
- **Structure, citation, & errors** (20%): The essay has clear topic sentences, is well structured, and paragraphs are clearly organised. The paper's footnotes, references, and bibliography are properly set out. The essay has clearly been proof-read and drafted and contains no/few grammatical errors.

My research paper writing guide (along with the resources mentioned in the descriptions of the previous two writing assignments) are available on Wattle. There are a number of other resources available online. Some guide you will come across may be geared towards graduate students, but most important principles are transferrable. Here are two sources:

Leeds, Ashley. No date. *Guide to Writing Your Research Paper*. Available from: <http://www.ruf.rice.edu/~leeds/documents/475rps10.pdf>.

Minkoff, Scott L. 2012. *A Guide to Developing and Writing Research Papers in Political Science*. Available from: http://static1.1.sqspcdn.com/static/f/864938/19785442/1344544487103/minkoff_researchpaper_guide_v4.pdf/.

Assignment submission

Online Submission: Assignments (the short and long essays) are submitted using Turnitin on the course Wattle site. You will be required to electronically sign a declaration of authorship as part of the submission of your assignment. Please keep a copy of the assignment for your records. ANU's Academic Skills and Learning Centre has a practice Wattle site (available from <https://academicskills.anu.edu.au>) that allows users to learn about and practice submitting papers to Turnitin without works being stored in Turnitin's repository.

Extensions and penalties: Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. The course convener may grant extensions for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request it in writing on or before the due date. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

According to ANU policy, late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day (or part thereof). Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

Requests for Extension: Additional time to submit essays may be granted on medical or other special grounds. Such requests must be made to the course convener prior to the essay's due date and students must provide relevant evidentiary documentation upon making such requests. Unless there are extreme circumstances, requests for extensions after the essay's due date will not be approved.

Returning assignments

All marks and feedback on your writing will be available on Turnitin.

Resubmission of assignments

Students may resubmit their assignments on Turnitin before the due date if they are not happy with their text-matching report. Turnitin allows only one resubmission per 24 hours. There are no other conditions under which assignments may be resubmitted.

Referencing requirements

It is a requirement of this course that your essay conform to academic writing standards and referencing. The Chicago in-text referencing style is preferred. You may contact the ANU Academic Skills and Writing Centre for further advice. For details about both citation style please see the ANU style guide website at <https://academicskills.anu.edu.au/resources/handouts/referencing-style-guides>.

Research quality assurance

The convener may ask to speak with you regarding your research for your essays (the process by which you gathered and analysed your research materials). These meetings are usually designed to help students improve their research skills and ensure their approach to research is of university standard. To this end, please keep all the notes, plans, drafts and research that you use for this essay.

Support for students

The University offers a number of support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>.

Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at <http://policies.anu.edu.au/>.

Students are expected to have read the Student Academic Integrity Policy before the commencement of their course.

Other key policies include:

- Student Assessment (Coursework);
- Hurdle Requirement for Assessment; and
- Student Surveys and Evaluations

Feedback

Staff Feedback

Students will receive ongoing feedback on their work in this course in a number of ways:

- Workshops offer immediate feedback on your ideas and your understanding of course materials.
- The course convener is available to provide feedback on your essay plans prior to its due date.
- The course convener will provide written feedback on all written assignments on Wattle.

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognize excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

<http://unistats.anu.edu.au/surveys/selt/students/>

<http://unistats.anu.edu.au/surveys/selt/results/learning/>

II. COURSE SCHEDULE

The course outline below describes the topic of each week's workshop, the assigned readings, and additional readings. All **assigned readings** should be completed before class because workshops will assume familiarity with the readings. **Additional readings** are relevant to the week's topic and may be of particular interest for those students thinking about related research paper topics.

SECTION 1: DEFINING TERMS, ACTORS, AND INTERESTS

Week 1: Introduction, course overview, and causes of conflict

Required reading (please read before watching lectures or attending workshops)

1. Barnett, Jon & W. Neil Adger. 2007. "Climate Change, Human Security and Violent Conflict." *Political Geography* 26: 639-655.
2. Blattman, Christopher & Edward Miguel. 2010. "Civil War." *Journal of Economic Literature* 48(1): 3-57.

Additional sources on this topic

- Buhaug, Halvard & Jan Ketil Rød. 2006. "Local Determinants of African Civil Wars, 1970–2001." *Political Geography* 25(3): 315–335.
- Collier, Paul & Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56(4): 563-595.
- Dixon, Jeffrey. 2009. "What Causes Civil Wars? Integrating Quantitative Research Findings." *International Studies Review*: 707-735.
- Fearon, James D. & David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.
- Hegre, Håvard & Nicholas Sambanis. 2006. "Sensitivity Analysis of Empirical Results on Civil War Onset." *Journal of Conflict Resolution* 50(4): 508–535.
- Kalyvas, Stathis N. 2007. "Civil Wars." in Carles Boix & Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics*. 416-434. (16 pages)
- Pinker, Steven. 2011. *The Better Angels of Our Nature: Why Violence Has Declined*. New York: Penguin and for a critical response see Cirillo, Pasquale & Nassim N. Taleb. "On the statistical properties and tail risk of violent conflicts." Tail Risk Working Papers.
- Wood, Elisabeth Jean. 2003. *Insurgent Collective Action and Civil War in El Salvador*. New York: Cambridge University Press

Week 2: Economic development and economic instability

Required reading

1. Miguel, Edward, Shanker Satyanath, and Ernest Sergenti. 2004. "Economic Shocks and Civil Conflict: An Instrumental Variables Approach." *Journal of Political Economy* 112(4): 725–753.
2. Buhaug, Halvard Kristian Skrede Gleditsch, Helge Holtermann Gudrun Østby & Andreas Forø Tollefsen. 2011. "It's the Local Economy, Stupid! Geographic Wealth Dispersion and Conflict Outbreak Location." *Journal of Conflict Resolution* 55(5): 814-840.
3. Collier, Paul & Anke Hoeffler. 1998 "On Economic Causes of Civil War." *Oxford Economic Papers* 50: 563-573.

Additional sources on this topic

- Bergholt, Drago & Päivi Lujala, 2012. "Climate-Related Natural Disasters, Economic Growth, and Armed Civil Conflict." *Journal of Peace Research* 49(1): 147–162.
- Boix, Carles. 2008. "Economic Roots of Civil Wars and Revolutions in the Contemporary World." *World Politics* 60: 390–437.
- Collier, Paul & Anke Hoeffler. 1998 "On Economic Causes of Civil War, Oxford Economic Papers, 50, 563–73.
- Devitt, Conor & Richard SJ Tol. 2012. "Civil War, Climate Change, and Development: A Scenario Study for Sub-Saharan Africa." *Journal of Peace Research* 49(1): 129–145.
- De Soysa, Indra. 2002. "Paradise Is a Bazaar? Greed, Creed and Governance in Civil War 1989–1990." *Journal of Peace Research* 39: 395–416.
- Koubi, Vally, Thomas Bernauer, Anna Kalbhenn & Gabriele Spilker. 2012. "Climate Variability, Economic Growth, and Civil Conflict." *Journal of Peace Research* 49(1): 113–127.

Week 3: Political institutions and instability

Required reading

1. Hegre, Håvard, Tanja Ellingsen, Scott Gates & Niles Petter Gleditsch. 2001. "Toward a Democratic Civil Peace? Democracy, Political Change, and Civil War, 1816–1992." *American Political Science Review* 95(1): 33–48.
2. Hegre, Håvard. 2014. "Democracy and Armed Conflict." *Journal of Peace Research* 51(2): 159–172.
3. Collier, Paul. 2010. *Wars, Guns, and Votes: Democracy in Dangerous Places*. New York: Harper Perennial. Chapter 1.
4. Regan, Patrick M. & Sam R. Bell. 2010. "Changing Lanes or Stuck in the Middle: Why Are Anocracies More Prone to Civil Wars?" *Political Research Quarterly* 63(4): 747–759.

Additional sources on this topic

- Bättig, Michèle B. & Thomas Bernauer. 2009. "National Institutions and Global Public Goods: Are Democracies More Cooperative in Climate Change Policy?" *International Organization* 63(2): 281–308.
- Gleditsch, Kristian Skrede. 2010. "Political Opportunity Structures, Democracy, and Civil War." *Journal of Peace Research* 47(3): 293–310.
- Miller, Michael K. 2015. "Electoral Authoritarianism and Human Development." *Comparative Political Studies* 48(12): 1526–1562.
- Reynal-Querol, Marta. 2005. "Does Democracy Preempt Civil Wars?" *European Journal of Political Economy* 21: 445–465.
- Shearman, David & Joseph Wayne Smith. 2007. *The Climate Change Challenge and the Failure of Democracy*. Westport, CT: Praegar.
- Wig, Tore. 2016. "Peace From the Past: Pre-colonial Political Institutions and Civil Wars in Africa." *Journal of Peace Research* 53(4): 509–524.

Week 4: Environmental change and scarcity

Required reading

1. Homer-Dixon, Thomas F. 1994. "Environmental Scarcities and Violent Conflict: Evidence from Cases." *International Security* 19(1): 5–40.
2. Buhaug, Halvard & Ole Magnus Theisen. 2012. "On Environmental Change and Armed Conflict." In J. Scheffran et al., eds. *Climate Change, Human Security and Violent Conflict. Hexagon Series on Human and Environmental Security and Peace*: 43–55.
3. Saleyhan, Idean. 2008. "From Climate Change to Conflict? No Consensus Yet." *Journal of Peace Research* 45(3): 315–326.

4. Hsiang, Solomon M., Marshall Burke, and Edward Miguel. 2013. "Quantifying the Influence of Climate on Human Conflict." *Science* 341(6151).

Additional sources on this topic

- Anderson, Craig A. 1989. "Temperature and Aggression: Ubiquitous Effects of Heat on Occurrence of Human Violence." *Psychological Bulletin* 106(1): 74–96.
- Anderson, Craig A. 2001. "Heat and Violence." *Current Directions in Psychological Science* 10(1): 33–38.
- Binningsbø, Helga Malmin, Indra de Soysa & Nils Petter Gleditsch. 2007. "Green Giant, or Straw Man? Environmental Pressure and Civil Conflict." *Population and Environment*, 28(6): 337–353.
- Gleditsch, Nils Petter. 2012. "Whither the Weather? Climate Change and Conflict." *Journal of Peace Research* 49(1): 3–9.
- Hendrix, Cullen S. & Sarah M. Glaser. 2007. "Trends and Triggers: Climate, Climate Change and Civil Conflict in Sub-Saharan Africa." *Political Geography* 26(6): 695–715.
- Homer-Dixon, Thomas F. 1991. "On the Threshold: Environmental Changes as Causes of Acute Conflict." *International Security* 16(2): 76–116.
- Nordås, Ragnild & Nils Petter Gleditsch. 2007. "Climate Change and Conflict." *Political Geography* 26: 627–638.
- Theisen, Ole Magnus, 2008: "Blood and Soil? Resource Scarcity and Internal Armed Conflict Revisited." *Journal of Peace Research* 45(6): 801–818.

SECTION 2: CAUSES

Week 5: Population

Required reading

1. Urdal, Henrik. 2006. "A Clash of Generations? Youth Bulges and Political Violence." *International Studies Quarterly* 50(3): 607–629.
2. Percival, Val & Thomas Homer-Dixon. 1996. "Environmental Scarcity and Violent Conflict: The Case of Rwanda." *Journal of Environment and Development* 5(3): 270–291.
3. Urdal, Henrik. 2005. "People vs. Malthus: Population Pressure, Environmental Degradation, and Armed Conflict Revisited." *Journal of Peace Research* 42(4): 417–434.
4. Zhukov, Yuri M. 2015. Population Resettlement in War: Theory and Evidence from Soviet Archives." *Journal of Conflict Resolution* 59(7): 1155–1185.

Additional sources on this topic

- Bonneux, Luc. 1994. "Rwanda: A Case of Demographic Entrapment." *Lancet* 344: 1689–1690.
- Østby, Gudrun, Zulfan Tadjoeeddin, Henrik Urdal, S. Mansoob Murshed, Håvard Strand. 2011. "Population Pressure, Horizontal Inequalities and Political Violence: A Disaggregated Study of Indonesian Provinces, 1990–2003." *Journal of Development Studies* 47(3): 377–398.
- Malthus, Thomas R. 1965 [1798]. *An Essay on the Principle of Population*. New York: August Kelley.
- Urdal, Henrik. 2008. "Population, Resources, and Political Violence, A Subnational Study of India, 1956–2002." *Journal of Conflict Resolution* 52(4): 590–617.
- Verpoorten, Marijke. 2012. "Leave none to claim the land: A Malthusian catastrophe in Rwanda?" *Journal of Peace Research* 49(4): 547–563.

Week 6: Migration

Required reading

1. Reuveny, Rafael. 2007. "Climate Change-Induced Migration and Violent Conflict." *Political Geography* 26: 656–673.

2. Global Migration Data Analysis Centre. 2016. "Data on Environmental Migration: How Much Do We Know?" *Data Briefing Series* 2.
3. Gleditsch, Nils Petter, Ragnhild Nordås & Idean Salehyan. 2007. *Climate Change and Conflict: The Migration Link*. International Peace Academy. Working Paper Series: Coping with Crisis.
4. Swain, Ashok. 1996. "Environmental Migration and Conflict Dynamics: Focus on Developing Regions." *Third World Quarterly* 17(5): 959-974.

Additional sources on this topic

- Hartmann, Betsy. 2010. "Rethinking Climate Refugees and Climate Conflict: Rhetoric, Reality and the Politics of Policy Discourse." *Journal of International Development* 22: 233-246.
- International Organization for Migration. 2009. *Migration, Environment and Climate Change: Assessing the Evidence*. Geneva: International Organization for Migration.
- Kahl, Colin. 1998. "Population Growth, Environmental Degradation, and State-Sponsored Violence: The Case of Kenya, 1991-93." *International Security* 23(2): 80-119.
- Laczko, Frank & Etienne Piguet. 2014. "Introduction." In Etienne Piguet and Frank Laczko (eds.). *People on the Move in a Changing Climate. The Regional Impact of Environmental Change on Migration* Global Migration Springer, Dordrecht.

Week 7: Food

Required reading

1. Benjaminsen, Tor A., Koffi Alinon, Halvard Buhaug & Jill Tove Buseth. 2012. "Does Climate Change Drive Land-Use Conflicts in the Sahel?" *Journal of Peace Research* 49(1): 97-111.
2. van Weezel, Stijn. 2016. "Food Imports, International Prices, and Violence in Africa." *Oxford Economic Papers* 68(3): 758-781.
3. Rowhani, Pedram, Olivier Degomme, Debarati Guha-Sapir, and Eric F. Lambin. 2011. "Malnutrition and Conflict in East Africa: The Impacts of Resource Variability on Human Security." *Climatic Change* 105(1-2): 207-222.

Additional sources on this topic

- Barrios, Salvador, Bazoumana Ouattara & Eric Strobl. 2008. "The Impact of Climatic Change on Agricultural Production: Is It Different for Africa?" *Food Policy* 33(4): 287-298.
- Economist Intelligence Unit. 2015. *Global Food Security Index 2015: An Annual Measure of the State of Global Food Security*. London: Economist Intelligence Unit.
- Guha-Khasnobis, Basudeb, Shabd S. Acharya, & Benjamin Davis, eds. 2007. *Food Security: Indicators, Measurement, and the Impact of Trade Openness*. New York: Oxford University Press.
- Wischnath, Gerdis & Halvard Buhaug. 2014. "Rice or Riots: On Food Production and Conflict Severity across India." *Political Geography* 43: 6-15.

Week 8: Water

Required reading

1. Gleick, Peter H. 1993. "Water and Conflict: Fresh Water Resources and International Security" *International Security* 18(1): 79-112.
2. Gleditsch, Nils Petter, Kathryn Furlong, Håvard Hegre, Bethany Lacina, and Taylor Owen. 2006. "Conflicts Over Shared Rivers: Resource Scarcity or Fuzzy Boundaries?" *Political Geography* 25: 361-382.
3. Theisen, Ole Magnus, Helge Holtermann & Halvard Buhaug. 2011. "Climate Wars? Assessing the Claim that Drought Breeds Conflict." *International Security* 36(3): 79-106.

Additional sources on this topic

- Bernauer, Thomas & Tobias Siegfried. 2012. "Climate Change and International Water Conflict in Central Asia." *Journal of Peace Research* 49(1): 227–239.
- Brückner, Markus & Antonio Ciccone. 2011. "Rain and the Democratic Window of Opportunity." *Econometrica* 79/3: 923–947.
- Fjelde, Hanna & Nina von Uexkull. 2012. "Climate Triggers: Rainfall Anomalies, Vulnerability and Communal Conflict in Sub-Saharan Africa." *Political Geography* 31(7): 444–453.
- Hendrix, Cullen S. & Idean Salehyan. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49(1): 35–50.
- Jensen, Peter Sandholt & Kristian Skrede Gleditsch. 2009. "Rain, Growth, and Civil War: The Importance of Location." *Defence and Peace Economics* 20(5): 359–372.
- Kevane, Michael & Leslie Gray. 2008. "Darfur: Rainfall and Conflict." *Environmental Research Letters* 3(3): 1–10.
- Maystadt, Jean-François & Olivier Ecker. 2014. "Extreme Weather and Civil War: Does Drought Fuel Conflict in Somalia Through Livestock Price Shocks?" *American Journal of Agricultural Economics* 1–26.
- Toset, Hans Petter Wollebaek, Nils Petter Gleditsch, Håvard Hegre. 2000. "Shared Rivers and Interstate Conflict." *Political Geography* 19: 971–996.
- Witsenburg, Karen M. & Wario R. Adano. 2009. "Of Rain and Raids: Violent Livestock Raiding in Northern Kenya." *Civil Wars* 11(4): 514–538.
- Wolf, Aaron T. 2007. "Shared Waters: Conflict and Cooperation." *Annual Review of Environment and Resources*. 32: 241–269.

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Week 10: Natural disasters

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SECTION 3: RESPONSES

Week 11: Domestic responses

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