

Environmental Security -New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: Department of History, Politics, and International Relations
2. Course Information: INTL / 3500 / Environmental Security
Prefix Number Title
3 / POLT 1050 Intro to International Relations
or permission of the instructor
Credit Hours Prerequisites
3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

This course introduces students to the role that environmental and energy issues play in causing and exacerbating conflict between groups and states in the international system. Students will learn theories of international conflict and then apply them to pressing issues in environmental studies.

4. May students repeat this course for credit? If so, are there limits?

No.

5. What is the rationale for adding this course?
 - a. How does it support the philosophy and enhance the curriculum of your department?

Currently the department offers no courses in two very important sub-fields: international security and environmental politics. This course will allow advanced political science students to study both of these important fields in concert. Furthermore, the course furthers the philosophy of the department in its approach: students will learn about crucial theories in environmental security and

then apply and critique these theories using several in-depth case studies. Students will also apply their knowledge of research methods to the material in the seminar, reinforcing skills learned previously in their college careers.

b. How does it relate to the overall University curriculum?

The course challenges students to engage in higher-order thinking processes (analysis, synthesis, application, and evaluation) and builds on skills learned previously in their college careers. The course is also interdisciplinary, bringing together issues in both international relations and environmental studies.

6. Should this new course be considered for General Education coding? no
If yes, attach the Application for General Education Coding Form.

7. Staffing requirements:

a. Qualifications necessary for instructor

Instructor needs a background in international security theory and extensive knowledge of environmental issues in general and theories of environmental security in particular.

b. What staffing changes, if any, will be necessary to offer this additional course?

None—the course will be offered as an advanced seminar on the St. Louis campus by Dr. Amanda Rosen, who fits the above qualifications and conducts research in this area. Additionally, we have faculty at the international campuses who have expertise in international security and could offer the course at their sites.

8. When will this course be initiated? spring 2011 How often will it be taught? every other year What sites are likely to offer this course? St. Louis, with international sites to follow.

9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. no
If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.

None.

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) yes If not, what additions are necessary?

12. What course(s), if any, will be dropped to make room for this course? _

None.

13. What entities (department, college/school) have reviewed and approved this proposal?

Environmental Studies Committee
Department of History, Politics, and International Relations

Signatures:

Ally McNeill , 1/29/10
Department/ Program Chairperson Date

Justin Laryea , 2/3/2010
Dean of College/School Date

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Environmental and Energy Security
New Course Proposal
Amanda M. Rosen

This is the draft syllabus for a new 3000 level INTL course in Environmental and Energy Security for the History, Politics, and International Relations department. It could potentially be used as an elective for the Environmental Studies minor. Many of the ideas in this syllabus (particularly the reading list) are adapted from syllabi on similar subjects found online, notably the course offered by Michael Renner at the New School. I created the topics with an eight week single term course in mind, but topics could easily be expanded or added for a 16 week course.

The Environmental Studies Committee and the Department of History, Politics, and International Relations have reviewed this syllabus and support its inclusion in the curriculum.

Prerequisites:

POLT 1050: Introduction to International Relations or Permission of the Instructor

COURSE DESCRIPTION

This course introduces students to the role that environmental and energy issues play in causing and exacerbating conflict between groups and states in the international system. We begin by exploring the nature of modern environmental and energy problems such as water scarcity, deforestation, depletion of fisheries, soil degradation, nuclear power, and climate change. We then move into theories about the causes of war with a particular focus on recent trends in the area and the rise of issues of 'human security'. With this base, we will then turn to five case studies of the relationship between the environment, energy and conflict: the Toronto Group's work on environmental change and conflict, climate change, resource conflicts, peak oil, and natural disasters. As we develop theories about these relationships, students will apply their growing knowledge to an environmental or energy issue of their choice not directly covered in these five case studies. The course concludes with a study of policy and institutional responses to environmental and energy issues.

LEARNING OUTCOMES

By the end of this course, students will:

1. Achieve familiarity with pressing environmental and energy issues.
2. Analyze the pathways through which issues of the environment and energy create conditions ripe for inter- and intra-state conflict.
3. Apply their skills in identifying hypotheses in scholarly writings and critiquing these hypotheses both orally and in written work.
4. Synthesize the course material and apply it to a particular environmental or energy problem through an independent research project.

COURSE REQUIREMENTS

Critiques of the Readings (2)	30%
Research Project and Presentation	40%
Class Participation	10%
Final Exam	20%

Course requirements are linked to the learning outcomes, as indicated by the numbers in parentheses following each description.

Heidelberg Institute for Conflict Research, *Conflict Barometer 2007*. At www.hiik.de/en/konfliktbarometer/pdf/ConflictBarometer_2007.pdf.

Environmental Change and Conflict

In the first of our case study weeks, we will explore the hypotheses of Thomas Homer-Dixon and his Toronto Group and their critics. We will consider the role of such factors as sudden environmental change, population growth, and weak institutions in creating conditions likely for conflict. To consider the evidence for these arguments, we will consider the cases of Chiapas, Mexico, Darfur and Rwanda.

Possible Readings:

“Overview” (pages 12-27), Thomas Homer-Dixon, *Environment, Scarcity, and Violence*, Princeton University Press, 1999.
Richard Matthew, *Resource Scarcity: Responding to the Security Challenge* (New York: International Peace Institute, April 2008). At www.ipacademy.org/asset/file/304/rscar0408.pdf.
Betsy Hartman, “Population, Environment, and Security: A New Trinity,” *Environment and Urbanization*, Vol. 10, No. 2 (October 1998), pp. 113-127. At eau.sagepub.com/cgi/reprint/10/2/113.pdf.
Chiapas and Rwanda chapters in: Thomas Homer-Dixon and Jessica Blitt, *Ecoviolence. Links among Environment, Population, and Security*, Rowman & Littlefield, 1998.
UNEP, *Sudan Post-Conflict Environmental Assessment* (Geneva, 2007). At [www.nep.org/sudan/Environmental Change and Security Project Reports](http://www.nep.org/sudan/Environmental%20Change%20and%20Security%20Project%20Reports), at www.wilsoncenter.org/index.cfm?topic_id=1413&fuseaction=topics.publications.
“New Security Beat” blog (ECSP), at newsecuritybeat.blogspot.com/.

Climate Change and Security

We will explore the issue of climate change and its consequences for issues of the environment and energy. In particular, we will examine the idea that climate change will create conditions that increase the likelihood of conflict in parts of the world.

Possible Readings:

Joshua Busby, “Climate Change and National Security. An Agenda for Action,” Council on Foreign Relations, New York, November 2007. At www.cfr.org/content/publications/attachments/ClimateChange_CSR32.pdf.
“Climate Change and International Security,” Paper from the High Representative and the European Commission to the European Council, March 3, 2008. At www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/reports/99387.pdf.
German Advisory Council on Global Change, *Climate Change as a Security Risk* (London and Sterling, VA: Earthscan, January 2008), chapter 6
Friends of the Earth, “Voices from Communities affected by Climate Change” (London, 2007). At www.foei.org/en/publications/pdfs/climate-testimonies.
Dan Smith and Janani Vivekananda, *A Climate of Conflict: The Links between Climate Change, Peace and War* (London: International Alert, 2007). At www.international-alert.org/pdf/A_Climate_Of_Conflict.pdf.

Resource Conflicts

In this session we will look at various hypotheses on the scarcity and distribution of natural resources creating grounds for conflict.

Possible Readings

Michael Ross, “How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases,” *International Organization*, Winter 2004 . At www.sscnet.ucla.edu/polisci/faculty/ross/IO%202004.pdf.