

**AMERICAN UNIVERSITY**  
**GLOBAL ENVIRONMENTAL POLITICS**  
**&**  
**SCHOOL OF INTERNATIONAL SERVICE**  
**INTERNATIONAL PEACE AND CONFLICT RESOLUTION PROGRAM**

**FALL 2008**

**SIS 400-008/620-004 ENVIRONMENTAL PEACEMAKING**  
**WEDNESDAYS, ASB 218 2:10-4:50 PM**

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**Office Hours: by Appointment (mostly Thursdays 12-5pm)**

## **COURSE DESCRIPTION**

Environmental peacemaking is an emerging inter-disciplinary field. The focus of the field is to identify ways that the environment – natural and human – provides opportunities for building bridges of collaboration between conflicting parties. In this course, students will deal with concepts from environmental security studies, international relations, and conflict resolution and will develop an understanding of how these areas of study have merged to form a new theoretical framework informing the emerging environmental peacemaking paradigm.

Environmental peacemaking is not to be confused with environmental conflict resolution. The environmental peacemaking model can be applied to any social conflict whether it is based on ethnicity, religion, resources, or identities. In contrast, environmental conflict resolution focuses exclusively on environmental conflicts. The graduate course will focus especially on applications of environmental peacemaking it will teach effective ways to integrate evaluation and research methods in these projects.

The course examines the interactions among violence, conflict, peace, security, and the natural environment. What impact does violent conflict have on the environment? Is environmental degradation itself a source or trigger of violent conflict? How can environmental cooperation be used to promote peace and sustainable development? The course is divided into 5 sections: Human Conflict and the Environment, Environmental Security, Environmental Peacemaking, Project Themes, Research and Evaluation.

Readings are listed below and they will also come from peer review journals in order to familiarize the students with the process of acquiring knowledge from more reliable resources.

Students will participate in individual as well as group projects on which they will unite and submit papers for their evaluation. This is a very participatory and involving course as role-play and simulations are at the center of the teaching process. Alternative to the dominant, methods of social debate will be also introduced to and enacted by student, such as for example the Samoan Circle.

## **REQUIRED TEXTS:**

Conca, K., Dabelko, G., Environmental Peacemaking. Washington DC: Woodrow Wilson Center Press, 2002.

Homer-Dixon, T., Environment, Scarcity, and Violence. View Jersey: Princeton University press, 1999.

Steinberg, p., Environmental Leadership in Developing Countries. Cambridge Ula: The MIT Press, 1001

Gary, P., Nabhan, Cultures of Habitat: On Nature, Culture, and Story. Washington, DC: Counterpoint, 1998.

Dalby, S., Environmental Security. Minneapolis: University of Minneapolis Press, 2002

Saleem H. Ali, Peace Parks: Conservation and Conflict Resolution (Global Environmental Accord: Strategies for Sustainability and Institutional Innovation) The MIT Press, 2008

## **OTHER USEFUL RESOURCES:**

Reardon, B., Nordland, E., Learning Peace: The Promise of Ecological and Cooperative Education. New York: The University of New York Press, 1994.

Sobel, D., Mapmaking With Children: Sense of Place Education for the Elementary Years, Portsmouth, NH: Heinemarul Press, 1988.

Homer-Dixon's "EcoViolence: Links Among Environment, Population, and Security," (Rowman and Littlefield, Publishers, Inc., New York, 1998),

Norman Meyers' "Ultimate Security, the Environmental Basis of Political Stability" (WW. Norton & Company, New York, 1993),

Susan D. Lanier-Graham" I he Ecology of War: Environmental Impacts of Weaponry and Warfare," (Walker and Company, New York, 1993),

Michael Klare's ('Resource Wars, the blew Landscape of Global Conflict," (Owl Books, New York, 2002),

Nancy Lee Peluso, Michael Watts' "Violent Environments." (Cornell University Press, 2001),

William Andrews, "Investigating Aquatic Ecosystems," (Prentice Hall Canada In., Scarborough, Ontario, 1987),

Frederick Steiner, Inhuman Ecology: Following Nature's Lead." Island Press, Washington, 2002),

Robert Yin, "Case Study Research: Design and Methods." (Sage Publications, London, 2003').

Robert Yin, Reapplications of Case Study Research.'9 (Sage Publications, London, 2003).

Olaf Tietje, "Embedded Case Study Methods: Integrating Quantitative and Qualitative Knowledge." (Sage Publications, London, 2002).

Andrews Johnson, "A Short Guide to Action Resent and Bacon, Boston, 2002).

Ernie Stringer, "Action Research in Education." (Pearson: Merrill Prentice Ltd., New Jersey, 2004).

Cheyenne Church, Julie Shouldice, "The Evaluation of Conflict Resolution Interventions: Framing the State of Play." (INCORE, Letterkenny, Ireland, 2002),

Helen Lewis, "Evaluation and Assessment of Interventions." (University of Colorado, 2003)

John Davies and Edy Kaufman, ('Second Traci: / Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation. (John Hopkins University Press, District of Columbia, 2002).

Hall Saunders, "Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts." (St. Martin's Press, New York, 1999).

Johan Galtung, Carl Jacobsen and Kai Frithjof Brand-Jacobsen, "Searching for Peace: The Road to Transcend." (Pluto Press, London, 2000),

Task Framework, "Post-Conflict Reconstruction: A joint Project of the Center for Strategic and International Studies and the Association of the United States Army." 2002.

David Hay-Edie, bathe Military's Impact on the Environment: A Neglected Aspect of the Sustainable Development Debate." (International Press Bureau, Geneva, 2002).

## **COURSE DESIGN**

The Class will be divided into groups corresponding to a conflict-infested bioregion. They will also divide according to area of interest relating to a particular group of environmental peacemaking activities such as peace education, peace parks, bilateral or multilateral collaboration on sustainable development, environmental quality, ecotourism, art etc. In this way every bioregion group will have a representative of each area of environmental peacemaking focus.

## **COURSE REQUIREMENTS**

### COURSE PARTICIPATION (25%)

Classroom presence and participation is required.

This course is a graduate seminar in which members are expected to participate actively both in reacting to assigned readings and engaging in the integrative discussion that builds on the readings. Students who do not speak up or participate in meaningful ways should see the instructor before October for advice and a tentative plan; If there is no improvement, such students should not expect an "A" at the end of the course.

### WEEKLY CASE PROGRESS PRESENTATION (25%)

This is a weedy assignment designed to help the Coups develop a semester long experience in researching on knowledge, tools, methods and techniques of environmental peacemaking. They will also develop an environmental context assessment map on which they will build their final paper. Follows the sequence of this activity which requires coordination and strong collegial spirit.

### WEEKLY CLASS ASSIGNMENT SEQUENCE:

#### BEFORE THE CLASS:

#### **Individuals:**

- Identify **Peer Review Articles** or other legitimate Resources in relation to your field of environmental peacemaking activities.
- Select **Concepts and Definitions** from these Readings and the weekly class Readings.
- **Operationalize** the concepts you have discovered to add later to your context analysis map.

- Send me **questions** in case you are confused.
- **Apply** your concepts/ideas/practices/policy implications to your bioregion group's adopted conflict(s)

### **Bioregion Groups:**

- Prepare shortly your Progress Presentations for your bioregion group presentation.

### **DURING THE CLASS:**

#### **Bioregion Group/Individuals**

- Present (15-20 minutes and 5-10 minutes discussion) bioregion analysis progress.
- Generate questions with your presentation.
- Discuss your progress with the class

#### **Expert Groups**

- Keep notes from the discussions and meet with your expert groups (10 minutes)
- Share concepts, definitions, and ideas and attempt to generalize or identify the limits of your findings.
- Prepare a short presentation on your expertise progress.
- Present a short (5-10 minutes) presentation with an update with your findings.

### **AFTER THE CLASS:**

#### **Bioregion Groups**

- Update your Environmental Context Analysis Map
- Add comments (generalizations, limitations, observations) in regards to your expertise.
- Add comments in regards to your bioregion (contextual analysis and policy implications)

### DRAFT PAPER PRESENTATION (10+10=20%)

Each bioregion group will present a draft of their final paper in the last class of the semester. They will present it in two sections, as experts (10%), and as bioregion analysts (10%) - In accordance to the structure of the final paper/exam (see description below).

### FINAL CASE GROUP – EXAM/PAPER (15 + 15 = 30%)

**Expert's Section:** The first half of the paper will include a final version of the bioregion groups' Environmental Context Assessment Map, and a presentation of selected concepts, methods, techniques and approaches to environmental peacemaking in general.

**Policy Implication Section:** The second half will demonstrate how the experts' findings may or can apply to their correspondent bioregion. They will design specific activities with respect to local limitations opportunities, resources, capital, and so on.

## **CLASS CONTACT**

There will be no extensions, exceptions to deadlines or to class requirements during the course of the semester unless the entire class approves of the exception. If a student wants an extension or exception, he or she must ask the instructor in enough advance time so that the instructor can present an anonymous request to the class as a whole. If granted, this becomes a "contractual extension" or "exception." Genuine emergencies are, of course, excused, though later documentation must be provided. Otherwise, any late work, exception or extension will result in an automatic loss of one grade. This insures that everyone is treated equitably unless the entire class agrees to an exception,

## **COURSE SCHEDULE:**

### **Wednesday, August 27, 2008**

#### **1. INTRODUCTION**

### **Wednesday, September 03, 2008**

#### **2. HUMAN CONFLICT – WAR – AND THE ENVIRONMENT**

We will explore the impact of human conflict on the environment, the impacts of industrial warfare, weapons of mass destruction, sonar technologies, etc. Students will be introduced to theories on conflict, and conflict resolution as well as historical cases in which conflict had a significant adverse impact on the natural as well as the human environment.

UNEP: Depleted Uranium Awareness- Flyer

The Military's Impact on the Environment: A Neglected Aspect of the Sustainable Development Debate by Rosalie Bertell International Peace Bureau, Geneva

Scientists split over regulations on sonar use. Nature, vol. 435.

Military and the Environment (Summary handout)

Scientific Classification Models for Environmental Assessment Analyses.

READ: Conflict Assessment Maps – Environmental Context Assessment Map

### **Wednesday, September 10 2008**

#### **3. PEACE STUDIES: THEORIES – PARADIGMS – EPISTEMOLOGY – APPROACHES**

An introduction of the contribution of peace studies to environmental peacemaking. Students will be introduced to theories on violence, conflict resolution, and concepts central to the field such as security, intervention, ethics etc.

READ: Howon Jeong and Oliver Ramsbotham handouts!

**Conflict Assessment Groups' presentations**

### **Wednesday, September 17, 2008**

#### **4. ENVIRONMENTAL PEACEMAKING: A BIRD'S VIEW OF A NEW PARADIGM**

A bird view of environmental peacemaking as a new paradigm deriving mainly from the contributions of Peace Studies and Environmental Studies. Identify existent manifestations of Environmental Peacemaking.

**TWO RESEARCH CASES ON ENVIRONMENTAL PEACEMAKING / ASSESSMENT TOOLS**

From Turbulent Peace, Environmental Change, Security, and Conflict by Nils Petter Gleditsch (Handouts)

**Finalize the Experts' Groups**

Introduction to the Teali Simulation

### **Wednesday, September 24, 2008**

#### **5. SCARCITY AND VIOLENCE: Tracing the Link(s).**

An introduction to basic concepts linking violence with environmental scarcity.

READ: From Environment, Scarcity, and Violence by Homer-Dixon pp 1-106

From Environmental Security - Simon Dalby pp 1-100

### **Wednesday, October 1, 2008**

#### **6. SCARCITY AND VIOLENCE: Tracing the Link(s).**

An introduction to basic concepts linking violence with environmental scarcity.

READ: From Environment, Scarcity, and Violence by Homer-Dixon pp 107-182

From Environmental Security - Simon Dalby pp 100-184

### **Wednesday, October 08, 2008**

#### **7. NATION STATE PERSPECTIVE OF ENVIRONMENTAL PEACE MAKING**

Read: From Environmental Peacemaking by Ken Conca and Geoff Dabelko Selected Chapters/Cases

### **Wednesday, October 15, 2008**

#### **8. POLITICAL POTENTIAL FOR ENVIRONMENTAL PEACEMAKING OF DEVELOPING COUNTRIES**

Read: From Environmental Leadership in Developing Countries by Paul Steinberg, pp 1-93

### **Wednesday, October 22, 2008**

#### **9. DOMESTIC POLITICAL RESOURCES IN DEVELOPED AND DEVELOPING COUNTRIES**

Read: From Environmental Leadership in Developing Countries by Paul Steinberg, pp 94-209

### **Wednesday, October 29, 2008**

#### **10. ENVIRONMENTAL PEACEMAKING IN POST-CONFLICT SITUATIONS**

Read: From Post-Conflict Reconstruction: A joint project of the Center for Strategic and International Studies and the Association of the United States Army- Task Framework. / From Peacebuilding in Post-conflict Societies by Howon Jeong, selected readings.

### **Wednesday, November 05, 2008**

#### **11. IN DEEP WATERS: A NEW ENVIRONMENTAL PEACE PARADIGM, BEYOND ENVIRONMENTAL CONFLICT RESOLUTION – INTERNATIONAL INSTITUTIONS AND ENVIRONMENTAL PEACEMAKING**

Read: “Environmental Peacemaking as a New Paradigm” by Christos Kyrrou.

Read: Understanding Environment, Conflict, and Cooperation

### **Wednesday, November 12, 2008**

#### **12. PEACE PARKS Conservation and Conflict Resolution – Saleem Alli**

### **Wednesday, November 19, 2008**

#### **13. Conflict and Collaboration in Natural Resources Management Okavango from Daniel Buckes Handouts**

### **Wednesday, December 3, 2008**

#### **14. DEALING WITH SPACE: ECOMUSEUMS, ECOTOURISM, ECO SPORTS TOURISM, and so on!**

Read: From Ecomuseums by Peter Davis, selected text. / The Urban Condition by Leonard Duhl, selected text

#### **DEALING WITH MINDS: ENVIRONMENTAL EDUCATION, COMMUNITY EMPOWERMENT, PROBLEM FOCUSED GROUPS and so on.**

Read: From Learning Peace by Betty Reardon and Eva Norland selected text / Other Handouts.

### **Wednesday, December 17, 2008**

#### **Paper Presentations!**

### **MORE DETAILED DESCRIPTION OF THE COURSE**

Since the mid seventies, a long line of scholars of international security have engaged in a discourse on the connections between environmental scarcities and human conflict. The main focus of this so-called ‘environmental security’ discourse has been the degree to which environmental scarcity may trigger violent conflicts around the world and threaten regional and global security. After the end of the Cold War, the new emerging volatile geopolitical playground increased the need for a more systematic study of conflict management and resolution.

Some scholars observed a rising pattern of a collaboration-building effect between nation states around the world, based predominately on regional environmental issues. These scholars, joined by peacebuilding and environmental nongovernmental organizations (NGOs), practitioners and researchers, are introducing the concept of ‘environmental peacemaking’ as an additional asset to conflict resolution. They have indicated that in many cases, environmental issues have played a central role in security transformations and may have facilitated the transition to a more prone to non-violence regional transnational governance.

This new view of the environment as a source for peacemaking instead of a constant threat of violent conflict opened the way to a broader examination of the several aspects of interactions between humans and the environment with an eye towards the peacemaking capacity and potential of these interactions. Ecotourism, or other forms of sustainable

development, environmental quality management and monitoring, environmental education, resource sharing, environmental science, all such activities may provide the ground for politically safer contact between otherwise indifferent or even hostile to each other communities that share the same ecosystem. The capacity of the environment for such interactions, referred to as 'environmental peacemaking,' will be the subject of this course.

The course is divided into three main sections including: Human Conflict and the Environment, Environmental Security, and Environmental Peacemaking.

Outline of the course:

#### A. Human Conflict and the Environment

Students and instructor will explore the impact of human conflict on the environment, the impacts of industrial warfare, weapons of mass destruction, nuclear technologies, etc. Students will be introduced to theories on conflict, and conflict resolution as well as historical cases in which conflict had a significant adverse impact on the natural as well as the human environment.

#### B. Environmental Security

Explore the emerging theories on environmental security from Mayers to Homer-Dixon, on ways to identify regions where resource scarcity and environmental quality might trigger violent conflict and threaten regional or even global security. Relations between indigenous violent movements and guerilla warfare emerging from within a strained environment will also be examined. Critique to links between violent conflict and environmental scarcity will be presented and discussed.

#### C. Environmental Peacemaking

Students will be introduced to the latest theories and writings on the new approach on environmental peacemaking by authors such as Ken Conca and Geoff Dabelko. We will explore the multi-context capacity of the environment to:

- Transform security considerations through long-term multi-track collaborative interactions and facilitate the transition to a more (bio)-regionally oriented transnational governance.
- Re-enforce and/or instill regional identities and overlapping cultural structures and processes among religious and ethnically divided parties.
- Function as a means to promote civil society, intercultural exchange and political change to democratization.
- Heal the wounds of war and provide the basis for reconstruction in terms of human (historical, intellectual, economic etc.) as well as natural resources.

#### D. Project Design

Students will learn the basic steps of compiling together a project on environmental peacemaking in order to understand better the implications of such work. Areas that will be covered include:

##### Education

Intervention Projects that can benefit from environmental themes may include environmental projects at the elementary level where shared curricula such including outdoors activities and observation, methods such as "adopting a park, or a monument" and others. Surveying the local ecosystems such as wetlands, forests, mountains, or urban neighborhoods, can apply to this level as well as to high school students who can also handle additional mild research investigation on such ecosystems with the use of low cost durable mobile labs. Culture and the environment combined with civic society lessons have also been tried. At the higher education level, and the academia more systematic research is possible at a multiple of levels and disciplines, as well as theory building. At the community level, environmental peacemaking projects have been used for community empowerment, strengthening the relations

of new residents (such as war refugees) with their new environments, and /or introducing methods and techniques of sustainable development to defeat unemployment.

## Dialogue

Dialogue projects including sustain dialogue, partners in conflict, problem solving focused groups, and others, at a multi-track diplomacy level will be presented with examples in which the environment has become a catalysts in bringing forward a spirit of collaboration or the ground for such collaboration.

## Professional Collaboration

Scientific conferences, research organizations, technological innovation fairs, business conferences and similar activities could generate opportunities where environmental ground could assist peacemaking in a region. The development of low cost desalinization technology to be installed in an area of great water scarcity may open the road for further cooperation on other, parallel issues.

## Development

Paradoxically, many violent conflicts take or took place in areas with rich ecological, aesthetic, and historical value. Some of them provide excellent opportunities for eco-tourism, and other forms of sustainable development. Organic farming, human intense agriculture and other forms of low intensity, large population involving projects could provide a way out of the trappings of unemployment in a post-conflict situation making easier the transition of many former combatants into agents of peace and prosperity. Such low scale and intensity environmental project can also help combating poverty and hunger in areas that lack the financial capacity to sustain a heavy and strong industrial economy.

## Restoring a Sense of Space

Restoring damage from a previous violent conflict on what was previously considered a neighborhood can restore a more positive sense of space among the residents of that region. The transformation from a pile of ruins into a livable urban environment can alter the sense of permanency of a post-war society and rebuild hope for a return to normal. Restoration of symbolic monuments, parks or of historical sites also belongs to this category of environmental peacemaking projects. Transformation of negative and offensive representations such as murals and graffiti with more positive, relevant into brighter future messages may also make a difference and also bring the community or communities together around a shared purpose.

## Collaboration on local/regional Environmental Policy.

The clean up of exceptionally polluted areas (such as the so called “superfunds”), have taken place in collaboration between opposing parties even under the worse circumstances of their interaction. The cleaning up of minefields and of live ammunition left there after the war ended may also provide ground for combined action. Parties can together work on restoring environmental quality and the ecosystem in areas where it may have been deteriorated due to a war. Restoring institutions and re-planning of services on basic needs such as garbage collection and waste management, sanitation and health services, waste treatment and even recycling may offer opportunities for collaboration. Cleaning up minefields and live ammunition, as well as polluted areas may provide additional access to resources to be used for sustainable development projects and to create employment opportunities for former combatants.

## Resource Management

The restoration and protection of wildlife and biodiversity in general could provide a sound incentive to collaboration. A shared enforcement of the protection of endangered species, from illegal or uncontrolled exploitation may provide such opportunities. The establishment of so-called “Peace Parks” has been used repeatedly as a means of

avoiding or even resolving border disputes in areas where the terrain is unstable enough to deny the drawing of a clear border line between the parties. Such parks also present opportunities for sustainable development such as through ecotourism. Sustainable farming such as against soil erosion may keep a large amount of population employed and at the same time guarantee the protection from loss of vast mounts of cultivable land. The protection of wetlands and watersheds can be included as well as other preservation related activities. Resources can expand to human heritage sites such as historical battlefields, burial grounds, holy places, and so on.

## Human Ecology Projects

Conflicts around populations that share the same bioregion (a mountain, a river basin, a lake etc) are sharing a lot in common in regards to the ways that the natural environment may inspire certain themes in arts such as in literature, decorative arts, and expression arts. Common festivals of music, drama, or the display of crafts may reveal shared themes that can open space for communication at that level of the human consciousness.

Students will examine the applications of environmental peacemaking in post-conflict or post-war environments, as well as at a variety of levels including the community, local region, nation-state, broader region, and international.

### E. Research and Evaluation

During the semester, we will present and discuss case studies, including successes and failures, of environmental peacemaking. The record of past or existent projects is long yet unexplored and students will be introduced in methods on how to identify such case studies and design case study projects.

The second weakness of the field is the lack of broadly known exploratory research methods before a project takes place. Students will learn methods such as conflict mapping and others to systematically identify opportunities for environmental peacemaking in any given region infected by conflict.

Finally empirical evidence from previous projects rarely has been collected during their implementation. Furthermore, it is difficult to trace the impact of these projects to the broader parties and their relationship. Students will learn how to integrate methods of evaluation as early as during the design of a project. They will learn how to implant action research tool in case they decide to do a parallel to evaluation research. Finally they will learn how to evaluate impact of projects through the use of meta-analysis.