Course Description:
This course looks at the intersection of environmental problems and conflict. This is a large multi-disciplinary terrain, and is studied in political science, international relations, development, economics, environmental and earth sciences, and peace and conflict studies. Environmental conflicts can be studied in terms of scarcity, access to resources, ownership, control, toxicity, and waste. And these occur for various reasons: poverty, population, social strife, invasion, weak democracies, government control, or poor environmental assessments, regulations or management or penalty. At another level there are social patterns, values and ideologies that are influential on the road to ecological ruin: progress, wealth, greed, injustices, anthropocentrism, human domination, war. From an earth-centered approach, humans are waging war on many ecosystems and species of the planet. Each approach consists of its own methods, tools of analysis, and assumptions of what an environmental issue is, how it is understood, analyzed and resolved. Throughout the course we will address topics including scientific data, social science approaches, values and worldviews, as well as evolutionary and earth-centered views.

Objectives:
This is an introductory course to a range of topics at the intersection of environmental issues and conflict. Students will be expected to learn about various environmental issues and conflicts, and to learn how to think about them from several perspectives and paradigms from human to earth-centered. The course is paperless. This means all the resources are online, to give exposure to national and international research and activities, and to save trees. Students will be expected acquire a general knowledge of current events and to relate the theories covered in class to ongoing environmental conflicts around the world. Examples of newspapers and Internet news with adequate international coverage include The Globe and Mail, The Economist, The Guardian Weekly, Le Monde, The New York Times, and Aljazeera.

Workload and Evaluations:
Readings and Assignments: 60%
Final take-home exam 30%
Participation and self evaluation 10%

Course materials: Syllabus and Web resources

Talk to me! Please speak with me if you are concerned about any aspect of the course, if you get lost in the course content, if you get ill, or if you want more resources, other topics, to make suggestions or better marks. Make an appointment with me, or chat with me before or after class. Please use email very sparingly.
General Requirements

The course consists of weekly readings and web research that are essential for the discussion. Lectures and readings are complementary, but they do not overlap. Lectures presuppose familiarity with readings, so it is important to complete reading assignments before each class. Expect to read or research for four to six hours a week. A one page typed paper is required most weeks. Eight to ten hours a week per class is an average expectation. Work is oriented towards learning, articulating, assessing and understanding. Evaluation of the course comprises four aspects:

1) **Eight one page papers, double spaced**, are required. which is a response to a question about the topic. Must be handed during the class, not emailed. After the discussion is not accepted. **8 papers 5 % each** 40 %

2) **Group assignment and presentation** 20 %
   - One page written per person 10%
   - Group presentation – all get the same 10%

3) **Final synthesis take-home or oral exam:**
   - Due Friday December 16th (seven to eight pages) 30 %

4) **Participation** 10 %

**Tips on the one pagers**: - read all material first. Be specific rather than general in your answer. Think and assess diverse aspects of the question. Respond to the research, topic and questions rather than whether you agree or disagree. Your work will be assessed on how well you understand. One page only …really. Spelling and grammar mistakes will reduce marks. Late papers will result in mark reductions. If you will be late you must discuss this with me in advance of the due date, unless the unforeseen occurs.

If you expect or desire high marks for personal or scholarship reasons, and would like some suggestions, please see me or ask in class.

If you do poorly on a paper you can discuss with me the possibility of redoing it within the following four days – must be in the next Monday morning, 9:00 a.m. This does not apply to the group assignment or the final exam.

**Participation Mark**: Each student is asked to assess her or his learning at the end of the course. This means attendance and doing the readings and assignments. It refers to the level of engagement with the material. Did you learn? Did you work? Did you wrestle with the material? It does NOT mean how much someone talks in class, how intelligent or how often. It does NOT mean doing well on the assignments. It means engagement and learning. You can assess this best.
CRITERIA FOR GRADING:

A -- An "A" student presents her or his work coherently, clearly and critically. The written work is systematic, relevant and well articulated addressing itself adequately to the issues at stake. Each paragraph addresses a distinct aspect of the question. All spelling and grammar must be correct. Thorough research is evident.

B -- Will be given for work that is of high quality that adequately addresses itself to the issues and is relatively well articulated, with enough researched.

C-- Will be given for work that meets the minimal requirements of the course.

D-- Poorly presented work, barely relevant, and not coherent or well articulated.

F– Irrelevant, disorganized, incoherent work that does not meet the requirements of the course at all.

POLICY ON PLAGIARISM: Students are reminded that plagiarism (i.e. the use of other people's ideas, words or work without properly acknowledging them) is a serious offence. Students should be aware of the strong sanctions against plagiarism. If proven, charges of plagiarism usually result in an F. See the university policy. This includes Internet research.

POLICY ON ATTENDANCE: Class attendance is mandatory except for emergencies. Saint Paul University has an attendance policy, and I am required to take attendance for each class. See the university policy. Bring your children if you cannot otherwise come.
# Course Syllabus
dates, topics, readings and assignments

<table>
<thead>
<tr>
<th>September 8th</th>
<th><strong>Introduction to the course</strong>: topics, syllabus expectations, Ecological Issues and conflicts Where to start?</th>
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<tbody>
<tr>
<td>September 15th</td>
<td><strong>Global ecological issues and conflicts</strong> Study five web sites. Describe ten different environmental issues and where they occur. How are these environmental issues understood in terms of conflict? One page paper required.</td>
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**Choose from the following:**
- Canadian Environmental Network [http://rcen.ca/home](http://rcen.ca/home)
- Sierra Club Canada [http://www.sierraclub.ca/](http://www.sierraclub.ca/)

Take a look at **Grinning Planet**:
Grinning Planet: [http://www.grinningplanet.com/5005/environmental-groups-ngos.htm](http://www.grinningplanet.com/5005/environmental-groups-ngos.htm)
This web site lists many international environmental organizations.

Take a look at **THE ICE CASES: Inventory of Conflict and Environment**
[http://www1.american.edu/ted/ICE/iceall.html#Dec2005](http://www1.american.edu/ted/ICE/iceall.html#Dec2005)

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<th>September 22nd</th>
<th><strong>Ecological Problems and Conflicts</strong> Pick one environmental conflict and study it well and from at least three different organizations. Write a one-page report answering the following questions:</th>
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</table>
|                | 1) What is the environmental issue?  
2) Where does it take place?  
3) What is the conflict?  
4) Who are the players in the conflict?  
5) How is the conflict defined?  
6) What is the root of the conflict?  
7) Are their winners and losers in this conflict?  
8) What are the operative ideologies in this conflict?  
9) From a human centered perspective, how can this conflict be resolved?  
10) From an earth-centered perspective, how can this conflict be resolved? |
September 29th  
Class Four

**Conflicts about Environmental Conflicts**

Pick two different organizations that are addressing the same problem: (climate change, oceans, fresh water, water diversion, species extinction, agriculture, food security, migration, over-fishing, toxicity, pollution, conservation, wilderness, Arctic sovereignty, environmental refugees, hunting, environmental justice, ecotourism)

Pick one topic and find two organizations that are addressing it differently. The purpose is to compare and contrast how they are considering this problem. Answer the following questions: One page paper.

1) What is the problem?
2) How does each organization describe the problem?
3) What do they see to be the core of the problem?
4) How do they come to this conclusion? Consider what is included and excluded from the analysis.
5) What or whose perspectives are dominant in determining the nature of the problem and the resolution?
6) Who will not benefit from their manner of resolving the environmental conflict?
7) What assumptions are operating behind the scenes in each?
8) What ideologies are at work in each?
9) Which organization best represents your own views?
10) Why is this view more compelling to you?

October 7 
Class Five

**Theories of Assessing Environmental Conflict**

Paradigms and levels of analysis

In one page write about three central debates that have or are occurring in the developing fields of environment and conflict. Write also why these theoretical debates are significant to subsequent action.

“What is an Environmental Conflict?” Stephan Libiszewski 1992
se1.isn.ch/serviceengine/Files/ISN/236/...6258.../doc_238_290_en.pdf

http://www.uvm.edu/~shali/ecr.html Scroll to Environmental Security under the first theme of Global and Theoretical, download and read article

October 14th 
Class Six

**Climate Change and Water Conflicts**

Look over the web sites below on climate change and on water. Pick either climate change or water. Write a one page paper, giving three reasons why climate change or water are causes for conflict, and places where this conflict is occurring.
Climate Change
http://www1.american.edu/ted/ICE/iceall.html
http://www1.american.edu/ted/ICE/climatechange/hotcoldwar.html

audio lectures on itunes - listen to least three:
http://itunes.apple.com/itunes-u/environmental-stories-lectures/id438288355#ls=1

Environmental refugees and climate change

Water
A History of Water Conflicts from The Pacific Institute:
http://www.worldwater.org/conflict/list/

Please also read the timeline and look at the map at:
http://www.worldwater.org/conflict.html


October 21st
Class Seven

Food Security
This class looks at the topics of food security, scarcity, production, waste, economic and corporate control and future scenarios. Read all three pieces. Write one page on food security: a definition and overall meaning. Give four reasons why food security is a global issue at the intersection of environment and conflict.


One World: Food Security Guide
http://uk.oneworld.net/guides/food_security?gclid=COmMroqUiasCFSMEQAodI0o73Q

November 3rd
Class Eight

Humans and Other Animals
Write a one page paper on the term anthropocentrism. Research anthropocentrism in relationship to other animals. Write your view on appropriate human – animals relationships, giving solid reasons why.
Extinctions  http://www.well.com/~davidu/extinction.html

The Sixth Extinction, by Niles Eldredge  
http://www.actionbioscience.org/newfrontiers/eldridge2.html

Video  Eating Mercifully: The Humane Society of the United States

November 10th  |  Class Nine  |  Planetary Perspectives, Worldviews and Values  
Write a one page paper on the role of worldviews and values as one of the ecological dimensions of conflicts and any realistic resolution. In the last paragraph discuss if you think that worldview and consciousness transformation potential to influence change.

Toward a New Consciousness: Values to Sustain Human and Natural Communities  
http://environment.yale.edu/visions/?page_id=4  Scroll down to where is says “it is available in a PDF here.”

Video  The Journey of the Universe: An Epic Story of Cosmic, Earth and Human Transformation

November 17th  |  Class Ten  |  In class group preparation  
Instructions will be given prior to class

November 24  |  Class Eleven  |  Group presentations (four groups)  
30 minutes for each group.  
One page paper due in class.

December 1  |  Class Twelve  |  Next steps, future prospects, finding hope  
Write one page on the Earth Charter. Analyze it from three different viewpoints taken from the course. How can the Earth Charter be a constructive voice in ecological dimensions of conflicts.

The Earth Charter:  http://www.earthcharterinaction.org/content/  
Paul Hawken’s Commencement Address,  
University of Portland, 2009.