

Political Science 540: Global Security Threats
Fall 2011

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Office Hours:
M, T, W 9-11:30
Or by Appointment

Time and Location:
M, W, F. 11:30-12:20
WA 041

Course Description:

The political effects of environmental degradation and resource scarcity are rarely confined to one country. Upstream countries can pollute countries who utilize downstream water. Overfishing by one country affects the amount other countries can take. The construction of mines or dams within one country can cause citizens to emigrate to neighboring states, stressing those countries' institutions and resources. Resources that lay on a border can also provoke states into threats, shows of force, and - in the worst cases - outright violence.

Within countries, natural resources can inhibit the formation of working institutions. Leaders can use resources and the wealth it generates to enrich themselves and their close associates. In these situations, citizens have little say in their government and are often victims of government violence. These resources can also act as a prize, allowing rebels to challenge the authority of the central government. When these rebels win, they too use resources to enrich themselves and often institute the same policies as the defeated.

Within a correctly functioning state, environmental degradation and resource scarcity also has political effects. Pollution from the western United States causes acid rain in the east. Overgrazing and overfarming can reduce the quality of topsoil, harming the food supply and uprooting people dependent on agriculture. In other areas, irrigation has depleted aquifers and waterways. This leads to political disagreements between rural and urban, farmers and environmentalists, Democrats and Republicans. Courts and legislation have provided some resolution, but acrimony often remains.

Despite all this, the environment can also lead to cooperation. National governments have created agreements that have curbed environmental problems such as erosion, runoff, and acid rain. In the international arena, countries have created institutions to coordinate the use of resources, monitor usage, and adjudicate disputes that arise from their use. While much has been done, challenges still remain in the equitable and efficient use of the environment and its resources.

This course focuses on identifying the role that the environment plays in the politics between and within countries. We will begin by identifying the schools of thought in environmental politics. Second, we will also discuss some of the challenges found in this area: the issue of sovereignty, effects on state development, and disagreements between the developed and developing world. Third, we will discuss current political problems that have an environmental component: the creation of energy policy, "blood diamonds", the resource curse, and potential fault-lines where the environment may lead to conflict. Lastly, we will discuss how cooperation can occur and which components contribute to success.

Readings:

Klare, Michael. 2008. *Rising Powers, Shrinking Planet: The New Geopolitics of Energy*. New York: Henry Holt and Co.

Pearce, Fred. 2006. *When the Rivers Run Dry*. Boston: Beacon Press.

I have also assigned article readings. They are available on JSTOR and on k-state online. I reserve the right to add/drop readings if warranted.

Course Requirements/Grading:

Test 1: 20% - The test will be taken in class and consist of 20-25 questions and a short essay.

Test 2: 25% - The final exam will be taken in class and is cumulative. It will also consist of 20-25 questions, a short essay about a topic covered after midterm, and another short essay integrating everything we have learned.

Quizzes: 15% - I will randomly assign 5 quizzes throughout the semester. These will be given in class and will concern the reading that is due for that day. I will assign them based on participation and feedback. The format will be multiple choice. These are meant to ensure that you do the reading. If you read, these should be relatively simple. An additional bonus is that these questions have a habit of showing up on the two exams. The four highest quiz scores will be used to calculate your grade.

Research Project 25% - Students will complete an audio/visual project that applies the concepts and theories addressed in the course to any form of conflict regarding resources. Specifically, students will select a war, identify the resources under contention, discuss the mechanisms by which the resources contribute to the war, and discuss why the mechanism you selected is valid. We will have an informational session on Friday, October 21 to help familiarize everyone with the software we will be using. A short discussion (2 pages double spaced) of the conflict and mechanism you will discuss is due on Monday, October 31st. The completed visual project will be posted online and everyone will hand in their "scripts" on Friday, December 2nd. **PLEASE** see me if you have any questions regarding the project.

I will provide more information about format and requirements in a handout during class and on k-state online.

Attendance and Participation 15% - Students are expected to participate actively in class and contribute to class discussion. In addition, attendance is obviously important. Late arrivals will be noted and repeated instances of being late will negatively affect your grade. In regards to absences, please contact me before class if you are unable to attend.

Note:

Please feel free to see me if you have any questions or concerns. Concerns about grades are much easier to rectify early in the semester than late.

University Policies:

Academic Honesty

The following is taken verbatim from <http://www.k-state.edu/honor/faculty/syllabusstate.htm>:

Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor & Integrity System is the inclusion of the [Honor Pledge](#) which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, *whether or not* it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."**

The default in this class is that ALL work will be accomplished individually, UNLESS my permission is given in advance of an assignment/quiz/exam/take-home exam/final. If you are in doubt, please ask

A grade of **XF** can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

For more information, visit the Honor & Integrity System home web page at: <http://www.ksu.edu/honor>

Classroom Conduct

The following is taken verbatim from <http://www.k-state.edu/provost/resources/teaching/course.htm>:

"All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article VI, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class."

Disability Services

The following is taken verbatim from <http://www.k-state.edu/provost/resources/teaching/course.htm>:

"Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Disability Support Services (dss@k-state.edu) and/or the instructor. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety."

Course Outline

Monday, August 22: Review Syllabus

Reading: None

Background & Concepts

Wednesday, August 24: Ideas in Global Environmental Politics – Environmental Goods

Reading: None

Friday, August 26: Self-Interest vs. Collective Responsibility

Reading: Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162: 1243-1248.

Monday, August 29: Cornucopianism

Readings:

- Simon, Julian. 1981. The Infinite Supply of Natural Resources. In *International Politics*, eds. Robert Art and Robert Jervis. New York: Pearson Longman, 531–538
- Regis, Ed. 1997. The Doomsayer. *Wired* 5(2). Available at: http://www.wired.com/wired/archive/5.02/ffsimon_pr.html

Wednesday, August 31: APSA Meeting - TBA

Friday, September 2: APSA Meeting - TBA

Monday, September 5: Labor Day - No Class

Wednesday, September 7: Malthusianism

Readings:

- Klare, Chapter 1-2
- Ehrlich, Paul and John Holdren. 1971. Impact of Population Growth. *Science* 171(3977): 1212-1217

Friday, September 9: Making Sense of the Ideas

Reading: Homer-Dixon, Thomas. 1991. Cornucopians and Neo-Malthusians. In *International Politics*, eds. Robert Art and Robert Jervis. New York: Pearson Longman, 539–541

Monday, September 12: Understanding Global Environmental Politics – Actors

Reading: None

Resources and International Politics

Wednesday, September 14: The Geopolitical Importance of Resources I

Reading: Klare, Chapter 1

Friday, September 16: The Geopolitical Importance of Resources II

Reading: Klare, Chapter 2

Monday, September 19: The Economic Importance of Resources

Reading: Klare, Chapter 3-4

Wednesday, September 21: Why Fight Over Resources? History and Evidence

Reading: Homer-Dixon, Thomas. 1994. Environmental Scarcities and Violent Conflict: Evidence from Cases. *International Security* 19(1): 5-40.

Friday, September 23: Why Fight Over Resources? Assessing the Future

Reading: Klare, Chapter 8.

Monday, September 26: Case Studies – Energy Resources

Reading: Klare, Chapter 5-6

Wednesday, September 28: Case Studies – Water I

Reading: Pearce, Part VI

Friday, September 30: Case Studies – Water II

Reading: Pearce, Part VII

Monday, October 3: Case Studies - Food

Reading: Brown, Lester. The New Geopolitics of Food. *Foreign Policy*. Available at: http://www.foreignpolicy.com/articles/2011/04/25/the_new_geopolitics_of_food

Wednesday, October 5: Case Studies - Land

Reading: Parulkar, Ashwin. 2011. African Land, Up for Grabs. *World Policy Journal*. 28(1): 103-110.

Friday, October 7: Review

Reading: None

*Monday, October 10: **Test #1***

Resources and Domestic Politics

Wednesday, October 12: Looking Inward – The Resource Curse

Readings:

- Knowledge@Wharton. 2007. 'The Resource Curse': Why Africa's Oil Riches Don't Trickle Down to Africans. Available at: <http://knowledge.wharton.upenn.edu/article.cfm?articleid=1830>
- Kenny, Charles. 2010. What Resource Curse? *Foreign Policy*. Available at: http://www.foreignpolicy.com/articles/2010/12/06/what_resource_curse

Friday, October 14: The Best Government Resources Can Buy

Reading: None

Monday, October 17: Resources and Civil War

Reading: Le Billon, Phillippe. 2001. The Political Ecology of War: Natural Resources and Armed Conflict. *Political Geography* 20(5): 561-584.

Wednesday, October 19: Resources and Civil War – Mechanisms

Reading: Ross, Michael L. 2004. How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases. *International Organization* 58: 35-67.

Friday, October 21: Project Discussion (Location TBA)

Reading: None

Monday, October 24: Case Studies – Diamonds

Reading: Lujala, Paiva, Nils Petter Gleditsch, and Elisabeth Gilmore. 2005. A Diamond Curse? Civil War and a Lutable Resource. *Journal of Conflict Resolution* 49(4): 538-562

Wednesday, October 26: Case Studies – Oil

Reading: Oyefusi, Aderoju. 2008. Oil and the Probability of Rebel Participation Among Youths in the Niger Delta of Nigeria. *Journal of Peace Research* 45(4): 539-555.

Friday, October 28: Case Studies – Water

Reading: Pearce, Parts I & II

Monday, October 31: Case Studies – Minerals

Reading: Montague, Dena. 2002. Stolen Goods: Coltan and Conflict in the Democratic Republic of Congo. *SAIS Review* 22(1): 103-118.

TOPICS DUE at beginning of class!

Wednesday, November 2: Film

Reading: None

Friday, November 4: Film

Reading: None

Monday, November 7: How to Solve Environmental Problems: Challenges I

Reading: Klare, Chapter 9

Wednesday, November 9: How to Solve Environmental Problems: Challenges II

Reading: Pearce, Part VIII

Friday, November 11: Creating Political Solutions – Difficulties I

Reading: None

Monday, November 14: Creating Political Solutions – Difficulties II

Reading: Putnam, Robert. 1988. The Logic of Two-Level Games. *International Organization*. 42(3): 427-460.

Wednesday, November 16: Creating Political Solutions – Successes I

Reading: None

Friday, November 18: Creating Political Solutions – Successes II

Reading: Haas, Peter. 1989. Do Regimes Matter? Epistemic Communities and Mediterranean Pollution Control. *International Organization* 43(3): 377-403

*Monday, November 21: Thanksgiving Break – **No Class***

*Wednesday, November 23: Thanksgiving Break – **No Class***

*Friday, November 25: Thanksgiving Break – **No Class***

Monday, November 28: Creating Solutions at the Domestic Level

Reading: None

*** We will spend part of class discussing any last minute presentation questions ***

Wednesday, November 30: Future Challenges

Reading: Levy, Marc. 1995. Is the Environment a National Security Issue? *International Security* 20(2): 35-62.

Friday, December 2: Project Presentations

SCRIPTS DUE at beginning of class!

Monday, December 5: Project Presentations

Wednesday, December 7: Project Presentations

Friday, December 9: Review

Tuesday, December 13: FINAL 11:50-1:40