

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Security and Global Studies**

**IRLS409**

**Environmental Security**

**Credit Hours: 3**

**Length of Course: 8 Weeks**

**Prerequisite: None**

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### Instructor Information

***Instructor:***

***Email:***

**Please contact your instructor through the Messages tab in the classroom.**

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### Course Description (Catalog)

**IRLS409 Environmental Security (3 hours)**

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This course provides an overview of environmental security by examining environmental threats such as climate change, water scarcity, consumption patterns, urbanization, resource extraction and usage, food security, and globalization. The course provides students with a thorough understanding of how environmental security and human security are intertwined.

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### Course Scope

In IRLS409, students will explore the relationship between environmental security and human security. Students will examine a wide range of environmental security issues and will assess the effectiveness of efforts to resolve these issues. In addition, students will explore the complexity of human security by examining the environmental, social, political, and economic factors that contribute to and result from human security problems. In the IRLS409 course, you will be challenged to move beyond theories and information and apply what you have learned to real world situations. There are both practical applications and broader issue considerations relevant to the fields of International Relations, Environmental and Human Security.

The IRLS409 course will offer the student a highly interactive virtual classroom. Each week's lesson will have a course announcement, overview, guest lecture, assigned readings from the texts and journal articles, appropriate Internet links provided in External Websites, and a discussion group question based on course readings. The course will provide the student with the opportunity to apply the knowledge of human security and environmental security to real world situations and case studies.

Since the student is expected to fully participate in discussions and interact with the instructor and other students, reading assignments and assigned projects should be completed in a timely manner

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### Course Objectives

After successfully completing this course, you will be able to

- CO 1:** Identify the issues impacting environmental security
- CO 2:** Explain how environmental security is linked to human security
- CO 3:** Compare and contrast various strategies used by international organizations, nation states, and non-state actors are working to protect complex ecosystems

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**CO 4:** Evaluate the threats posed to human security by environmental threats such as natural disasters, climate change, water scarcity, food security, consumption patterns, infectious disease, infrastructure risks, urbanization and human migration, resource extraction and usage, and weapons of mass effect.

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### Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course resources and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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### Course Resources

Journal articles and video lectures posted within the Sakai classroom platform.

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### Evaluation Procedures

Each assignment will be evaluated by the instructor using a rubric scoring guide and comments inserted into the Word document. Forum grades will be determined using a rubric scoring guide. Additionally, comments may be given informally within the forum or in more detail within the forum grader tool.

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**LATE ASSIGNMENTS:** Late assignments and late forum posts will be accepted under certain circumstances. A student request for late submission must be initiated twenty-four (24) hours prior to the assignment deadline. Without prior permission by the instructor, late work will be assessed a five (5) percent penalty per day.

**CITATION AND REFERENCE STYLE:** All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Turabian citation method. An online copy of may be found at:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html). Students should be aware that in-text citations are the preferred method for citing sources (rather than in footnotes or endnotes). Any notes used in essays or assignments should be limited to extraneous information that the student wishes to include. The format for in-text citations is given in the Turabian guide linked above. Students are to use the parenthetical form (P) within the text of the document and the reference list form (R) in providing a list of sources. See more information on citation style in the Week 1 Lesson.

**Forum discussions** – One initial post by Thursday; two follow-up posts to classmates by Sunday. Specific questions found in Forums tab of the classroom.

**Midterm assignment** – Four-page evaluative essay. Specific instructions found in Assignments tab of the classroom.

**Progress assignments** – Four page current events essay. Specific instructions found in Assignments tab of the classroom.

**Final assignment** – Four-page case study. Specific instructions found in Assignments tab of the classroom.

<b>Grade Instruments</b>	<b>Percentage</b>
Forum Discussions	<b>25</b>
Midterm Assignment	<b>25</b>
Progress Assignment	<b>25</b>
Final Assignment	<b>25</b>
<b>Total</b>	<b>100</b>

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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## 8 – Week Course Outline

	<u>Topic(s)</u>		<u>Reading(s)</u>	<u>Assignment</u>
1	Perceptions and Definitions of Environmental Security	CO-1	<p><b>Readings:</b>            Glenn, Jerome C., Gordon, Theodore J. and Perele, Renat. 1998. Defining Environmental Security: Implications for the US Army. U.S. Army Environmental Policy Institute. Contract No. AEPI-IFP-1298 (29 pages)</p> <p>Tuchman- Mathews, Jessica. 1989. Redefining Security. <i>Foreign Affairs</i> 68, No. 2: 162-177 (15 pages)</p>	Student Introduction in Week One Forum Discussion due.
2	Perceptions and Definitions of Environmental Security	CO 2: Explain how environmental security is linked to human security	<p><b>Readings:</b>            Renner, Michael. 2006. Introduction to the Concepts of Environmental Security and Environmental Conflict. Institute for Environmental Security. The Hague. Retrieved from: <a href="http://www.envirosecurity.org/ges/inventory/IESPP_I-C_Introduction.pdf">http://www.envirosecurity.org/ges/inventory/IESPP_I-C_Introduction.pdf</a> (16 pages)</p> <p>Homer-Dixon, Thomas F. 1994 "Environmental Scarcities and Violent Conflict: Evidence from Cases," <i>International Security</i>, Vol. 19, No. 1, pp. 5-40 (35 pages)</p>	Week Two Forum Discussion due.
3	Globalization and Breaches in Environmental Security	CO 2: Explain how environme	<p><b>Readings:</b>            United Nations Interagency Framework Team for Preventive Action. 2010. Environmental Scarcity and Conflict. <a href="http://postconflict.unep.ch/publicatio">http://postconflict.unep.ch/publicatio</a></p>	Week Three Forum Discussion due.  Midterm

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		<p>ntal security is linked to human security CO 3: Compare and contrast various strategies used by international organizations, nation states, and non-state actors are working to protect complex ecosystems</p>	<p>ns/ECP/GN_Scarcity_FINAL.pdf (accessed October 26, 2013) (Chapters 1 and 2 only)(22 pages)</p> <p>Daily, Gretchen, et.al. 1998. Food Production, Population Growth, and Environmental Security.</p> <p>Brennan, Ellen. 1999. Population, Urbanization, Environment, and Security: A Summary of the Issues,</p> <p>Bates, Diane C. 2002. Environmental refugees? Classifying human migrations caused by environmental change.</p>	<p>Assignment due</p>
4	<p><b>Globalization and Breaches in Environmental Security</b></p>	<p>CO 3: Compare and contrast various strategies used by international organizations, nation states, and non-state actors are</p>	<p><b>Readings:</b></p> <p>Li, Jennifer. 2008. Environmental Impact Assessments in Developing Countries: An Opportunity for Greater Environmental Security? Foundation for Environmental Security and Sustainability. Retrieved from: <a href="http://www.fess-global.org/WorkPapers.cfm">http://www.fess-global.org/WorkPapers.cfm</a> (38 pages)</p> <p>CNA Corporation. 2007. National Security and the Threat of Climate Change. <a href="http://www.cna.org/reports/climate">http://www.cna.org/reports/climate</a> (35 pages)</p>	<p>Week Four Forum Discussion due.</p>

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		working to protect complex ecosystems		
5	<b>Weapons, War, Conflict and the Environment</b>	CO 1: Identify the issues impacting environmental security	<p><b>Readings:</b></p> <p>Kaplan, Robert D. 1994. The Coming Anarchy. <i>The Atlantic Monthly</i> 273, No. 2. Pgs. 44-76 (32 pages)</p> <p>Library of Congress, Congressional Research Service. (n.d.) Terrorism: Background on Chemical, Biological, and Toxin Weapons and Options for Lessening Their Impact. <a href="http://www.fas.org/irp/crs/RL31669.pdf">http://www.fas.org/irp/crs/RL31669.pdf</a> (15 pages)</p> <p><b>Guest Lecture:</b></p> <p>Col. Randall Larsen (Ret.). 2009. Bioterrorism Threat to US. C-SPAN Video Library. <a href="http://www.c-spanvideo.org/program/289108-4">http://www.c-spanvideo.org/program/289108-4</a> (26.57 min)</p>	Week Five Forum Discussion due.
6	<b>Weapons, War, Conflict and the Environment</b>	CO 4: <b>Evaluate the threats posed to human security by environmental threats such as natural</b>	<p><b>Readings:</b></p> <p>Deng, Hongmei and O-Meara Evans, Peter. 1997. Social and Environmental Aspects of Abandoned Chemical Weapons in China. <i>The Nonproliferation Review/Spring-Summer 1997. Pp. 101-106 (5 pages)</i></p> <p>Szarejko, Aleksandra and Jasek Namiesnik. 2009. The Baltic Sea as a Dumping Site of Chemical Munitions and Chemical Warfare Agents 25, no. 1</p>	Week Six Forum Discussion due.  Progress Assignment Due

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		<p><b>disasters, climate change, water scarcity, food security, consumption patterns, infectious disease, infrastructure risks, urbanization and human migration, resource extraction and usage, and weapons of mass effect.</b></p>	<p>(February): 13-26. (14 pages)</p> <p>DeWeerd, Sarah. 2008. War and the Environment. <i>World Watch</i>, 08960615, Vol. 21, Issue 1 (8 pages)</p> <p>Brown, Valerie J. 2004. Battle Scars. <i>Environmental Health Perspectives</i>. Vol. 112 Issue 17, pA994-A1003 (10 pages)</p> <p>Author Unknown. 2004. War's Environmental Impact. <i>Alternatives Journal</i>. Vol. 30 Issue 4, p26-26, (1 page)</p>	
7	<p><b>Understanding the Complexity of Environmental and Human Security</b></p>	<p><b>CO-1, CO-2, CO-4</b></p>	<p><b>Readings:</b></p> <p>Lubovich, Kelley . 2009. Cooperation and Competition: Managing Transboundary Water Resources in the Lake Victoria Region. Foundation for Environmental Security and Sustainability. Retrieved from: <a href="http://www.fess-global.org/WorkPapers.cfm">http://www.fess-global.org/WorkPapers.cfm</a>. (28 pages)</p> <p>Ejigu, Mersie Ejigu. 2006. Post Conflict Liberia: Environmental Security as a Strategy for Sustainable Peace and Development. Foundation</p>	<p>Week Seven Forum Discussion due.</p>



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		<p>for Environmental Security and Sustainability. Retrieved from: <a href="http://www.fess-global.org/WorkPapers.cfm">http://www.fess-global.org/WorkPapers.cfm</a> (30 pages)</p> <p>Li, Jennifer. 2006. China's Rising Demand for Minerals and Emerging Global Norms and Practices in the Mining Industry. Foundation for Environmental Security and Sustainability. Retrieved from: <a href="http://www.fess-global.org/WorkPapers.cfm">http://www.fess-global.org/WorkPapers.cfm</a> (44 pages)</p> <p>Stark, Jeffrey, Li, Jennifer, and Terasawa, Katsuaki. 2006. <a href="#">Environmental Safeguards and Community Benefits in Mining: Recent Lessons from the Philippines</a>. Foundation for Environmental Security and Sustainability Retrieved from: <a href="http://www.fess-global.org/WorkPapers.cfm">http://www.fess-global.org/WorkPapers.cfm</a> (22 pages)</p> <p>Barber, Charles Victor. 1997. The Case of Indonesia, Project on Environmental Scarcities, State Capacity, and Civil Violence. University of Toronto and the American Academy of Arts and Sciences. <a href="http://www.homerdixon.com/projects/sate/indon/indonsum.htm">http://www.homerdixon.com/projects/sate/indon/indonsum.htm</a></p> <p>Percival, Valerie and Homer-Dixon, Thomas. 1995. The Case of Rwanda. University of Toronto and the American Academy of Arts and Sciences Retrieved from: <a href="http://www.homerdixon.com/projects/eps/rwanda/rwanda1.htm">http://www.homerdixon.com/projects/eps/rwanda/rwanda1.htm</a></p>	
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			<p>Gasana, James, K. 2002. Natural Resource Scarcity and Violence in Rwanda,” in Richard Matthew, Mark Halle and Jason Switzer, eds., <i>Conserving the Peace: Resources, Livelihoods and Scarcity</i>. Winnipeg, Manitoba: International Institute of Sustainable Development. 199-246. (47 pages)</p> <p>Howard, Philip and Homer-Dixon, Thomas. 1996. The Case of Chiapas. University of Toronto and the American Academy of Arts and Sciences.  <a href="http://www.homerdixon.com/projects/eps/chiapas/chiapas1.htm">http://www.homerdixon.com/projects/eps/chiapas/chiapas1.htm</a></p> <p>Kelly, Kimberley and Homer-Dixon, Thomas. 1995. The Case of Gaza. University of Toronto and the American Academy of Arts and Sciences.  <a href="http://www.homerdixon.com/projects/eps/gaza/gaza1.htm">http://www.homerdixon.com/projects/eps/gaza/gaza1.htm</a></p> <p><b>Guest Lecture:</b> No Lecture this week</p> <p><b>Lesson: Week 7</b></p>	
8	Understanding the Complexity of Environmental and Human Security	CO-1, CO-2, CO-4	<p><b>Readings: Continued from Week 7</b></p> <p><b>Guest Lecture: No Lecture this week</b></p>	<p>Week Eight Forum Discussion due.</p> <p>Week Eight Final Assignment due.</p>

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## **Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## **Citation and Reference Style**

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See <http://www.apus.edu/Online-Library/tutorials/chicago.htm>.

## **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

## **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

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- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

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### Turnitin.com

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

### Required Readings

Aning, Kwesi , Atta-Asamoah, Andrews. 2011. *Demography, environment and conflict in West Africa*. Kofi Annan International Peacekeeping Training Centre.

<http://www.humansecuritygateway.com/showRecord.php?RecordId=36778> 27 pages

Barber, Charles Victor. 1997. *The case of Indonesia, project on environmental scarcities, state capacity, and civil violence*. University of Toronto and the American Academy of Arts and Sciences. Retrieved from: <http://www.library.utoronto.ca/pcs/state/indon/indonsum.htm>.

Bates, Diane C. 2002. Environmental refugees? Classifying human migrations caused by environmental change. *Population and Environment*. New York. Iss. 5; pg. 465 (6 pages)

Berger, Matthew. 2009. Environment: debate on sea-dumped chemical weapons revived. Global Information Network. New York.(2.5pages)

Brown, Valerie J. 2004. Battle scars. *Environmental Health Perspectives*. Vol. 112 Issue 17, pA994-A1003 (10 pages)

Cedillo, Cristina. 2011.. Better access to remedy in company-community conflicts in the field of csr: a model for company based grievance mechanisms. *Institute for Environmental Security*.

<http://www.envirosecurity.org/actionguide/view.php?r=530&m=publications> (34 pages)

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CNA Corporation. 2007. National security and the threat of climate change. Retrieved from: <http://securityandclimate.cna.org/> (35 pages)

Col. Randall Larsen (Ret.) 2009. Bioterrorism Threat to US. C-SPAN Video Library. <http://www.c-spanvideo.org/program/289108-4> (26.57 min)

Dalby, Simon and Tessitore, John. 2009. EIA Interview: Simon Dalby on Environmental Security. Carnegie Council. Retrieved from: <http://www.cceia.org/resources/video/data/00012>.

Detraz, Nicole, and Michele M. Betsill. 2009. Climate change and environmental security: for whom the discourse shifts. *International Studies Perspectives* 10, no. 3: 303-320. *Academic Search Premier*, EBSCOhost (accessed February 18, 2012). (17 pages)

Detraz, Nicole. 2009. Environmental security and gender: necessary shifts in an evolving debate. *Security Studies* 18, no. 2: 345-369. *International Security & Counter Terrorism Reference Center*, EBSCOhost (accessed February 18, 2012). (24 pages)

DeWeerd, Sarah. 2008. War and the environment. *World Watch*, 08960615, Vol. 21, Issue 1 (8 pages)

Ejigu, Mersie Ejigu. 2006 Post Conflict Liberia: Environmental Security as a Strategy for Sustainable Peace and Development. Foundation for Environmental Security and Sustainability. Retrieved from: <http://www.fess-global.org/WorkPapers.cfm> (30 pages)

Gasana, James, K. .2002. Natural Resource Scarcity and Violence in Rwanda” in Richard Matthew, Mark Halle and Jason Switzer, eds., *Conserving the Peace: Resources, Livelihoods and Scarcity*. Winnipeg, Manitoba: International Institute of Sustainable Development. 199-246. (47 pages)

Glenn, Jerome C., Gordon, Theodore J. and Perele, Renat. 1998. Defining environmental security: implications for the US Army. U.S. Army Environmental Policy Institute. Contract No. AEPI-IFP-1298 (29 pages)

Haldén, Peter. 2011. The past, present and future(s) of environmental security studies. *Cooperation & Conflict* 46, no. 3: 406-414. *Academic Search Premier*, EBSCOhost (accessed February 18, 2012). 8 pages

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Homer-Dixon, Thomas F. 1994. Environmental scarcities and violent conflict: evidence from cases, *International Security*, Vol. 19, No. 1, pp. 5-40 (35 pages)

Howard, Philip and Homer-Dixon, Thomas.. 1996. The Case of Chiapas. University of Toronto and the American Academy of Arts and Sciences. Retrieved from:  
<http://www.library.utoronto.ca/pcs/eps/chiapas/chiapas1.htm>

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