



Middlebury Institute of
International Studies at Monterey

Environmental Conflict Management

IEPG 8616-A (CRN: 21305) / FALL 2020

COURSE SYLLABUS

ABOUT THE COURSE

- **Meets:** Thursdays from 8:00 to 9:00 a.m. (Pacific Time), August 27 through December 10.
- **Credits/Units:** 2
- **Location:** Online, using a single, dedicated Zoom link. Click here or paste this URL into your browser:
- <https://middlebury.zoom.us/j/94765587244?pwd=TnBYK0Fha1h4VmJFRWJoZHd2dUZEUT09>
(Password, if needed: 733210)
- **Instructor:** Dr. Jeffrey A. Langholz, Email: jangholz@middlebury.edu, Ph: 831-647-6418, McCone #214
- **Office Hours:** Tuesdays & Thursdays 12:00 to 2:00 p.m. Fridays 2:00 to 3:00 p.m. (Pacific Time), by Zoom. Please book meeting electronically and contact the professor for alternate appointment times.

COURSE DESCRIPTION

Environmental conflicts continue to rise in frequency and intensity across much of the world. Experts predict even more conflicts in the future as human population grows, natural resources dwindle, and climate change worsens. Despite a growing body of research into the topic, we know surprisingly little about the conditions under which fisheries, forests, wildlife, minerals, water, and other resources lead to new conflicts or exacerbate existing ones. We know even less about the best ways to prevent or resolve such conflicts. Thus, growing demand exists for professionals who can analyze root causes of these conflicts and apply tools for resolving them. This course helps fill that demand. It uses lectures, case studies, role-plays, and simulations to deliver techniques for understanding, preventing, and resolving natural resource disputes worldwide.

LEARNING OBJECTIVES

The course has three sequential parts, each with a major learning objective. By the end of the course, you should be able to do the following:

** per GSIPM policy, instructors may change syllabi with advance notice to students*

- PART 1: Demonstrate knowledge of current environmental conflicts in multiple locations worldwide, involving different natural resources types such as water, land, oceans, and atmosphere;
- PART 2: Describe and apply proven tools and techniques for understanding and resolving natural resource disputes;
- PART 3: Understand your own conflict management strengths, weaknesses, and interests.

TEXT BOOK AND OTHER MATERIALS

No single textbook adequately covers this topic. You will read scholarly journal articles, book chapters, and technical reports that, when taken together, integrate the two fields of environment and conflict resolution in a way suitable to this course.

The required textbook:

- The only required text is a low-cost negotiation classic, available on Amazon for less than \$1: Fisher, R., and W. Ury. 1991. *Getting to Yes: Negotiating Agreement without Giving In* (2nd edition). New York, NY: Penguin Books.

Additional readings:

- For the duration of the course, all students should subscribe to an award-winning blog called "**New Security Beat**," by the Environmental Change & Security Project (see www.newsecuritybeat.org).
- During the course, Dr. Langholz may provide additional readings from journals and other sources. He will make these available electronically, through the course website.
- The "Additional Resources" section below list more than 70 articles curated by Dr. Langholz over the years. These are not required readings, but rather a set of important publications that track evolution of the environmental conflict management field.

METHODOLOGY AND POLICIES

This course uses several complementary methods to accommodate different learning styles and provide well-rounded learning. These include lectures, readings, discussions, research, writing, public speaking, role-playing, and an extended simulation.

We will emphasize *theory* (mostly through readings), *current practice* (examples from the field) and *doing* (in-class exercises & role-playing).

Please keep in mind this is not a mediator training program. Although you will learn a few mediation tools, we simply do not have the additional 40 hours of class time required for such training.

Please also keep in mind that for two-units, this course just introduces the topic. The goal is to deliver basic knowledge and perhaps inspire you to pursue additional learning. If you find yourself wanting to know more about conflict analysis, negotiation techniques, and related topics, then please consider taking additional courses at MIIS and beyond.

Explicit Antiracism forms an important course theme. Sadly, the environmental field has a long history of social injustice that continues today. For example, while our course takes place, oil pipelines and new logging roads will rip through Indigenous lands. Factories will pump pollutants disproportionately into Black communities. Meanwhile, climate change will perpetuate and exacerbate injustice on a global level.

Your assignments represent unique opportunities to explore this topic. In the first assignment, **Environmental Conflict Case Studies**, you can focus one or more of your five profiles on conflicts that involve Black, Indigenous, and other disadvantaged communities.

Your second major assignment, the **Negotiation Simulation and Reflective Essay**, explores the nexus of social justice, conservation, and Indigenous communities. I created the scenario based on an actual, violent dispute in which Indigenous community members were killed. Social justice principles such as access, equity, rights, and participation lie at its core.

A Few Other Things to Note:

- A. Asynchronous vs. Synchronous. The course entails two synchronous sessions per week, one hour each. Most of your work occurs offline. Please come to class ready for discussions and breakout groups.
- B. Canvas & Email. You are responsible for monitoring your Middlebury email account and our Canvas website for course-related communications.
- C. Zoom Fatigue. Class sessions will last 60 minutes each, from 8:00 to 9:00 a.m., rather than extend all the way to 9:50. For each session, plan to invest about three hours of additional work.
- D. Instructor Responsiveness. I make every effort to reply to email messages within 48 hours and grade all assignments within two weeks of submission.
- E. Flexibility. We might adjust things a bit to fit class interests and strengthen learning outcomes. For example, this might include:
 - Condense the extended negotiation simulation into a shorter time period, in order to reproduce real-world conditions;
 - Replace the extended negotiation simulation with a different assignment: a rigorous 'conflict analysis' paper that, if done well, would allow you to list 'conflict analysis' as a concrete skill on your resume, with a writing sample to prove it.
 - Learn a new social annotation program called Perusall, then use it during the first third of the semester to deepen our discussions of reading assignments.

ACADEMIC CONDUCT

Policies and procedures listed in the most current *Policies and Standards Manual* apply to all students. This includes but is not limited to our Student Honor Code and regulations on plagiarism. For a complete copy of the *Policies and Standards Manual*, please click on this URL:

<http://www.miis.edu/offices/records/policies>.

Plagiarism. The *Policies and Standards Manual* defines “plagiarism” as “representing another individual’s words, ideas, opinions, formulae, programs, or products as one’s own without attributing them to their true sources” (p. 40). The Internet has made it easy to cut and paste text into your documents, committing both intentional and accidental plagiarism. It has also become easy for faculty to detect it with tools such as Turnitin (www.TurnItIn.com). To avoid accidental plagiarism, please see one of many websites that explain the topic. For starters, you can access two excellent guides via Middlebury’s website: <http://guides.middlebury.edu/content.php?pid=486673&sid=4018364>

Self-Plagiarism: Recycling is good, but not for things you write during grad school. Using your own writings—in part or in their entirety—for another course without the instructor’s express permission can qualify as a form of plagiarism.

GRADING and ASSESSMENT

This class requires each student to complete a set of requirements listed in the table below. The total workload reflects years of careful calibration to fit a two-unit course. Requirements combine individual and group work and require extensive work outside of class. *Your grade depends on the following items:*

<i>Item</i>	<i>Due Date</i>	<i>Points</i>
Participation, especially in-class discussions & other activities	Ongoing	10
Assignment #1: Environmental Conflict Case Studies	Sept. 24	20
Assignment #2: Negotiation Simulation & Reflective Essay	Dec. 3	20

TOTAL = 50

Class Participation. Because students’ interactions with each other contribute to overall learning, all students should participate in every class. Being present and engaged contributes to your and your peers’ learning. If you cannot attend or expect to be late, inform the instructor and as soon as possible and provide the reason for your absence.

What does high quality class participation entail? To help guide you, please keep the following attributes in mind:

- **Relevance:** How does your comment or question relate to the current discussion?
- **Accuracy:** Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
- **Analysis:** Can you explain the reasoning behind your comment or question using careful analysis?

- **Integration:** Does your comment or question move the discussion forward by building on previous contributions with new insights?
- **Individuality:** Does your comment or question contribute a new perspective to the discussion or does it simply repeat what others have already said?
- **Application:** Does your comment or question apply the theory, analytical frameworks, or other tools to real-world situations?

Zoom Participation Tips. Since our class sessions occur online, using Zoom, here are a few tips for effective participation:

Audio & Video

- Your computer likely has a built-in camera and microphone that will work fine for our course. For better performance, though, consider investing in a headset and webcam.
- Keep yourself muted until you wish to speak. This helps manage background noise and audio feedback.
- Test your microphone and video at the beginning of a meeting. You can test your audio and video through Settings in Zoom. Video Help: [Joining & Configuring Audio & Video](#)

Social Presence Practices

- Some organizations require all participants to show themselves on video during online meetings. This helps create community and overcome isolation. It also strengthens personal and professional connections. I *strongly encourage* you to use video during our online gatherings but am not requiring it.
- Ideally, join the Zoom meeting from a quiet location. Pay attention to background noise and do your best to minimize it.
- If you have one, activate your webcam and position it so that it is level and you are facing it. Make sure your room has good lighting and adjust so that your face can be seen.
- Remember, people can see you up close, so be aware of gestures and facial expressions.
- Right click on the box that represents you in the meeting and add your name to the screen so we all know who is on the call. You can customize this each time. If the default setting shows your email address, then please replace it with your full name.
- Display your name on your video screen by going in to Zoom, select settings, then video, and check the box that says “display participant’s name on video.”
- Look for the “Chat” button in your menu bar at the start of the meeting to send and receive messages from organizers or participants.
- If you have questions or comments, during the meeting use the Chat to indicate that you would like to speak (then unmute when acknowledged by the speaker) or type your question in chat. You can also use the “raise hand” function in Zoom.

The scale below indicates percent totals and corresponding letter grades for the course. Anything below 70% receives a failing (“F”) grade. To calculate your percent, simply double your point total.

***	B+ = 87-89 %	C+ = 77-79 %
A = 94-100 %	B = 83-86 %	C = 73-76 %
A- = 90-93 %	B- = 80-82 %	C- = 70-72 %

POLICY FOR STUDENT DISABILITY ACCOMMODATIONS

Students with documented disabilities who believe that they may need accommodations in class are encouraged to contact Assistant Dean of Student Services, Ashley Arrocha. This should happen as early in the semester as possible to ensure implementation of such accommodations in a timely manner. The Office of Student Services can provide various assistance, with all discussions kept confidential. For more information, please email aarrocha@miis.edu (or call 831-647-4654).

SCHEDULE and READING ASSIGNMENTS

Please complete reading assignments before each class.

WEEK 1 (Aug. 27): Introduction to Environmental Conflict

READ: Langholz, J., Sand, K., Raak, L., Berner, A., Anderson, H., Geels, B., McKeenan, A., and A. Nelsen. 2013. Strategies and tactics for managing environmental conflicts: Insights from Goldman Environmental Prize recipients. *Journal of Natural Resources Policy Research*, 5(1): 1-17.

WEEK 2 (Sept. 3): A Model for Environmental Conflicts Worldwide + Freshwater Conflict

Receive Assignment #1: Environmental Conflict Case Studies

READ: Schapper, A., C. Unrau, and S. Killoh. 2020. Social mobilization against large hydroelectric dams: A comparison of Ethiopia, Brazil, and Panama. *Sustainable Development*, Vol. 28(2). [NOTE: This special issue focuses on the politics of dams]

Méndez-Barrientos, *et al.* 2020. Farmer participation and institutional capture in common-pool resource governance reforms. The case of groundwater management in California. *Society & Natural Resources*.

Neal, M. 2020. COVID-19 and water resources management: reframing our priorities as a water sector. *Water International*, Vol. 5, Issue 5, pp. 435-440.

ALSO: Start reading *Getting to Yes*. We'll discuss the entire book October 1st

RESOURCES:

Watch this four-minute video from 2019, titled "Water, Conflict, and Peacebuilding: A New Animated Short from the Wilson Center and USAID":

<https://www.newsecuritybeat.org/2019/03/water-conflict-peacebuilding-animated-short-wilson-center-usaid/>

Debaerea P., Richter B, Davis KF, Duvall M, Gephart J, O'Bannon C, Pelnik C, Powell E, and T. Smith. 2014. Water markets as a response to scarcity. *Water Policy* 16:625–649.

Water & Conflict: A Toolkit for Programming. 2017. U.S. Agency for International Development, Office of Conflict Management and Mitigation, Washington DC. 52 pp. <https://www.usaid.gov/sites/default/files/documents/1866/WaterConflictToolkit.pdf>

WEEK 3 (Sept. 10): Land-based Conflicts

READ: Maryudi, A. *et al.* 2020. “A Level Playing Field”? – What an Environmental Justice Lens Can Tell us about Who Gets Leveled in the Forest Law Enforcement, Governance and Trade Action Plan, *Society & Natural Resources*, Vol. 33, Issue 7, pp. 859–875. [10.1080/08941920.2020.1725201](https://doi.org/10.1080/08941920.2020.1725201)

Heslin, A. 2020. Riots and resources: How food access affects collective violence. *Journal of Peace Research*. <https://doi.org/10.1177/0022343319898227>

Church, C. and A. Crawford. 2020. Minerals and the metals for the energy transition: Exploring the conflict implications for mineral-rich, fragile states. Pp. 279-304 in: *The Geopolitics of the Global Energy Transition* (2020), edited by M. Hafner and S. Tagliapietra.

ALSO: Continue reading *Getting to Yes*. We'll discuss the entire book October 1st

RESOURCES:

Stork, Adrienne, C. Travis, and S. Halle. 2015. Gender-Sensitivity in Natural Resource Management in Côte d'Ivoire and Sudan. *Peace Review* 27(2): 147-155.

Review the “Natural Resource Governance Institute” website at www.resourcegovernance.org. Pay special attention to the Natural Resource Charter, recent blog posts, and reports. Then check out the Resource Governance Index (<https://resourcegovernance.org/analysis-tools/publications/2017-resource-governance-index>) and study the governance index scores. *Which countries govern resources best? Worst? Any surprises? Are any of these countries of particular interest to you?*

WEEK 4 (Sept. 17): Marine Conflicts

READ: García, P., J. A. C. Ruiz, J. G. Sanabria. 2020. Blue energy and marine spatial planning in Southern Europe. *Energy Policy*, Vol. 140. <https://doi.org/10.1016/j.enpol.2020.111421>

Mendenhall, E., *et al.* 2020. Climate change increases the risk of fisheries conflict. *Marine Policy*, Volume 117, <https://doi.org/10.1016/j.marpol.2020.103954>

Burbano, D. and T.C. Meredith. 2020. Conservation strategies through the lens of small-scale fishers in the Galapagos Islands, Ecuador: Perceptions underlying local resistance to marine planning, *Society & Natural Resources*, DOI: [10.1080/08941920.2020.1765058](https://doi.org/10.1080/08941920.2020.1765058)

ALSO: Keep reading *Getting to Yes*, for October 1st

WEEK 5 (Sept. 24): Air & Atmospheric Conflicts + Students Discuss Their Environmental Conflict Case Study Findings

Submit Assignment #1: Environmental Conflict Case Studies

READ: Gardiner, S. and C. McKinnon. 2020. The justice and legitimacy of geoengineering. *Critical Review of International Social and Political Philosophy*, Vol. 23(5): pp. 557-563.

ALSO: continue making progress in *Getting to Yes*

RESOURCES:

Ide, T. M. Rodriguez Lopez, C. Fröhlich, and J. Scheffran. 2020. Pathways to water conflict during drought in the MENA Region. *Journal of Peace Research*. doi:[10.1177/0022343320910777](https://doi.org/10.1177/0022343320910777).

Rubio, R. S. Grineski, T. Collins & D. Morales. 2020. Ancestry-Based Intracategorical Injustices in Carcinogenic Air Pollution Exposures in the United States, *Society & Natural Resources*, DOI: [10.1080/08941920.2019.1708521](https://doi.org/10.1080/08941920.2019.1708521)

Tindall, D., M. Stoddart, and A. Howe. 2020. Social Networks and Climate Change Policy Preferences: Structural Location and Policy Actor Support for Fossil Fuel Production, *Society & Natural Resources*.

WEEK 6 (Oct. 1): Conflict Management Models and Approaches

READ: *Getting to Yes* by Fisher and Ury (entire book)

SKIM: CONCUR website: www.concurinc.com (Be prepared to describe CONCUR's approach)

RESOLVE website: www.resolve.org (Be prepared to describe RESOLVE's approach)

WEEK 7 (Oct. 8): Conflict Analysis

READ: Prof. Langholz will provide a Powerpoint lecture and handout in advance of class.

Tindall, D., M. Stoddart, and A. Howe. 2020. Social Networks and Climate Change Policy Preferences: Structural Location and Policy Actor Support for Fossil Fuel Production, *Society & Natural Resources*, DOI: [10.1080/08941920.2020.1783730](https://doi.org/10.1080/08941920.2020.1783730)

Thomas, R. and A. Mendezona Allegretti. 2020. Evaluating the Process and Outcomes of Collaborative Conservation: Tools, Techniques, and Strategies, *Society & Natural Resources*, 33:4, 433-441, DOI: [10.1080/08941920.2019.1692116](https://doi.org/10.1080/08941920.2019.1692116)

WEEK 8 (Oct. 15): Conflict Management Tools and Tips. ALSO: Prof. Langholz Discusses His “Joint Fact-finding” Project on the Nexus of Food Safety, Agriculture, & Environment

READ: Schenk, T., R. Vogel, N. Maas, and L. Tavasszy. 2016. Joint Fact-Finding in Practice: Review of a Collaborative Approach to Climate-Ready Infrastructure in Rotterdam. *EJTIR* 16(1): 273-293.

Adler, P. 2014. A User’s Guide to Effective Joint Fact Finding (16 pp).

Karl, H., Susskind, L., and K. Wallace. 2007. A Dialogue, Not a Diatribe: Effective Integration of Science and Policy through Joint Fact Finding. *Environment: Science and Policy for Sustainable Development* 49(1):20-34.

RESOURCE:

Matsuura, M. and T. Schenk (editors). 2017. *Joint Fact-Finding in Urban Planning and Environmental Disputes*, New York: Routledge. [Note: parts of this book are free on Google at [this link](#)]

WEEK 9 (Oct. 22): Conflict Management Tools and Tips (Continued)

READ: Scheidel, A. et al. 2020. Environmental conflicts and defenders: A global overview. *Global Environmental Change*, Volume 63. [be sure to explore the Environmental Justice Atlas at: <https://ejatlas.org/>]

RESOURCES:

Clausen, L, O. Hansen, N. Oturai, K. Syberg, and S. Hansen. 2020. Stakeholder analysis with regard to a recent European restriction proposal on microplastics. *PLoS ONE* 15(6): e0235062. <https://doi.org/10.1371/journal.pone.0235062>

Krupa, M., M. and S. Clark. 2020. Who’s Winning the Public Process? How to Use Public Documents to Assess the Equity, Efficiency, and Effectiveness of Stakeholder Engagement, *Society & Natural Resources*, 33:5.

Bingham, G. 2003. *When the Sparks Fly: Building Consensus When the Science is Contested*. Washington DC: RESOLVE.

WEEK 10 (Oct. 29): Negotiation Simulation Part 1 (Roles, Scenario, and Best Practices)

Receive Assignment #2: Negotiation Simulation & Reflective Essay

READ: Adler, P., R. Barrett, M. Bean, J. Birkhoff, C. Ozawa, and E. Rudin. 2000. *Managing Scientific and Technical Information in Environmental Cases: Principles and Practices for Mediators and Facilitators*. Washington DC: RESOLVE.

WEEK 11 (Nov. 5): Negotiation Simulation Part 2 (Opening Statements + Initial Negotiations)

NOTE: Mediators should meet in advance to strategize, and all parties should submit opening statements to the course website before class.

WEEK 12 (Nov. 12): Negotiation Simulation Part 3 (Ongoing Negotiations)

NOTE: To simulate real-world conditions, we might combine Negotiations Part 3 and Part 4 into a single, longer negotiation session.

WEEK 13 (Nov. 19): Negotiation Simulation Part 4 (Final Negotiations)

[NO CLASS on THURSDAY, NOVEMBER 26. THANKSGIVING RECESS runs November 21-29]

*** Watch the Goldman Environmental Prize Ceremony on Monday, November 30 ***

WEEK 14 (Dec. 3): Negotiation Simulation Debrief + In-Class Activity

Submit Assignment #2: Negotiation Simulation & Reflective Essay

WEEK 15 (Dec. 10): Course Wrap-up, Careers in Environmental Conflict, and Formal Course Evaluation

READ: Carstarphen, N., Zelizer, C., Harris, R., and D. Smith. 2010. Graduate Education and Professional Practice in International Peace and Conflict. Washington DC: United States Institute of Peace.

Explore career opportunities at the “Peace and Collaborative Development Network” (PCDN) website: www.pcdnetwork.org

ADDITIONAL RESOURCES:

Motivated students can access an ever-expanding supply of new reports, proceedings, books, websites, and journal articles related to environmental conflict. This section contains a few of my favorites. Please use them as a starting point for your research.

The Environmental Change and Security Project (ECSP) at the Woodrow Wilson Center for International Scholars produces an outstanding edited volume every year as well as several other excellent documents and videos (<http://www.wilsoncenter.org/program/environmental-change-and-security-program>).

- Former director Geoffrey Dabelko was also an adjunct professor in IEP for several years, teaching a spring workshop on environmental security. He's now at Ohio Univ.
- IEP students and recent graduates have successfully published their work here.
- The "**New Security Beat**" is ECSP's superb blog. I highly recommend you subscribe to this daily feed (www.newsecuritybeat.org)

The Global Policy Forum – links to the role of diamonds, oil, water, timber, and other natural resources that can underpin violent conflict (<http://www.globalpolicy.org/security/docs/minindx.htm>)

Eldis has several resources under the "Conflict and Security" topic that include natural resources. http://www.eldis.org/go/topics/resource-guides/conflict-and-security#.VcUyx_nG8Zw

World Water Council – hosts the global World Water Forum events and offers lots of resources, including publications: <http://www.worldwatercouncil.org/library/thematic-publications/>

SCHOLARLY PUBLICATIONS – I have assembled a collection of several dozen documents that may assist you in your independent research, with an emphasis on academic (scholarly) ones:

1. Abbs, L. (2020). The Hunger Games: Food Prices, Ethnic Cleavages and Nonviolent Unrest in Africa. *Journal of Peace Research*, 57(2), 281–296.
2. Staddon, C. et al. 2020. Water insecurity compounds the global coronavirus crisis, *Water International*, 45:5, 416-422, DOI: 10.1080/02508060.2020.1769345
3. Lee, S., & Mitchell, S. M. (2019). Energy resources and the risk of conflict in shared river basins. *Journal of Peace Research*, 56(3): pp. 336–351.
4. Hinkkainen Elliott, K., & Kreutz, J. (2019). Natural resource wars in the shadow of the future: Explaining spatial dynamics of violence during civil war. *Journal of Peace Research*, 56(4), 499–513. <https://doi.org/10.1177/0022343318821174>

5. Coleman, K. and M. Stern. 2018. Exploring the Functions of Different Forms of Trust in Collaborative Natural Resource Management, *Society & Natural Resources*, 31:1, 21-38.
6. Ide, T. 2018. Does environmental peacemaking between states work? Insights on cooperative environmental agreements and reconciliation in international rivalries. *Journal of Peace Research*, vol. 55, 3: pp. 351-365.
7. Kirchherr, J. 2018. Strategies of Successful Anti-Dam Movements: Evidence from Myanmar and Thailand, *Society & Natural Resources*, 31:2, 166-182.
8. Krupa, M., M. Cenek, J. Powell & E. J. Trammell. 2018. Mapping the Stakeholders: Using Social Network Analysis to Increase the Legitimacy and Transparency of Participatory Scenario Planning, *Society & Natural Resources*, 31:1, 136-141.
9. Haomiao, D. 2018. *An international legal framework for geoengineering : managing the risks of an emerging technology*. New York, NY : Routledge.
10. Jones, B., E. Mattiacci, and B. Braumoeller. 2017. Food scarcity and state vulnerability: Unpacking the link between climate variability and violent unrest. *Journal of Peace Research*, Vol 54, Issue 3, pp. 335 – 350.
11. Taylor, P.L. and D. A. Sonnenfeld. 2017. Water Crises and Institutions: Inventing and Reinventing Governance in an Era of Uncertainty, *Society & Natural Resources*, 30:4, 395-403 [*NOTE: This article introduces a special issue of the journal dedicated to water*]
12. Levesque, V.R., Calhoun, A., Bell, K. and T.R. Johnson. 2017. Turning Contention into Collaboration: Engaging Power, Trust, and Learning in Collaborative Networks. *Society & Natural Resources* 30(2): 245-260.
13. Caruso, R., Petrarca, I., Banca, V., and R. Ricciuti. 2016. Climate Change, Rice Crops, and Violence: Evidence from Indonesia. *Journal of Peace Research* 53(1): 66–83.
14. Detgets, A., 2016. Local Conditions of Drought-related Violence in sub-Saharan Africa: The Role of Road and Water Infrastructures. *Journal of Peace Research* 53(5): 696–710.
15. Gerlak, A., and F. Mukhtarov. 2016. Many Faces of Security: Discursive Framing in Cross-border Natural Resource Governance in the Mekong River Commission. *Globalizations* 13:6, 719-740.
16. Brown, G., Strickland-Munro, J., Kobryn, H., and S. A. Moore. 2016. Stakeholder Analysis for Marine Conservation Planning Using Public Participation GIS. *Applied Geography* 67: 77-93.
17. O'Donnell, J.M., and P. Stokowski. 2016. Collaboration and Conflict in the Adirondack Park: An Analysis of Conservation Discourses Over Time, *Society & Natural Resources* 29 (12): 1501-1516.
18. OPTIONAL: Paletto, A., Hamunen, K., and I. De Meo. 2015. Social Network Analysis to Support Stakeholder Analysis in Participatory Forest Planning. *Society & Natural Resources* 28(10): 1108-1125.

19. Hamilton, C. 2014. Geoengineering and the politics of science. *Bulletin of the Atomic Scientists* 70(3): 17-26.
20. Benham, C., Hussey, K., and S. Beavis. 2014. Planning for success in a climate change future: Collaborative water governance in the Upper Murrumbidgee Catchment, southeastern Australia. *Australian Journal of Water Resources*, 18(1):1-14.
21. D'Angelo, Lorenzo. 2014. Who owns the Diamonds? The Occult Economy of Diamond Mining in Sierra Leone. *Africa* 84(2): 269-293.
22. Tuda, A., Stevens, T., and L. Rodwell. 2014. Resolving coastal conflicts using marine spatial planning. *Journal of Environmental Management* 133: 59-68.
23. Tusalem, R., and M. Morrison. 2014. The impact of diamonds on economic growth, adverse regime change, and democratic state-building in Africa. *International Political Science Review* 35(2): 153-172.
24. Bakker, L. and P. Semedi. 2014. Between Land Grabbing and Farmers' Benefits: Land Transfers in West Kalimantan, Indonesia. *Asia Pacific Journal of Anthropology* 15(4): 376-390.
25. Maas, A. and I. Comardicea. 2013. Climate gambit: Engineering climate security risks? Pages 37-48 In: Dabelko, Geoffrey D., Lauren Herzer, Schuyler Null, Meaghan Parker, & Russell Sticklor (Editors) *Backdraft: The Conflict Potential of Climate Change Adaptation and Mitigation* (Environmental Change & Security Program Report Vol. 14, Issue 2). Washington DC: Woodrow Wilson International Center for Scholars.
26. Simmons, Emmy. 2013. *Harvesting Peace: Food Security, Conflict, and Cooperation* (Environmental Change & Security Program Report Vol. 14, Issue 3). Washington DC: Woodrow Wilson International Center for Scholars.
27. Smedstad, J., and H. Gosnell. 2013. Do Adaptive Co-management Processes Lead to Adaptive Co-management Outcomes? A Multi-case Study of Long-term Outcomes Associated with the National Riparian Service Team's Place-based Riparian Assistance. *Ecology & Society* 18(4): 1-11.
28. Venot, J. and M. Hirvonen. 2013. Enduring Controversy: Small Reservoirs in Sub-Saharan Africa *Society & Natural Resources* 26(8): 883-897.
29. Saldías, C., Speelman, S. and G. Van Huylenbroeck. 2013. Access to Irrigation Water and Distribution of Water Rights in the Abanico Punata, Bolivia. *Society & Natural Resources* 26(9): 1008-1021.
30. Wilson, S. 2012. Company - Community Conflicts over Diamond Resources in Kono District, Sierra Leone. *Society & Natural Resources*, pp. 1-16.
31. Suhardiman, D., Giordano, M., and F. Molle. 2012. Scalar Disconnect: The Logic of Transboundary Water Governance in the Mekong. *Society & Natural Resources* 25:6, 572-586.

32. Collier, P. 2011. *The Plundered Planet: Why We Must – and How We Can – Manage Nature for Global Prosperity*. Oxford University Press. 288 pages.
33. Flannery, W., and M. Cinnéide. 2012. Stakeholder Participation in Marine Spatial Planning: Lessons from the Channel Islands National Marine Sanctuary, *Society & Natural Resources* 25(8): 727-742.
34. ECSP. 2011. Environmental Pathways to Peace: Revitalizing Community Within and Across Boundaries. Environmental Change & Security Program. Washington DC: Woodrow Wilson International Center for Scholars.
35. Chellaney, Brahma. 2011. *Water: Asia's New Battleground*. Washington DC: Georgetown University Press. 400 pages.
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