

**The
Scholars
Programme**



Can Nature be an Ambassador?
Environmental Peacebuilding & Diplomacy
K+ Programme

Pupil Name

Coursebook
Designed by

Dr Becca Farnum



Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
Final assignment feedback			

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on _____	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

K+ Programme – Pupil Feedback Report

Grade	Marks	What this means
1 st	70+	Performing to an excellent standard at undergraduate level
2:1	60-69	Performing to a good standard at undergraduate level
2:2	50-59	Performing to an excellent standard at A-level
3 rd	40-49	Performing to a good standard at A-level
Working towards a pass	0-39	Performing below a good standard at A-level
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted

Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of PhD Tutor			
Title of Assignment			
Name of Pupil			
Name of School			
ORIGINAL MARK / 100		FINAL MARK / 100	
DEDUCTED MARKS		FINAL GRADE	
If marks have been deducted (e.g. late submission, plagiarism) the PhD tutor should give an explanation in this section:			
Subject Knowledge			
Enter feedback here			
Critical Thinking			
Enter feedback here			
Written Communication			
Enter feedback here			
Comments (participation, effort, resilience)			
Enter feedback here			

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Course Rationale

Can Nature be an Ambassador? Environmental Peacebuilding & Diplomacy introduces students to an emerging subfield of international relations scholarship, policy, and practice that deals with the intersections between nature, conflict, and peace. Students will build their knowledge and skills in global affairs, social science research, and environmental policy.

Through this course, students will gain an understanding of how international conflict, global security, and positive peace influence – and are influenced by – the natural environment. They will consider the complex dynamics between natural resources, human communities, and political systems – and how peace scholarship and activism can help ‘tilt the balance’ away from violence toward sustainable justice.

Tutorial activities will include independent research, analytical tool application, presentations, and a mock diplomacy game. This variety of learning styles mimics pedagogical approaches at university while also giving students hands-on practice with the diversity of communication and research styles that might be expected of them in a professional environment.

Through the final assignment, students will use the analytical skills and specific knowledge developed in the course to critically evaluate the environmental peacebuilding dimensions of a conflict case study of their choosing. Students will be expected to show an understanding of the conflict’s broader context as well as its potential aftermath. Emphasis will be placed less on the particular case study chosen and more on the research skills, analytical applications, and reasoning abilities demonstrated. In this way, students will be given a taste of the evaluation processes common at university.

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Group Discussions

How do you make the most of a group discussion?

The purpose of discussions is to allow everyone in the group to express their ideas and learn from each other. Often this will involve coming to a group decision about the issue under discussion, though they may of course 'agree to disagree' on certain points.

What we don't want in our tutorials:



Artwork by MiaHague.co.uk

Rules:

1. Pronounce clearly what you are saying
2. Use eye contact and facial expression to help to get your idea across or to support what someone else is saying
3. Speak in a way that is right for a discussion (more formal than a chat between friends)
4. Build on other people's ideas, and summarise your own views and the views of others when necessary
5. Give reasons to support your views and critically examine the views expressed by others
6. Organise the discussion and take turns with others
7. Listen carefully and respond to the views of others

Mark Scheme Table

	Subject Knowledge	Critical Thinking	Written Communication
1 st	<p>The essay shows a breadth of knowledge and understanding of the key concepts and issues, through engaging with and interpreting a wide range of relevant sources.</p> <p>Knowledge is used to build and support highly effective arguments.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Identifies and critically evaluates key arguments and statements, deciding on their credibility, strength and relative significance, drawing convincing conclusions.</p>	<p>The essay has a clear and engaging structure, taking the reader on a journey from the introduction to the conclusion.</p> <p>The writing style is appropriate; key terms are used with fluency.</p> <p>There are no, or very few, errors in spelling or grammar.</p> <p>Referencing is used consistently and matches the style taught in the course.</p>
2:1	<p>The essay shows an understanding of key concepts and issues, drawing on a range of relevant sources</p> <p>Knowledge is used to build and support effective arguments</p>	<p>Analyses key ideas, information and arguments.</p> <p>Identifies relevant arguments and statements, deciding on their credibility and strength, drawing reasonable conclusions.</p> <p>Shows some understanding of the relative importance of arguments.</p>	<p>The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay effectively and the conclusion summarises the arguments.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p> <p>Referencing is mostly consistent and matches the style taught in the course.</p>
2:2	<p>The essay shows an understanding of key concepts and issues, with no major misconceptions.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas, information and arguments.</p> <p>Identifies some arguments and statements and attempts to evaluate their quality.</p> <p>Not yet showing understanding of the relative strengths and weaknesses of arguments.</p>	<p>The essay structure could be made clearer to better guide the reader through the arguments.</p> <p>The writing style can sometimes be informal. Occasionally key terms are not used when it would be appropriate to do so.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p> <p>There is some consistency to the referencing.</p>
3 rd	<p>Shows a developing understanding of key concepts and issues, with some misconceptions. Not yet applying this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes statements and arguments while not yet evaluating them.</p>	<p>The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.</p> <p>The essay has no or a limited introduction and conclusion.</p> <p>Key terms and references are not always used correctly.</p>

Glossary of Keywords

Word/Phrase	Definition	In a sentence
case study		
ceasefire		
conflict financing		
conflict lifecycle		
diplomacy track timeline		
environmental peacebuilding		
international environmental agreement		
mediation		
multi-track diplomacy		
negative peace		

nexus		
peace park		
peacebuilding		
peacekeeping		
peacemaking		
positive peace		
preventive diplomacy		
resource scarcity		
Track 1 Diplomacy		
Track 2 Diplomacy		
Track 3 Diplomacy		
transboundary management		

Tutorial 1 – The Role(s) of Nature in Peace & Conflict



Camels flee from fire at the al-Ahmadi oil field, Kuwait, 1991. Photo Credit: Steve McCurry / Beetles + Huxley

What is the Purpose of Tutorial 1?

This introductory session will equip you with a basic understanding of environmental peacebuilding as a field of scholarship and practice. This core knowledge will enable you to take a closer look at case studies and analytical tools as the course progresses. After our first class together, you will be able to:

- explain why the environment is relevant to international relations
- define environmental peacebuilding
- describe some of the complicated relationships between nature, peace, and conflict

Key Concepts

- environmental peacebuilding
- international environmental agreement
- nexus
- peace park
- resource scarcity
- transboundary management

Group Introductions

My tutor is: _____

My coursemates are:

- _____
- _____
- _____
- _____
- _____
- _____

Warm-Up: Quick Quiz

How much do you already know about environmental peacebuilding? Try your hand at these questions – don't worry if you don't know; this is just for fun to test our prior knowledge and guesswork!

1. International conflict always harms the environment. True / False
2. How many parties are there to the United Nations Framework Convention on Climate Change?
 - a. 142
 - b. 175
 - c. 253
 - d. 198
 - e. 217
 - f. 136
3. The environment can play a role in mitigating conflict. True / False
4. Which of the following is an example of an environmental peacebuilding project?
 - a. The WWF Indigenous Amazonian Cocoa Conservation Initiative
 - b. Great Limpopo Transfrontier Conservation Area
 - c. Chu-Talas Water Commission
5. When was the first (modern) international agreement about environmental issues signed?
 - a. 1857
 - b. 1946
 - c. 1902
 - d. 1992

Activity: Key Word Buzz

Can you define some of today's vocabulary terms using **only seven** words each?

1. environmental peacebuilding: _____

2. international environmental agreement: _____

3. nexus: _____

4. peace park: _____

Main Activities/Case Studies

Make sure to take notes during the brief lecture from your tutor about the unique legal status of whales in today's world. You can take notes in any way that makes sense for your own style of thinking and learning (think about mind mapping, for example). The Key Concepts list for today's tutorial could also be a helpful guide: Your notes should help you remember how to correctly define and use those terms.

page intentionally left blank for your continued lecture notes

Connection Brainstorm

After hearing an overview of environmental peacebuilding theory, it's your turn to generate some knowledge! List as many examples of environment-peace-conflict connections as you can.

Framework Analysis

Can you tie it all together? Take a look at your list of connections above. Can you please each on the table below, according to the role that the environment plays in each of the relationships?

	bystander to	object of	tool for	actor in
Peaceful Connections				
Conflict Connections				
Multidirectional Connections				

Tutorial 2 – The Conflict Lifecycle



A river of bin bags on the road in Jdeideh, Beirut, during the rubbish crisis in February 2016. Photo Credit: Hasan Shaaban/Reuters

What is the Purpose of Tutorial 2?

In Tutorial 1, we learned about environmental peacebuilding and familiarised ourselves with an analytical framework based on linkages between nature, peace, and conflict. Today, we will work with a different framework organised by temporal scale. By the end of Tutorial 2, you will be able to:

- discuss various stages of peace and conflict in intrastate and international relations
- use the conflict lifecycle framework to analyse tensions
- articulate a wide variety of examples in environmental peacebuilding linkages

Key Concepts

- conflict lifecycle
- preventive diplomacy
- mediation
- conflict financing
- ceasefire
- peacebuilding
- peacekeeping
- peacemaking

Warm-Up: Peace Work Stages

There are three key concepts today that might sound quite similar to you: peacebuilding, peacekeeping, and peacemaking. Speak with a partner and see if the two of you can figure out the difference between them. Once you've come up with an answer based on your understanding of the words, we'll discuss as a group, and then you'll complete a reading exercise to learn more about scholarly approaches to this issue.

Peace Work Reading Scavenger Hunt

Find answers to the questions below using the briefing on "Peace-Keeping, Peace-Making, or Peace-Building" published by the University of Toronto, reprinted in the next pages of your coursebook.

_____ refers to
security control measures like
monitoring and separating parties

dialogue that takes place after conflict has
broken out is an example of

peacebuilding is about broader efforts to _____ social relations

one limitation of peacekeeping is that it does

not address the root _____
of a conflict

the primary goal of
peacemaking is to

_____ a conflict after it erupts

peace efforts might address

_____ zone,
countries now have greater control over
the resources in their coastal areas

a standard 'timeline' for peace efforts takes on the three

stages in sequence: _____,

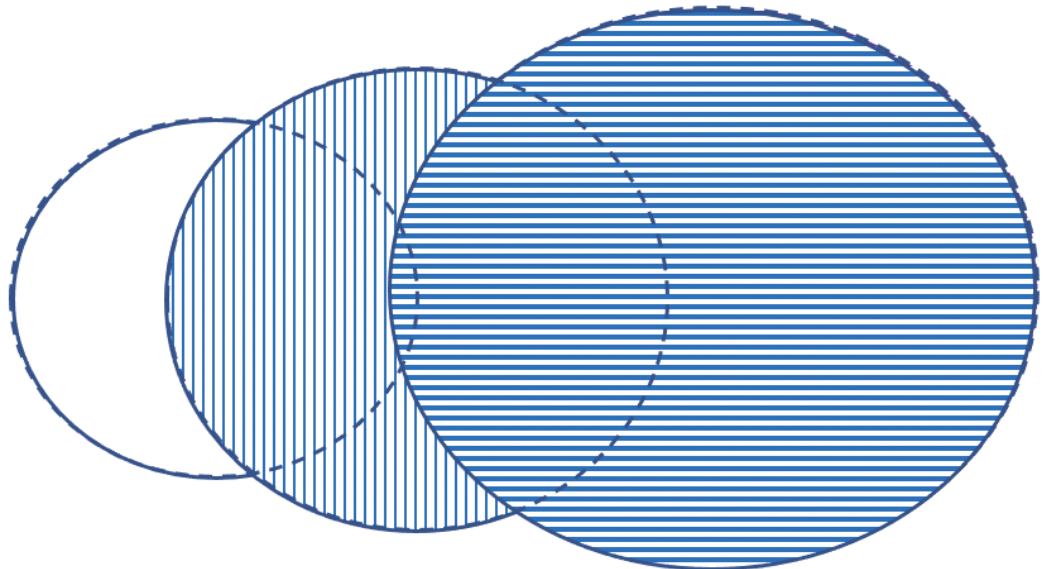
_____, then _____,
but the three processes often overlap and are mutually
reinforcing

the intention of "just peace" is to

alleviate the _____
of harm and support healing

though peacekeeping may have value, it isn't
generally very effective long-term and does not
promote wider peace because it maintains

Peace-Keeping, Peace-Making, or Peace-Building



(VIOLENCE) ↔ PeaceKEEPING ↔ PeaceMAKING ↔ PeaceBUILDING

A first step in peacebuilding education is to recognize the conflict problems that may cause or escalate violence, and to choose to handle those conflicts in nonviolent ways. Once we choose to try peace, there are many options. It helps to distinguish among three distinct ways of handling conflicts, before or after they might escalate into violence: peace-keeping, peace-making and peace-building

Peacekeeping means security control measures such as monitoring, regulating, and separating parties. It is an effort to stop or limit the harmful symptoms of escalated conflict—direct violence (such as abuse or attack) or potential violence—and to establish sufficient safety to enable efforts toward preventing further violence. Peacekeeping is a limited goal, used at a particular time and place: it does not right wrongs or address the conflicts causing the violence. Peacekeeping controls are frequently over-used, which maintains hierarchies without solving or healing the conflicts causing the violence. The peacekeeping circle is smallest in this diagram: in a peacebuilding system, less peacekeeping would be needed, as peacemaking and peacebuilding would transform the roots of violence into roots of durable peace.

Peacemaking involves dialogue, deliberation, and dispute resolution after episodes of conflict or violence arise, such as negotiation, mediation, and democratic decision-making processes. It is an effort for each party to understand and address the perceptions and interests (needs and desires) of the other parties with whom they are in conflict, and to engage those parties in jointly co-creating a decision about how to repair the presenting situation. Like peacekeeping, peacemaking is an intervention in direct (visible) conflict episodes. Unlike peacekeeping, peacemaking uses mutual dialogue to achieve fair agreement about how to solve the immediate problem, thereby removing the parties' incentives to use violence.

Peacebuilding is transformation of social relations: repairing the systemic factors that were causing and exacerbating harmful conflict. A peacebuilding system means comprehensive ongoing preparation for durable just peace: (1) by teaching and implementing peacemaking processes (to enable nonviolent participation in self-determination and mutual decision-making), and (2) through democratic processes to alleviate the causes of indirect violence (that is, to work toward eliminating systemic injustice) such as oppression, inequitable access to resources (rich-poor gap), and identity-based hatred or cultural exclusion. The peacebuilding circle is largest in this diagram, because it is the most comprehensive system for preparing for and handling conflicts.

Summary

In sum, peacekeeping aims to control behaviour, to stop or limit violence that is occurring in a particular place and time, without addressing its causes. So, peacekeeping temporarily controls violent barriers to democratic justice. Peacemaking and peacebuilding are efforts to understand and resolve the problems motivating violent episodes, in ways that take care of the concerns, needs, and relationships of various parties. Peacemaking works to resolve escalated conflicts after they erupt, through mutual dialogue and deliberation to jointly make fair decisions. Peacemaking dialogue is a necessary (though not sufficient) aspect of comprehensive peacebuilding. Peacebuilding means co-developing healthy inclusive relationships and democratically negotiating fair processes, agreements, and institutions to repair and transform fundamental social-systemic injustices. Peacebuilding citizenship is participation in processes for making peace (resolving conflicts) and building peace (transforming social relationships).

Often, a peace effort may address each of these peace goals in sequence (peace-keeping, peace-making, then peace-building), or on multiple tracks in overlapping time frames. Temporary safety (through peacekeeping containment) may enable parties to negotiate a solution to a dispute episode (through peacemaking dialogue). Successful resolution of conflicts together can build confidence, creativity, and democratic systems for further conflict transformation toward just peace that heals and alleviates the causes of harm.

Peacebuilding Education Teaching Resource by Kathy Bickmore and Yomna Awad

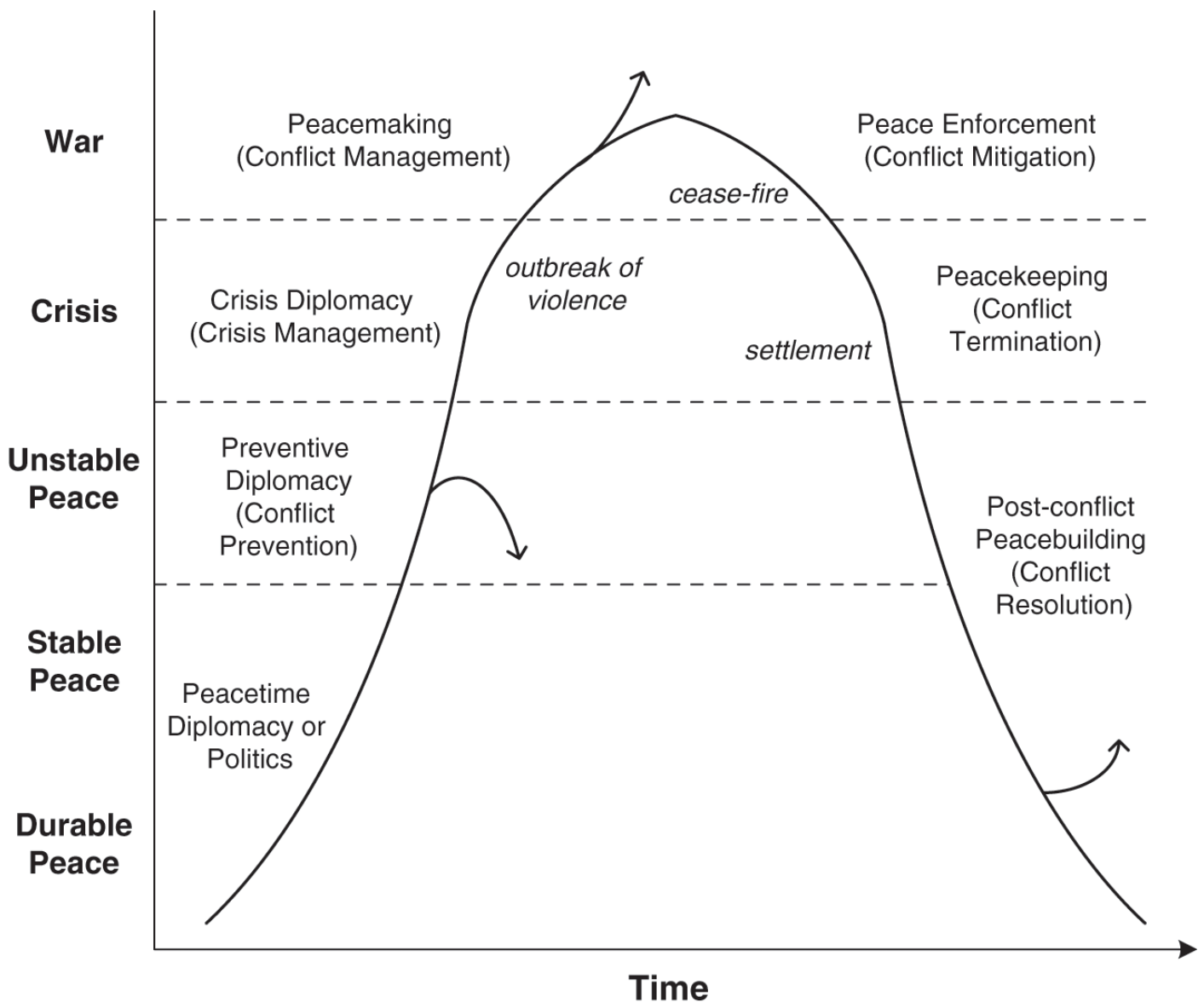
Funded by Social Sciences and Humanities Council of Canada Insight Grant (2013)

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available online at <https://www.oise.utoronto.ca/peacebuildingeducation/peace-keeping-peace-making-or-peace-building>

The Conflict Lifecycle

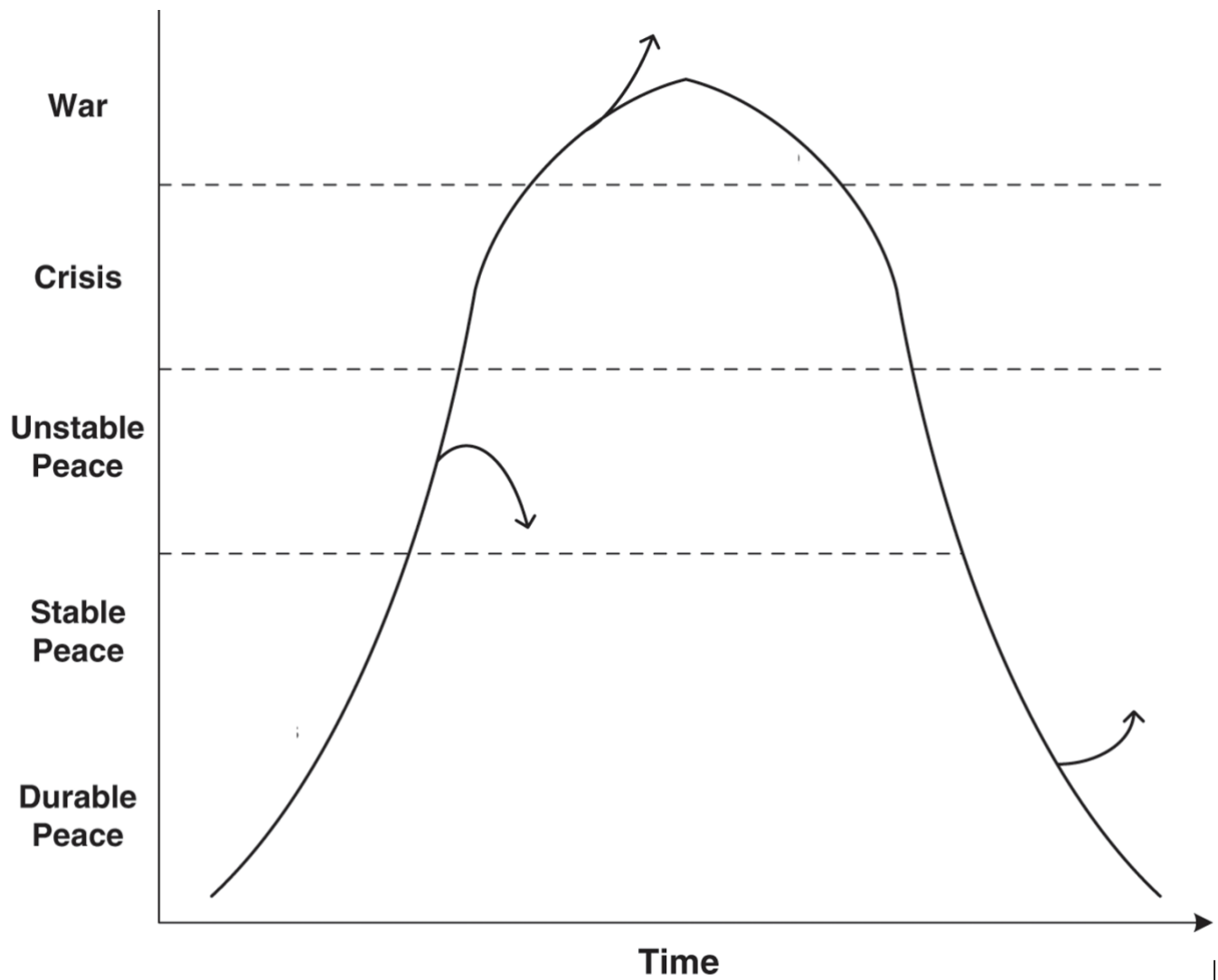
Look at the diagram below. Before discussing it as a group, see what you can understand from it based on your existing knowledge of international relations. What is this theoretical tool trying to do?



The Conflict Lifecycle from "Nature, Scope, and Interdependencies of Conflict and Economics" in *Principles of Conflict Economics: The Political Economy of War, Terrorism, Genocide, and Peace* by Charles H. Anderton and John R. Carter. Cambridge University Press 2019. doi.org/10.1017/9781316875506.001

Nature and the Conflict Lifecycle

Where does the environment fit on the conflict lifecycle? Think back to the list of connections between the environment, conflict, and peace that you brainstormed in Tutorial 1 (and maybe add a few more!). Place those linkages on the framework below according to when they're likely to occur.



Nature and the Conflict Lifecycle – According to EnPAX

It is common in academia for different scholars and groups to take their own 'spin' on analytical frameworks. The diagram below is from the Environmental Peacebuilding Association, an organisation dedicated to understanding the scholarly field of environmental peacebuilding and supporting best practice in policy and activism.

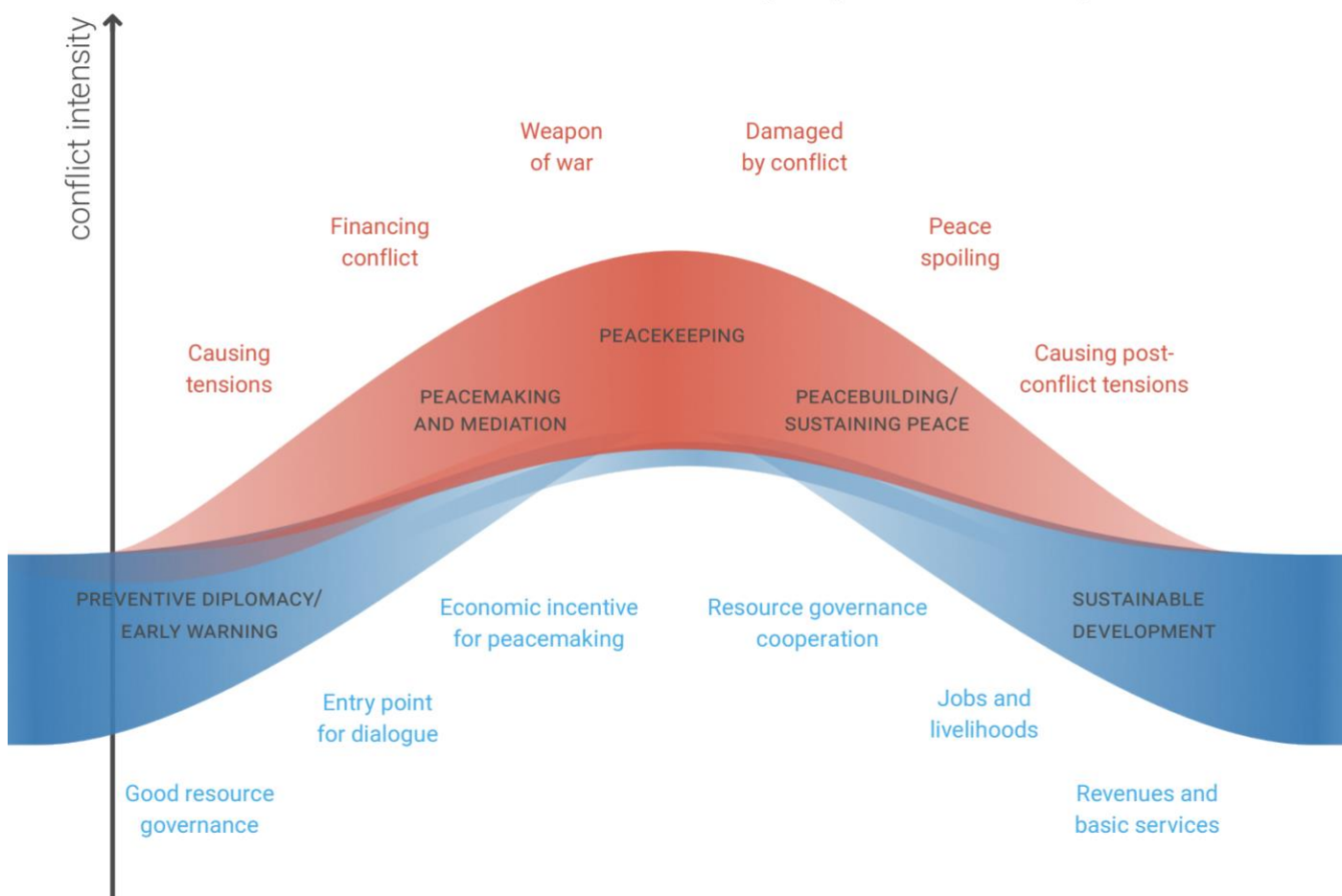
Compare the EnPAX analysis of "Risks and Opportunities from Natural Resources and the Environment Along the Peace and Security Continuum" with your framework of "Nature and the Conflict Lifecycle".

Are there connections that you included that EnPAX didn't?

Are there any intersections identified by EnPAX that you don't understand?

As a class, we will go through the diagram and discuss specific examples of each of the linkages.

Figure 1. Conceptualization of risks and opportunities from natural resources and the environment along the peace and security continuum



Tutorial 3 – Multi-Track Diplomacy



Samburu warriors have become wildlife protectors with the Grevy's Zebra Trust, scanning the Baragoi area for danger from tribal conflict.
Photo Credit: Natalia Mroz as part of Nature Footprints, naturefootprints.org/samburu

What is the Purpose of Tutorial 3?

Building on Tutorial 2's consideration of the conflict lifecycle, Tutorial 3 will review the concepts of "negative peace" and "positive peace" as we explore yet another analytical framework for environmental peacebuilding: multi-track diplomacy. By the end of this session, you will be able to:

- distinguish between negative and positive peace
- analyse different forms of peace actions according to track diplomacy theory
- discuss effective examples of people-to-people diplomacy in environmental peacebuilding

Key Concepts

- positive peace
- negative peace
- multi-track diplomacy
- Track 1 Diplomacy
- Track 2 Diplomacy
- Track 3 Diplomacy

Warm-Up: Peace Drawing

Today's warm-up requires you to engage a different part of your brain...and you can't use any words! In the space below, draw (with no text or letters) what "peace" looks like to you.

Peace Studies

We've talked a lot about peace in this class. But what is it, actually? As a class, we will watch a brief explainer video reviewing key concepts in peace studies. (youtu.be/x76-Qn0NsuY)

After the video ends, you will be assigned a key word by your tutor. Your job will be to recap that idea for your classmates, helping each other fill out some of the Glossary at the front of this coursebook.

Multi-Track Diplomacy

Another core idea in peace studies is multi-track diplomacy, a term developed in 1981 by Joseph Montville, an employee at the US Department of State. Montville's idea originated with his analysis of the Oslo Accords, interim agreements between Israel and the Palestine Liberation Organization in the 1990s. And while those agreements were not successful in achieving long-term stability or positive peace, we have learned a lot about peace processes from them. Today, many peacebuilding organisations have built their own frameworks for multi-track diplomacy to inform their efforts.

During your class discussion about multi-track diplomacy, jot down a few notes about each track:

1. Track 1: _____

2. Track 2: _____

3. Track 3: _____

Diplomacy Roleplay

Your tutor will guide you through a roleplaying activity that showcases the concept of multi-track diplomacy. After the game finishes, you'll have some time to reflect on the activity. What did you learn? What was your favourite (or least favourite) part? Did anything especially memorable happen?

Tutorial 4 – Diplomacy Track Timelines



Indigenous Peoples in Colombia leverage sustainable cocoa production to support peacebuilding. Photo Credit: Luis Barreto, WWF

What is the Purpose of Tutorial 4?

In Tutorial 2, we explored environmental peacebuilding linkages through the conflict lifecycle framework; in Tutorial 3, we learned about multi-track diplomacy. Tutorial 4 combines these ideas by introducing the diplomacy track timeline analytical tool. By the end of this session, you will be able to:

- understand the value of case study analysis for social science scholarship
- discuss real-life environmental peacebuilding initiatives around the world
- apply the diplomacy track timeline to conflict case studies

Key Concepts

- diplomacy track timeline
- case study

Warm-Up: Flags around the World

Today, we will be exploring case studies of conflicts around the world. To get us started, can you name the countries whose flags are depicted below? Each one has recently experienced a conflict that taught the environmental peacebuilding community a lot about the nature-conflict-peace nexus.









Case Study Analysis

In social science research, a *case study* is an in-depth analysis of a particular group or event. Your final assignment for this class asks you to conduct a case study analysis on a particular conflict of interest to you, looking into the environmental peacebuilding dimensions of that situation. To help prepare for that assignment, your tutor will showcase a variety of case studies during this tutorial. Use the space below to take notes. You should pay attention to the kinds of information that your tutor highlights, and how case study analysis “connects the dots” between observations to form a holistic picture.

page intentionally left blank for your notes

Combining Tools: The Diplomacy Track Timeline

Multi-track diplomacy can help guide peacebuilding efforts. It can also support scholarly analysis of peace and conflict case studies, helping us understand what is happening and see the connections between scalar levels. The more we know about how people-to-people relationship-building can “transfer tracks” to influence formal negotiations and peace agreements, for example, the more effective peace activism can be. A *diplomacy track timeline* provides a way to quickly see the multiple efforts happening throughout a conflict’s lifecycle. Your tutor will use this framework to tell the story of the Kuwait Dive Team’s environmental peacebuilding work. You can use the blank diplomacy track timeline as a tool to help you organise your case study research for your final assignment.

Figure 1. Generic Diplomacy Track Timeline

	Conflict Begins	Official Negotiations	Ceasefire
1		<i>Representatives meet</i>	<i>Treaty signed</i>
2	<i>Academics explore options for peace</i>		
3		<i>Public pressure for peace</i>	<i>Cross-border projects</i>

Figure 2. Diplomacy Track Timeline for the Kuwait Dive Team Case Study

	1986: KDT formed	1990: Iraq invades	1991	1996	2001	2011: EVF formed	2015
1		<i>US coalition comes to military defence</i>	<i>Ceasefire declared; Iraq agrees to remunerations (payment on-going)</i>	<i>UN makes 6 November the International Day for Preventing the Exploitation of the Environment in War and Armed Conflict; International Law Commissions launches work on the Protection of the Environment in Relation to Armed Conflict</i>			
2				<i>Shuaiba Plant turtle rescue requires international technical support</i>	<i>Dive Team begins emphasising global communications</i>		
3			<i>Government sanctions Kuwait Dive Team for post-conflict rebuilding</i>	<i>War clean-up efforts evolve to ecological volunteering bringing together diverse communities</i>			

Figure 3. Blank Diplomacy Track Timeline

1			
2			
3			

Tutorial 5 – Case Study Analysis



Higaonon dancers perform a symbolic war dance showcasing the impact climate change has had on their Indigenous community.
Photo Credit: Emmanuelle Andaya for Nature Footprints, naturefootprints.org/when-nature-stopped-talking

What is the Purpose of Tutorial 5?

Believe it or not, our time together is nearly at an end. 😞 Our final tutorial will set you up for success in your final assignment, a case study analysis. By the end of this session, you will be able to:

- apply environmental peacebuilding tools and concepts to your chosen conflict
- provide meaningful feedback on classmates' work
- edit your own work in response to constructive criticism from peers and instructors

Warm-Up: Presentation Preparation

The bulk of our time in Tutorial 5 will be spent giving and receiving feedback about our initial ideas for the final assignment. You will be asked to briefly (~5 minutes) present your starting research and ideas.

Take a few minutes at the beginning of the tutorial to finalise your presentation. It should include:

- which conflict case study you have chosen to explore;
- a (very quick) overview of the conflict's history and current status;
- the environmental peacebuilding themes most relevant to the conflict; and
- which academic sources and/or news articles you have initially identified to consider the issue.

There is space and some tools on the next page to assist your preparation.

Use the table below to help guide your research: How many ways connections can you find between the environment, peace, and conflict in your chosen case study?

	bystander to	object of	tool for	actor in
Before Conflict				
During Conflict				
Post-Conflict				

You might also use a diplomacy track timeline as part of your analysis.

1	
2	
3	

Presentations and Discussion: The Final Assignment

As your peers present their chosen case studies, please take notes with feedback and suggestions you have for them. Have you seen an article about their topic recently? Is there something about their conflict setting that they should consider? You'll have a chance to share your ideas with each other.

Peer 1: _____

Topic: _____

A strength of their presentation: _____

Something I think they could do better: _____

Something they should consider including or exploring in their final essay: _____

Peer 2: _____

Topic: _____

A strength of their presentation: _____

Something I think they could do better: _____

Something they should consider including or exploring in their final essay: _____

Peer 3: _____

Topic: _____

A strength of their presentation: _____

Something I think they could do better: _____

Something they should consider including or exploring in their final essay: _____

Peer 4: _____

Topic: _____

A strength of their presentation: _____

Something I think they could do better: _____

Something they should consider including or exploring in their final essay: _____

Peer 5: _____

Topic: _____

A strength of their presentation: _____

Something I think they could do better: _____

Something they should consider including or exploring in their final essay: _____

Final Assignment

Analyse a conflict through the framework of environmental peacebuilding.

Your final assignment for this course asks you to demonstrate your understanding of global affairs, multi-track diplomacy, and environmental peacebuilding by writing an essay examining the environmental dimensions of a conflict case study. You will need to write an essay of roughly 2000 words addressing the prompt. The essay should be typed in 12-point font and double-spaced. You must fully reference external research, news articles, and any other sources used to inform your argument, and include a bibliography at the end of your essay. The essay should be submitted online via The Brilliant Club portal.

Your essay should:

- identify a contemporary conflict (one taking place between the 1940s and the present)
- provide a brief history and overview of the conflict context
- consider how environmental issues intersect with the situation throughout the conflict lifecycle, with attention to positive, negative, and mixed interactions

In particular, if your chosen case study is an ongoing conflict, you should:

- review a few existing multi-track diplomacy projects that support positive peacebuilding
- propose an environmental peacebuilding initiative that could help end the violence

If your chosen case study is a dormant or resolved conflict, you should:

- showcase an environmental peacebuilding project operating during and/or after the conflict
- discuss some of the longer-term environmental consequences from the fighting

Your tutor will discuss this topic more fully during your tutorials, and the final tutorial will focus on research skills, knowledge-building, and peer feedback to help you succeed with this assignment. You will also be given the opportunity to submit a draft of the assignment and receive feedback from your tutor before your final submission is due.

Top Tips:

- This course has been preparing you to write this essay. Look through this workbook for ideas, and return to the analytical frameworks, case studies, and readings we reviewed in class.
- Your essay should be critical, comparative, and use the vocabulary and tools we have used on this course. Look through the glossary in the beginning of your coursebook for ideas about which concepts to include (e.g., multi-track diplomacy, positive peace, armistice, etc.).
- Refer to the Course Mark Scheme to learn how you will be graded. Be sure your essay fits the criteria and reflects your learning throughout the course.
- Use the Appendices in this coursebook to help you find quality sources, reference correctly, and plan your time effectively. These tools are here to help you build study skills that will be helpful – not only for this assignment, but also in the future!
- Make sure you submit your essay on time. At university, marks are deducted for late submission. It's a good idea to submit a day ahead of time to be sure the online system works and there are no technical issues.
- Let your tutor know if you have any questions about the assignment – and be sure to ask well in advance of the deadline. 😊

Create a Final Assignment Plan

Before your final submission, you will have the opportunity to submit a plan and/or draft to your tutor for feedback. You can structure your assignment any way you choose. One possibility that organises the essay by before, during, and post-conflict periods is below. Alternatively, you could format your essay according to the roles of nature in conflict and peace, or another of the frameworks discussed in class.

each of these sections should be ~300 words	if your chosen case study is	
	an ongoing conflict	a dormant or resolved conflict
	then your essay should:	
Introduction	<ul style="list-style-type: none"> Give a 'hook' sentence to draw readers in Forefront your thesis statement: this isn't a surprise party! Tell readers what you're going to be discussing Include a 'road map' of the essay, so readers know what is coming 	<ul style="list-style-type: none"> Give a 'hook' sentence to draw readers in Forefront your thesis statement: this isn't a surprise party! Tell readers what you're going to be discussing Include a 'road map' of the essay, so readers know what is coming
Identify and Contextualise a Contemporary Conflict	<ul style="list-style-type: none"> Identify a <i>specific</i> case study that deals in large-scale political conflict Provide a brief summary of the conflict Make sure this is as unbiased as possible: It should be an account of what has been involved in the conflict (e.g., who the parties are, what they're fighting about, how long fighting has gone on) rather than a moral review of who is 'right' 	<ul style="list-style-type: none"> Identify a <i>specific</i> case study that deals in large-scale political conflict Provide a brief summary of the conflict Make sure this is as unbiased as possible: It should be an account of what has been involved in the conflict (e.g., who the parties are, what they're fighting about, how long fighting has gone on) rather than a moral review of who is 'right'
Before the Conflict Broke Out	<ul style="list-style-type: none"> Consider whether environmental issues were a <i>causal factor</i> in the conflict (e.g., Are the parties fighting over desirable resources?) Discuss any environmental co-management strategies or other forms of cooperation that might have helped with conflict mitigation 	<ul style="list-style-type: none"> Consider whether environmental issues were a <i>causal factor</i> in the conflict (e.g., Are the parties fighting over desirable resources?) Discuss any environmental co-management strategies or other forms of cooperation that might have helped with conflict mitigation
During the Conflict	<ul style="list-style-type: none"> Identify how natural resources are being used in the conflict Consider how environmental issues are involved in ongoing peacebuilding and diplomatic efforts (as a tool and/or barrier) 	<ul style="list-style-type: none"> Identify how natural resources were used in the conflict Investigate whether environmental realities constrained or limited the fighting in any way
Post-Conflict (Real or Speculative)	<ul style="list-style-type: none"> Speculate on how ecosystems might be impacted long-term as a result of the fighting Propose an environmental peacebuilding project that could help the parties get to a post-conflict (and ideally, positive peace) situation 	<ul style="list-style-type: none"> Analyse how ecosystems were impacted long-term as a result of the fighting Discuss at least one existing environmental peacebuilding initiative that is helping 'keep the peace' and/or supporting a 'return to normal' in the wake of the violence
Conclusion	<ul style="list-style-type: none"> Summarise your argument 	<ul style="list-style-type: none"> Summarise your argument
Bibliography	<ul style="list-style-type: none"> Fully cite all of your sources 	<ul style="list-style-type: none"> Fully cite all of your sources

Essay writing reflection

Use the checklist below to reflect on your essay writing ability at the moment. Read the statements for each skill and then tick the box that most closely fits how you currently feel about your ability to do that skill.

You will use this to help your PhD tutor give you feedback in your next tutorial. They will give you specific advice on how to improve these areas in relation to your draft assignment so be completely honest.

Addressing the question				Using evidence			
I can... <ul style="list-style-type: none"> identify what the title or question is asking me to do select relevant information from the course to answer the title or question explain why the information I have used is relevant 				I can... <ul style="list-style-type: none"> select evidence that supports my points link evidence to my points and ideas clearly and convincingly explain how my evidence supports my points use references 			
I feel...				I feel...			
Confident	Partially confident	Not confident		Confident	Partially confident	Not confident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developing an argument				Critical evaluation			
I can... <ul style="list-style-type: none"> include a point of view or position in response to the title or question develop and explain my point of view argue why my point of view or position is correct 				I can... <ul style="list-style-type: none"> ensure I analyse events and information rather than just describe them assess the relevance and significance of the ideas and examples I am writing about 			
I feel...				I feel...			
Confident	Partially confident	Not confident		Confident	Partially confident	Not confident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structuring				Use of language			
I can... <ul style="list-style-type: none"> arrange my points in to a logical order write paragraphs that focus on one idea or point each write an introduction that explains how I will deal with the issues of the essay write a conclusion that sums up my main points 				I can... <ul style="list-style-type: none"> minimise spelling, punctuation and grammar errors ensure my writing makes the meaning clear and easy to follow write using and appropriate tone and level of formality 			
I feel...				I feel...			
Confident	Partially confident	Not confident		Confident	Partially confident	Not confident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Final assignment feedback and reflection

What is the Purpose of the feedback session?

- To receive feedback on final assignments.
- To write targets for improvement in school lessons.
- To reflect on the programme including what was enjoyed and what was challenging.

Final assignment feedback

What I did well...	What I could have improved on...
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

My target for future work is...

Reflecting on K+

What did you most enjoy about K+?
<ul style="list-style-type: none">•••

What did you find challenging about the programme?	How did you overcome these challenges?
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Appendix 1 – Finding and Evaluating Good Academic Sources

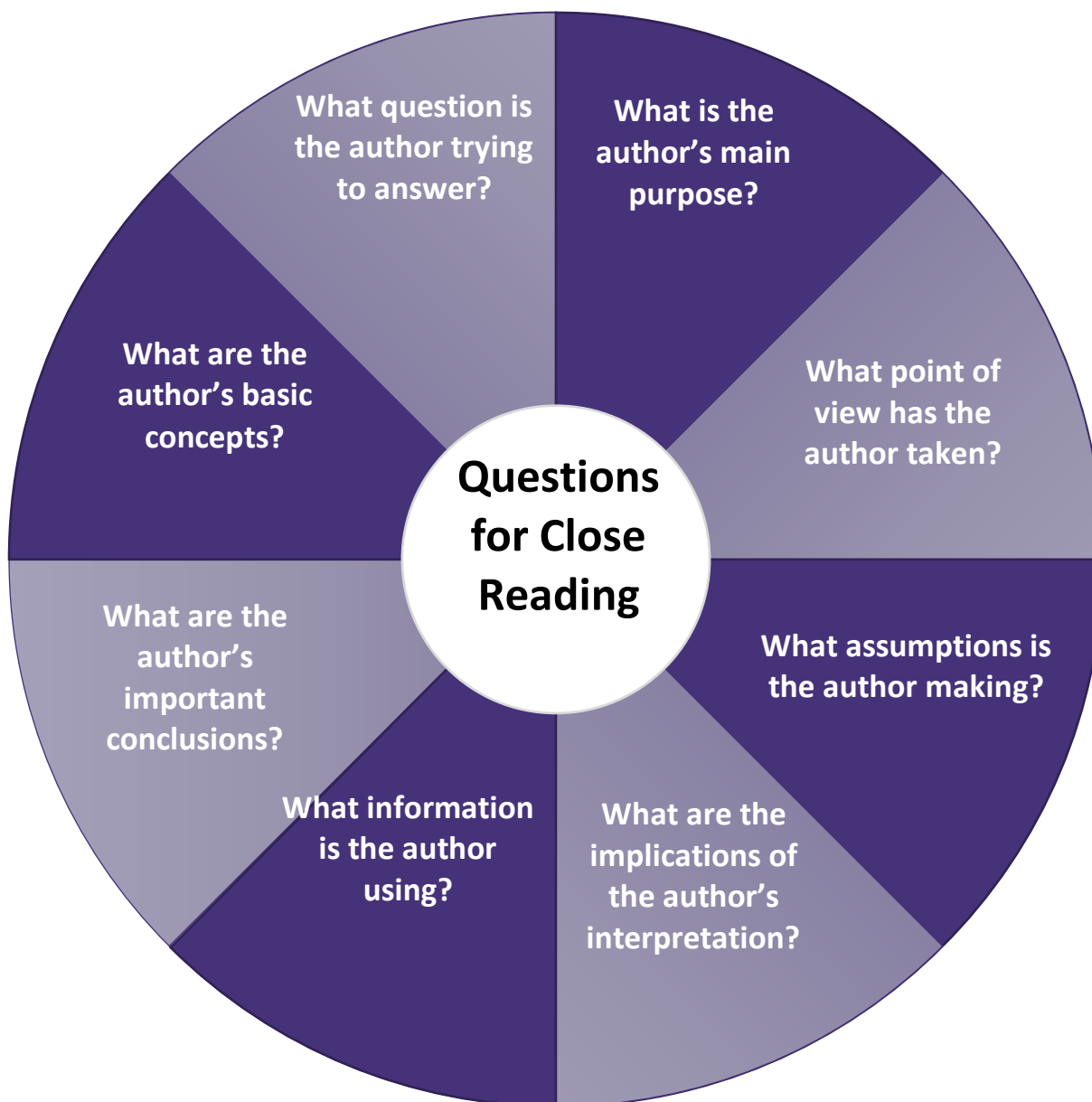
There are so many places to get information that it is important to decide if something will be a good **academic** source for your homework or final assignment. When assessing a source, you don't have to read the whole thing to decide if you may want to use it. Instead read the first paragraph or so and use the checklist below to help you decide if this is a good academic source.

	Questions to Ask	
Authority	<input type="checkbox"/>	Who is the author? (this could also be an organisation, rather than a single person)
	<input type="checkbox"/>	Check their credentials: what knowledge or skills do they have that lets you confirm they know what they're talking about?
Reliability	<input type="checkbox"/>	Does the information appear correct?
	<input type="checkbox"/>	Does the author tell you where they got their information from?
	<input type="checkbox"/>	Has the information been reviewed or checked by others?
Relevance	<input type="checkbox"/>	Does the source talk about the topic clearly and effectively?
	<input type="checkbox"/>	It is up-to-date? If not, is there a good reason to use an older source?
	<input type="checkbox"/>	Does it provide new and useful information for you?
Objectivity	<input type="checkbox"/>	Does the author explore or acknowledge multiple points of view?
	<input type="checkbox"/>	Are they stating mostly facts? Evidence? Opinion? – Remember opinion is fine, as long as it is supported by reliable evidence.
	<input type="checkbox"/>	Does the headline or text try to make you scared or angry about the topic? If so, it might not be the best academic source.
Writing Style	<input type="checkbox"/>	Is the source well organised? (Or is it difficult to follow the author's point?)
	<input type="checkbox"/>	Does the text sound academic? (Or is it informal or chatty?)
	<input type="checkbox"/>	Are the author's points backed up by evidence and do they let you know where that evidence came from?

If you're not sure if something would be a good academic source, **send your tutor a message on the VLE** and they can help you evaluate the source together.

Appendix 2 – Close Reading Tool

Starting a Conversation with your Text



Notes

Appendix 3 – Referencing and Plagiarism

You may well have heard of plagiarism before, and to have heard that it is something that you need to avoid.

Plagiarism is seeking to pass off the work of others as your own and is considered a form of cheating. Universities take a very strict line on **plagiarism** which can sometimes even result in being removed from a course.

How do you avoid **plagiarism**? There are two essential parts to this:

1. Understanding what needs to be referenced
2. Referencing your sources clearly and correctly

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article.

Needs to be referenced	Does not need to be referenced
<ul style="list-style-type: none">• Direct quotations e.g. 'A diet low in fruit and vegetables is 'among the top mortality risk factors all over the world'• Paraphrased material e.g. For both men and women, adopting a vegetarian diet can significantly reduce the risk of premature death.• Facts, figures or statistics e.g. Healthy diet, exercise and being a non-smoker can increase life expectancy by 9 – 15 years.	<ul style="list-style-type: none">• Facts already common knowledge e.g. A vegetarian diet is one that excludes meat.

What would a good reference look like?

Text: The proponents of vegetarian, vegan or largely plant-based diets argue that, coupled with regular exercise and being a non-smoker, these diets can increase life expectancy – some studies suggest by up to 15 years [1].

Endnote: [1] Salonen, Arto O. & Helne, Tuula, T., 'Vegetarian Diets: A Way towards a Sustainable Society', *Journal of Sustainable Development* 5:6 (2012), pp. 10-24, (p. 11).

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment.

The example here shows how we would recommend you reference in your Final Assignment.

If you're not sure if something you have used in your essay needs to be referenced, **send your tutor a message on the VLE** and they can help you decide if it needs citation and write a reference. But as a general rule, **if in doubt, reference.**

Appendix 4 – Planning Effectively and Time Management

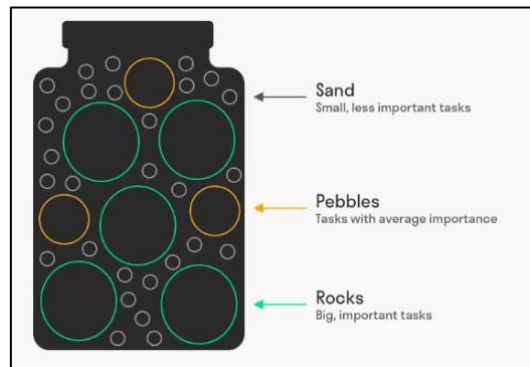
There are lots of things we want to do, need to do and would like to have time for. How do we **manage our time** so that we get all the essentials done, and even have time for some extras? We have some techniques you can try.

'Pickle Jar' Theory

If you have to fit stones of different sizes into a jar, they won't fit if you put the sand in first. But if you put the **rocks** in then the **pebbles** then the **sand**, there's enough room.

This theory suggests you should apply the same logic to your time: put in the **essential** tasks first, then the **important** tasks, then **everything else**.

Of course, you have to decide for yourself what is **'essential'**!



Backwards Planning

1. Work backwards from your deadlines
2. Put the **essentials** in first
3. Estimate how long tasks will take to make sure you start them in good time

Plan your week

Use the grid below to 'backwards plan' your week, putting in the **essentials** first, then the **important** tasks, then any **less important** things you'd also like to get done.

Monday	Tuesday	Wednesday	Thursday	Friday

Appendix 5 – Writing an Effective Essay

		Where should I do this?	Have I done this?
R	Restate the Question	In my introduction	
A	Answer the Question	In my introduction	
G	Give evidence from other sources	To support any points I make in my paragraphs	
E	Explain how your evidence proves your point	Each time I give evidence	

Easy Essay Writing Wins

- Prepare an outline or mind map your ideas
- Make sure your essay has a clear structure
- Analyse, don't describe! Description is great to introduce a topic, but make sure your essay also includes your argument and interpretation of the evidence you use
- Remember to PEEL (Point, Evidence, Explain, Link) and RAGE
 - Use relevant evidence and research to support your points
 - Link it back to the question and explain why your point answers the question
- Look at the mark scheme in your handbook or ask your tutor for help if you're not sure what to write.



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