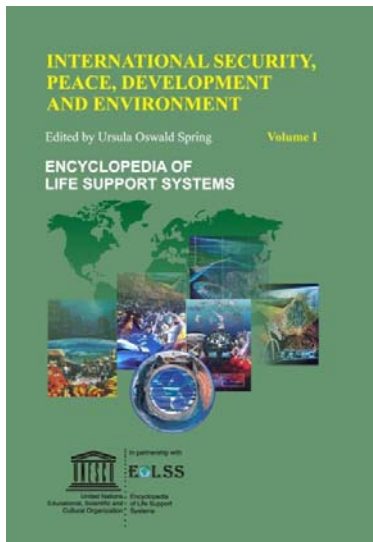


CONTENTS

INTERNATIONAL SECURITY, PEACE, DEVELOPMENT, AND ENVIRONMENT



International Security, Peace, Development, and Environment - Volume 1

No. of Pages: 415

ISBN: 978-1-84826-082-5 (eBook)

ISBN: 978-1-84826-532-5 (Print Volume)

International Security, Peace, Development, and Environment - Volume 2

No. of Pages: 332

ISBN: 978-1-84826-083-2 (eBook)

ISBN: 978-1-84826-533-2 (Print Volume)

For more information of e-book and Print Volume(s) order, please [click here](#)

Or [contact : eolssunesco@gmail.com](mailto:eolssunesco@gmail.com)

CONTENTS

VOLUME I

Processes of Peace and Security	1
<i>Úrsula Oswald Spring, CRIM/UNAM/MRF Chair UNU-EHS, México</i>	

1. Some General Comments
2. Key Messages of this Volume
3. Some Conclusive Ideas

International Security, Peace, Development, and Environment	21
<i>Úrsula Oswald Spring, National Autonomous University of Mexico (UNAM), México</i>	

1. Introduction
2. Historical Roots of Peace Thinking
 - 2.1. Indian Origins of Nonviolence: Hinduism, Jainism and Buddhism
 - 2.1.1. Hinduism
 - 2.1.2. Jainism
 - 2.1.3. Buddhism
 - 2.1.4. Mohandas K. Gandhi's thinking
 - 2.2. Confucius and Lao Tse: Chinese Origins of Peaceful Co-habitation
 - 2.3. Greek, Rome, Christianity, Kant and Marx
 - 2.3.1. Greek and Christian Origins
 - 2.3.2. Private Property and Patriarchy
 - 2.3.3. State, Division of Power and Democracy
 - 2.3.4. Social Contract and Social Struggles
 - 2.3.5. Kant's Eternal Peace and Cooperation among Countries, Social Classes and Within the Family
 - 2.3.6. Globalization and New Threats to Peace
3. Latin America: Indigenous Roots, Conquest, Repression, Social Movements and the Environment
 - 3.1. Indigenous Roots
 - 3.2. Conquest and Industrialization
 - 3.3. Revolution, Repression and Social Movements
 - 3.4. Social Movements
 - 3.5. Peace Research in Latin America Linked to Global Peace Efforts
4. HUGE: Human, Gender and Environmental Security
5. Some Conclusive Approaches

Security Threats, Challenges, Vulnerability and Risks	102
<i>Hans Günter Brauch, Otto-Suhr Institute for Political Science, Free University of Berlin, Germany</i>	

1. Introduction: Four Security Dangers: Threats, Challenges, Vulnerabilities and Risks
2. Impact of Global Contextual Change since 1990 and of Scientific Change on Reconceptualization of Security
 - 2.1. Global Contextual Change as a Cause for Reconceptualizing for Security
 - 2.2. Scientific Innovation and Reconceptualization of Security
 - 2.3. Widening and Deepening of Security: Environmental and Human Security Concept
3. Reconceptualizing Security Threats after the Cold War
 - 3.1. Etymological Origins of the Term "Threat"
 - 3.2. Security Threats as a Political and as a Scientific Concept during the Cold War
 - 3.3. Security Threats as a Political and as a Scientific Concept after the Cold War
 - 3.4. Environmental Security Threats in the New Millennium
4. Reconceptualizing Security Challenges after the Cold War
 - 4.1. Etymological Origins of the Term "Challenge"

- 4.2. Security Challenges as a Political and as a Scientific Concept after the Cold War
- 4.3. Environmental Security Challenges in the New Millennium
- 5. Reconceptualizing Security Vulnerabilities after the Cold War
 - 5.1. Etymological Origins of the Term “Vulnerability”
 - 5.2. Vulnerability as a Political and as a Scientific Concept in the Academic Literature
 - 5.3. Vulnerability as a Scientific Concept in the Global Change Community
 - 5.4. Vulnerability as a Political and as a Scientific Concept in the Climate Community
 - 5.5. Vulnerability as a Political and as a Scientific Concept in the Hazard Community
- 6. Reconceptualizing Security Risks after the Cold War
 - 6.1. Etymological Origins of the Term “Risk”
 - 6.2. Risk as a Political and as a Scientific Concept in Encyclopedias
 - 6.3. Risk as a Political and as a Scientific Concept in Scientific Dictionaries
 - 6.4. The Debate on “Risk” and “Risk Society” in the Social Sciences
 - 6.5. The Debate on “Risk”, “Risk Society” and “Risk Policy” in Political Science
 - 6.6. Global and Regional Environmental Risk as a Scientific Concept
 - 6.7. Risk as a Scientific Concept in the Hazard Community
 - 6.8. Risk as a Practical Concept in the Hazard Community
- 7. Conclusions

Four Phases of Research on Environment and Security

141

Hans Günter Brauch, *Otto-Suhr Institute for Political Science, Free University of Berlin, Germany*

- 1. Introduction
- 2. First Research Phase: Impacts of Wars and of the Military on the Environment
- 3. Second Research Phase: Environmental Scarcity and Conflict
 - 3.1. Thomas Homer-Dixon and the Toronto Group
 - 3.2. Günther Bächler and the Swiss ENCOP Group
 - 3.3. Assessments of the Second Phase of Research
- 4. Third Research Phase on the Environment, Conflict and Conflict Resolution
 - 4.1. Global Environmental Change and Human Security (GECHS)
 - 4.2. ECOMAN, ECONILE and NCCR IP7
 - 4.3. Syndrome Approach of the German Scientific Advisory Council on Global Change
 - 4.4. Mitigating Syndromes for Global Change
 - 4.5. US State Failure Task Force Project
 - 4.6. Classifications and Analyses of the Causes of War
 - 4.7. The Transboundary Freshwater Dispute Database
 - 4.9. A Preliminary Assessment of the Third Research Phase
- 5. Recent Critiques of the Environmental Security Debate and International Activities
 - 5.1. Critique of Research on Environmental Security and Conflict
 - 5.2. U.S. Challenges of USA Environmental Security Debate
 - 5.3. From Environmental Conflict to Environmental Peacemaking
 - 5.4. Critiques for and by the World Bank
 - 5.5. From Research to Action: International Policy Activities since 1990 in the UN and EU
- 6. Towards a Fourth Phase of Human and Environmental Security and Peace (HESP)
 - 6.1. Essentials for Research on Human and Environmental Security and Peace (HESP)
 - 6.2. Pragmatic Grotian View on Security and Equity-oriented Standpoint on the Environment
 - 6.3. Normative People-centered Human Security Perspective
 - 6.4. Interdisciplinary Regional Focus of a Political Geoecology
 - 6.5. Multilateral International Organizations as Key Actors
 - 6.6. Policy Goal: Contributing to a “Culture of Prevention”
 - 6.7. Creation of Knowledge that Contributes to Pro-Active Policy Initiatives
 - 6.8. Institutionalization of Basic and Applied Research
 - 6.8.1. GECHS: Global Environmental Change and Human Security
 - 6.8.2. UNU-Institute on Environment and Human Security UNU-EHS
 - 6.8.3. PRIO-Center for the Study of Civil Wars (Oslo)
 - 6.8.4. Science Partnerships on Mitigating Syndromes of Global Change (Bern)
 - 6.9. Networking among Scientists and Practitioners

6.10. Dissemination of Policy-Relevant Information

7. Conclusions

The Model: Global Environmental Change, Political Process and Extreme Outcomes 186
 Hans Günter Brauch, *Otto-Suhr Institute for Political Science, Free University of Berlin, Germany*

1. Introduction
2. The Model
3. Natural Causes: Global Environmental Change
4. Global and Socio-economic Contexts
5. Impacts: Environmental Scarcity, Degradation and Stress
6. Extreme and Fatal Outcomes of Global Change and Environmental Stress
7. Societal Consequences of Extreme Outcomes
8. Political Process: Responding to Societal Consequences of Extreme Outcomes
9. Conclusions for Policy-relevant Research Needs

Humankind and Consumption of Renewable and Non-Renewable Resources: Limits of Growth as a Challenge or Unlimited Growth as a Solution? 212
 Franc C. Verhagen, *Earth and Peace Education Associates International (EPE), USA*

1. Introduction
 - 1.1. Earth Summit 1992
 - 1.2. Unjust distribution of resources
 - 1.3. Questions being raised using the ATM methodology
 - 1.4. Organization
 - 1.5. Information and readiness for responsibility
2. Humankind and Resources: Analyzing
 - 2.1. The historical view
 - 2.1.1. The long view
 - 2.1.2. The medium historical view
 - 2.1.3. The short historical North American perspective
 - 2.2. Anthropocentric and biocentric orientations
 - 2.3. Conclusions from historical analysis
 - 2.3.1. Constant change and evolution of attitudes
 - 2.3.2. Evolution of notion of resources
 - 2.3.3. Unjust distribution of resources
 - 2.3.3.1. Poverty and food insecurity as examples of mal-distribution
 - 2.3.4. Militarization of resources
 - 2.3.5. Interconnectedness of resources in a globalizing world
 - 2.4. Section conclusion
3. Humankind and Resources: Theory
 - 3.1. Theory and values
 - 3.1.1. Science, objectivity, bias, ideology, values
 - 3.1.2. Earth Charter values as a guide to resources use
 - 3.2. Unmasking growthism, resourcism and other ideologies
 - 3.3. Building towards a theory of sustainability
 - 3.3.1. The challenge of wedding the technical and normative dimensions
 - 3.3.2. Ecological economics and a theory of sustainability
 - 3.3.3. A sociology of sustainability and a theory of sustainability
 - 3.3.4. The sustainable communities and smart growth movements
 - 3.4. The contextual sustainability planning and accounting framework
 - 3.4.1. Organizing value of ecological integrity
 - 3.4.2. The four contextual values
 - 3.4.2.1. Social justice
 - 3.4.2.2. Active non-violence
 - 3.4.2.3. Participatory decision-making

- 3.4.2.4 Futurity
- 3.4.3. The three foundational assumptions
 - 3.4.3.1 Biocentrism
 - 3.4.3.2. Bioregionalism
 - 3.4.3.3. Cosmogogenesis
- 3.4.4 Applying the CS framework
- 3.5 Answers to questions of humans, resources and growth strategies
 - 3.5.1. Uncontrolled growth as a solution.
 - 3.5.2. Control of growth as a challenge
 - 3.5.2.1. Use of renewable and non-renewable resources.
 - 3.5.3. Values and growth
 - 3.5.4. The sustainability continuum and resources.
- 3.6. Connections to peace and peace education
- 3.7. Connections to security
- 3.8. Section conclusion
- 4. Humankind and Resources: Mobilization
 - 4.1. The need for boldness
 - 4.2. The challenge of personal transformation, conversion, metanoia
 - 4.3 Pathways to mobilizing societies
 - 4.3.1 United Nations family of organizations
 - 4.3.2 Formal educational institutions
 - 4.3.3 NGOs and Green Movement
 - 4.3.4. Religious traditions
 - 4.3.5. Corporations
 - 4.3.6 National governments
 - 4.4. Section conclusion
- 5. Conclusion
 - 5.1. Need for a holistic view and a value-based theory of sustainability.
 - 5.2. Sophisticated use of resources
 - 5.3. Channing's symphony of life poem

Gender And Violence. Diversity And Difference

266

Irene Casique Rodriguez, *Universidad Nacional Autonoma de Mexico, Av, Universidad , Mexico*

- 1. Introduction.
- 2. Violence, Diversity and Differences.
 - 2.1. Different types of violence.
 - 2.2. Diversity in the experience of violence.
- 3. Gender and Violence
 - 3.1. Different types of violence against women.
 - 3.2. Causes of Gender Based Violence
 - 3.3. Risk Factors of Violence against Women
 - 3.4. Consequences of Gender Violence
- 4. Conclusions

Citizenship and Peace Education

280

Medardo Tapia Uribe, *Universidad Nacional Autonoma de Mexico, Mexico*

- 1. Introduction
- 2. Education for citizenship in times of peace
- 3. Education for peace in an ethnic conflict or in time of war
- 4. Education for peace after war
- 5. Discussion and final comments

Gender and Environmental Security: A Huge Challenge

297

Ursula Oswald Spring, *National Autonomous University of Mexico (UNAM), México*

1. Presentation of the Chapter
2. Gender Security
3. Gender and Science
 - 3.1. Epistemological Feminism
 - 3.2. Feminist Empiricism
 - 3.3. Postmodern Feminism
 - 3.4. Standpoint Feminism
4. Four Phases of Gender Security Studies
 - 4.1. First Phase: Analysis of Identity and Social Representation
 - 4.2. Gender Security in Difficulties
 - 4.3. Second Phase: Postmodern Feminism and Gift Economy
 - 4.4. Third Phase: Environmental Degradation and Ecofeminism
 - 4.5. Fourth phase: Social Movements
5. HUGE: Human, Gender and Environmental Security
6. Some Conclusive Ideas

Engendering Security	342
Bernedette Muthien, <i>Engender, South Africa</i>	

1. Introduction: Is Security Gendered?
2. Contesting Security
 - 2.1. National Security
 - 2.2. Human Security
3. Engendering Security
 - 3.1. The Uncivil War Against Women: Gender as Society's Battle Line
 - 3.1.1. Othering and oppressions
 - 3.1.2. Partnership and 'Matriarchy'
 - 3.1.3. The Origins of Gender Oppression
 - 3.2. Gender-based violence
4. Rethinking Activisms
5. Conclusion

Index	363
--------------	------------

About EOLSS	371
--------------------	------------

VOLUME II

Mediation: Empowering People for Better Understanding (Mediation and PeaceBuilding)	1
Diana de la Rúa Eugenio, <i>University of Buenos Aires, Argentina</i>	

1. From conflict to a Impartial Third Party
2. Mediation
 - 2.1. What is it? Characteristics
 - 2.2. Role and function of the mediator:
3. Community Mediation:
 - 3.1. What is it about?
 - 3.2. Community Mediation Centers
 - 3.3. The community mediator
4. Mediation and Peace Building
5. Conclusions

Peace Education and Teaching**19**Béjar Navarro Raúl, *Universidad Nacional Autonoma de Mexico, México*

1. Introduction
 - 1.1. Education for Peace
 - 1.2. Teaching for Peace
2. Structural Violence
3. Conclusions

What Does Professionalization Mean in Peace Research?**39**Johan Galtung, *Transcend: A network for Peace and Development, Norway*

1. On Professionalization in General
 - 1.1 Range of skills
 - 1.2 Professional code of conduct
 - 1.3 Pattern of accountability
2. Government Realism vs. Peace Movement Idealism: *Tertium non datur?*
3. There is a Demand Out There
 - 3.1 Denmark vs. Islam, in Geneva.
 - 3.2 Germany vs. the Herero people, in Windhoek.
 - 3.3 Sri Lanka, in Wien.
 - 3.4 Israel-Palestine, in Berlin.
 - 3.5 Turkey-Armenia, in Istanbul.
 - 3.6 The Kashmir issue, in New Delhi.
 - 3.7 Myanmar, in Yangon.
 - 3.8 Cambodia, in Phnom Penh.
 - 3.9 Korea, in Seoul.
 - 3.10 Japan-China/Korea, in Tokyo.
 - 3.11 USA, in Washington.
 - 3.12 Mexico, in Puebla.
4. The Code of Conduct and the Problem of Accountability
5. Time has Come, with Health Professionals as one Model
6. Conclusion

Synchronizing Cultural and Structural changes towards Global Governance**53**Magnus Haavelsrud, *Department of Education, Norwegian University of Technology and Science, Trondheim, Norway*

1. Introduction
2. Synchronism in Peace Education and Conflict Resolution
3. Variable Contextual Conditions
 - 3.1. Four Contextual Conditions
 - 3.2. Volume and Composition of Violence
4. Education as Praxis

World Transition, Civil Courage, and Whistleblowing to Protect Social Peace**65**Antje Bultmann, *Deutsche Umweltstiftung, Germany*

1. World Transition
 - 1.1. Introduction
 - 1.2. Expanding World Population and Limit of Resources
 - 1.3. Western Civilization Causes Risks and Endangers Life
 - 1.3.1. Consumerism as a Threat to the Planet
 - 1.3.2. The Disastrous Role of Natural Science
 - 1.4. Neo-liberalist Thinking and Acting

- 1.4.1. The Imposition of Dangers on People
- 2. Unloved Heroes of our Establishment - Examples
 - 2.1. Guillermo Eguiazu demands Transparency in the Development of new Technologies.
 - 2.2. Wangari Maathai and her Non-violent Commitment to Democracy and the Environment
 - 2.3. Mordechai Vanunu and the Secret which isn't
 - 2.4. The Case of Nikitin – Environmentalist or Spy?
 - 2.5. Daniel Ellsberg and the Pentagon-Papers
 - 2.6. The "Little Soldier" Joseph M. Darby Serving for a Set Time
 - 2.7. George Carlo – from Saulus to Paulus
 - 2.8. Thamasaroj, the "Crazy Dog" – "If only they had listened"
 - 2.9. Whistleblowing inside Enterprises and Authorities
 - 2.10. Whistleblowing in the Case of State Secrets.
- 3. Civil Courage
 - 3.1. Civil Courage and Conscience
 - 3.2. Learning Civil Courage from Role Models
- 4. Whistleblowing
 - 4.1. Reaction out of Disappointment
 - 4.2. Successful Whistleblowing
 - 4.3. What you should know about Whistleblowing – the ABC of Whistleblowing
 - 4.4. Protection Laws for Whistleblowers
 - 4.4.1 Legality, Illegality, Legal Illegality
 - 4.4.3. Sarbanes-Oxley Act
 - 4.4.2. Protection of Whistleblowers
 - 4.4.4. Military Whistleblower Protection Act, USA
 - 4.4.5. The "Public Interest Disclosure Act", UK
- 5. Social Peace
 - 5.1. The Sensitivity of Life Processes
 - 5.2. Peter Ustinov in Davos
 - 5.3. A new Security
 - 5.4. Whistleblowing as an 'Early Warning System' for a Healthy Economy
 - 5.5. Creating a Culture of Civil Courage.
 - 5.6. Awards and Rewards for whistleblowers

Peace Education through Peace Museums

94

Kazuyo Yamane, *Department of Humanities, University of Kochi, Japan*

- 1. Introduction
- 2. War Memory, War Museum and Peace Museum
 - 2.1. Introduction
 - 2.2. A Concept of War Memory
 - 2.3. The Definition of a War Museum and a Peace Museum
 - 2.4. A Comparison of Exhibits on War between a War Museum and a Peace Museum
 - 2.4.1. Yushukan Museum in Yasukuni Shrine
 - 2.4.2. Kyoto Museum for World Peace
 - 2.4.3. The Memorial Hall of China's War of Resistance against Japan in China
 - 2.4.4. The National Showa Memorial Museum
- 3. The Background of Peace Museums in Japan
 - 3.1. Article 9 of the Japanese Constitution
 - 3.2. Peace Movement
 - 3.3. Conclusion
- 4. The Growth of Japanese Peace Museums from an International Perspective
 - 4.1. Introduction
 - 4.2. Categorization of Peace Museums
 - 4.3. An Overview of Japanese Peace Museums in the World
 - 4.4. Peace Museums in the World except Japan
 - 4.5. Peace Museums in Japan
 - 4.6. 100 Peace Museums in the World including Japan

5. Characteristics and Problems of Peace Museums in Japan
 - 5.1. Introduction
 - 5.2. The Purpose of Establishing a Peace Museum
 - 5.3. The Way of Establishing Peace Museums
 - 5.4. The Contents of Exhibitions
 - 5.5. The Types of Activities
 - 5.6. International Network and Japanese Citizens' Network of Peace Museums
 - 5.7. Peace Museum Projects in Japan
6. Characteristics of Japanese Peace Museums
7. Conclusions

Civil Resistance and Nonviolence. 164

Pietro Ameglio Patella, *Humanities Department in the Christian Brothers University of Cuernavaca, Mexico.*

1. Introduction
2. Civil Resistance: What should we look towards?
3. Civil Resistance and Autonomy

Natural Disasters And Early Warning In The Context Of Human Security 174

Juan Carlos Villagran, *Institute for Environment and Human Security, United Nations University, Germany*

1. Introduction
2. Fatalities, injuries, and human security
3. Natural disasters in the context of security
4. Early warning as a means to minimize loss of lives in case of natural disasters
5. People-centered early warning systems
6. Current limitations in early warning
7. Concluding remarks

International Security, Peace, Development, and Environment 190

Úrsula Oswald Spring, *CRIM/UNAM/Coltlix, México*

1. Introduction
2. Historical Roots of Peace Thinking
 - 2.1. Indian Origins of Nonviolence: Hinduism, Jainism and Buddhism
 - 2.1.1. Hinduism
 - 2.1.2. Jainism
 - 2.1.3. Buddhism
 - 2.1.4. Mohandas K. Gandhi's thinking
 - 2.2. Confucius and Lao Tse: Chinese Origins of Peaceful Co-habitation
 - 2.3. Greek, Rome, Christianity, Kant and Marx
 - 2.3.1. Greek and Christian Origins
 - 2.3.2. Private Property and Patriarchy
 - 2.3.3. State, Division of Power and Democracy
 - 2.3.4. Social Contract and Social Struggles
 - 2.3.5. Kant's Eternal Peace and Cooperation among Countries, Social Classes and Within the Family
 - 2.3.6. Globalization and New Threats to Peace
3. Latin America: Indigenous Roots, Conquest, Repression, Social Movements and the Environment
 - 3.1. Indigenous Roots
 - 3.2. Conquest and Industrialization
 - 3.3. Revolution, Repression and Social Movements
 - 3.4. Social Movements

- 3.5. Peace Research in Latin America Linked to Global Peace Efforts
- 4. HUGE: Human, Gender and Environmental Security
- 5. Some Conclusive Approaches

Reconceptualising Security From National to Environmental and Human Security 270
Hans Günter Brauch, *Otto-Suhr Institute for Political Science, Free University of Berlin, Germany*

- 1. Introduction
- 2. Contextual and conceptual change
- 3. Widening of security dimensions
- 4. Environment and Security Linkages: Environmental Security
 - 4.1. Evolution of Environment and Security Linkages in Social Science Research
 - 4.2. International Policy Activities Since 1990 in the UN System
- 5. Changing the Referent: From National to Human Security
 - 5.1. UNDP and Freedom from Want
 - 5.2. UNESCO and Freedom from Fear
 - 5.3. Two Agendas: Human Security Network and Commission on Human Security
 - 5.4. UNU-EHS Freedom from Hazard Impact
 - 5.5. Conceptual Debate on Human Security in the Social Sciences
 - 5.6. Towards a Human-centered Environmental Security Concept
 - 5.7. Towards a Third Pillar of Human Security as Freedom from Hazard Impact
 - 5.8. Towards a Mainstreaming Environmental and Human Security Concepts
- 6. Sectorialisation of Security Concepts
- 7. Conclusions

Index 295

About EOLSS 299