

GBST 390-7

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number GBST 390-7 Course Title Water, Power, and Global Politics

- This is a new course. A FORM C is being filed concurrently. This is an existing course not currently satisfying an UDGE requirement, which is not being changed. This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently. This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

- Please attach a syllabus or draft syllabus of the course. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.) Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

yes no

Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

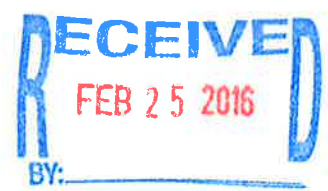
yes no

If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Water, Power, and Global Politics is designed to help non-majors and majors learn how water scarcity can be a source of conflict and cooperation in any country regardless of its level of development, wealth, or culture. The course will introduce non-majors to three key principles within the field of Global Studies: transnationality, interdisciplinarity, and global citizenship. By studying how water scarcity has contributed to conflict and cooperation in a variety of countries students will learn that water scarcity is a transnational issue. Students will also be taught the value of interdisciplinarity via a focus on the interaction between water, power, and wealth. Lectures during the first week of class will explore the nature of water (e.g., its physical states and uses) and the concepts of power and wealth. Building on this foundational knowledge students will learn, in a broad sense, the roles that water has played in conflict, development, and cooperation via course lectures; the book Water, Peace and War; and small group activities in class. After gaining a broad understanding of the role of water in conflict, development, and cooperation, students will study two cases in depth: Israel/Palestine and the California. A fundamental goal of these case studies is to help students see similarities between their lives in California and the lives of Israelis and Palestinians in the Middle East. In doing so, the course seeks to expose students to the principle of global citizenship. By promoting greater understanding of, and empathy for, individuals and groups experiencing the challenges of water scarcity in different regions of the world, the course seeks to help students feel a greater sense of connection with peoples from other cultures and societies.

Students who complete the Lower-Division A3, D, D7, and B1 requirements will be well prepared for the course content and possess the skills necessary to succeed in the course.

Signatures: Originalator (Scott Greenwood), Date 2/23/16, Program Director Elizabeth J. Matt, Date 2/23/16, General Education Coordinator, Date, General Education Committee Chair, Date



4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

In this course students will be introduced to three key principles of Global Studies:

Transnationality
Global Citizenship
Interdisciplinarity

Conflicts over water scarcity are truly transnational, existing in every region of the globe where the availability of water is insufficient to satisfy demand. One of the purposes of the course is to help students see that some issues affect countries across the globe regardless of their wealth, levels of development, or levels of military strength. By comparing the impacts that water scarcity has on societies, economies, and politics in the Middle East with the impacts that water scarcity has had on societies, economies, and politics in California, students will see that they have much in common with the lives of peoples in the Middle East. This knowledge and awareness will also help students grasp and appreciate the principle of global citizenship, a sense of shared responsibility for addressing challenges that affect peoples across the planet and developing solutions that can benefit all.

Global Studies is an interdisciplinary field by definition and this course will demonstrate the power of using multiple disciplines to analyze the variety of impacts that water scarcity has on human societies worldwide. Students will learn the value of exploring water scarcity, development, and conflict using an historical lens, and how the control of water confers incredible power upon the countries, groups, and individuals controlling this essential resource. For example, in Iraq and Iran control over water can give tribal leaders great power over and influence with other members of their tribe. In the United States, wealthy individuals can alter natural distributions of water to favor their business interests and deny other communities access to water (e.g., construction of the Los Angeles Aqueduct devastated the Owens Valley farming community in eastern California). In Israel, control over water is used as a tool for expanding Israel Jewish settlements in the West Bank and decreasing the amount of land that Palestinian Arabs can use for farming. In short, students will learn about the political economy of water and the impact that control over water has on the distribution of power and wealth within countries, between and within social groups, and among individuals.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

The course takes a comparative approach to the study of economic, political and social issues related to water scarcity and in so doing teaches students the value of comparative social

scientific inquiry. By analyzing two regions with similar climates (Israel/Palestine and California) but very different cultural, economic, and political contexts students will learn how the process of comparing and contrasting cases can yield more insight and knowledge than studying cases in isolation. Furthermore, the comparison and contrast of these two cases will help students see how social scientists develop theoretical knowledge from small samples with the characteristics of a larger population (in this case, countries in arid regions of the globe). Finally, the course takes a historical approach to analyzing climatic and water availability trends and their impacts on economies, societies, and power dynamics within countries. As such, students will learn how the availability of water over time has shaped, and continues to shape, relations between individuals, groups, and countries in arid regions of the world.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

This course explores the interaction between water scarcity and multiple identities. In the first part of the course students will learn how growing water scarcity has led to conflict and cooperation between nation-states that share surface water and groundwater resources with particular emphasis on Israel and its Arab neighbors; India and Pakistan; and Iraq and Iran (Chellaney's *Water, Peace and War*). In parts one and two of the course the interaction between water scarcity on the one hand, and ethnicity and class on the other, will be analyzed. From Zeitoun's *Water and Power in the Middle East* students will learn how water is distributed on the basis of class (i.e., wealthy residents of Israel and the Palestinian territories have access to the cleanest and safest drinking water) and religion/ethnicity (i.e., Israeli Jewish settlers in the West Bank enjoy much greater access to water for their homes and farming than do Palestinians living in the same areas). These practices result in social and political conflict between the wealthy and poor, and between Jewish Israelis and Palestinian Arabs. In the third and final part of the course, students will learn how a group of businessmen in Los Angeles used their wealth and political influence to secure preferential water rights for the city from the federal government and the State of California (Standiford's *Water to the Angels*) and in so doing, fundamentally altered the trajectories of societies in Los Angeles and the Owens Valley.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Global Studies is a multidisciplinary field and this course is specifically designed to explore the topics of water, development, and conflict from a variety of disciplines and analytical approaches including environmental science, history, and political economy. In the sections of the course devoted to the books *Water, Peace and War* and *Water to the Angels* students will learn about groundwater aquifers, climate, and the engineering behind the transport of fresh water via aqueducts and pipelines. These two books, along with *Water and Power in the Middle East*, will also help students see how population growth and development over time can contribute to the rise of social, economic, and political challenges in water scarce regions of the world. For example, as urban populations grow and cities develop, the possibility of conflict between cities

and farmers over access to water increases. These conflicts can prove particularly explosive when urban/rural cleavages overlap with ethnic or religious cleavages. Internationally, economic and population growth can lead to conflicts, as well as cooperation, between countries sharing water resources, especially when climate changes reduce the amount of water available. The case of Israel is especially useful in this regard as population growth, development, and growing water scarcity has led to both conflict (e.g., between Israeli Jews and Palestinian Arabs) and cooperation (e.g., water sharing agreements between Israel and Jordan).

- 8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.**

Students will complete two in-class essay exams and a take-home final exam (to be written as a paper). As preparation for each exam students will engage in small group discussions during class every week where they will use what they have learned from lectures and the assigned readings to discuss the various impacts that water has on economies, politics, and societies. In doing so students will grasp the connections between water and the key concepts of power (the primary focus of the discipline of political science) and wealth (the primary focus of the discipline of economics). The goals of these in-class activities are to promote active learning and to help students learn the utility of a political economy approach for studying global issues. The exam topics will give each student the opportunity to demonstrate how proficient she/he is at analyzing water related issues using a political economy approach. Please see the attached essay topic for an example of the type written assignments students will complete during the course.

b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

N/A

Fall 2016
GBST 390-? Water, Power, and Global Politics
Thursday 5:30-8:15pm

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Course Description

This course explores the interaction between water, power, and wealth within countries. Students will examine water scarcity as a source of conflict in a variety of regions of the world with special emphasis on the Middle East and California. By explicitly comparing the economic, political, and social impacts of water scarcity in California with those in other arid regions of the world, students will learn that peoples living in arid countries face common challenges regardless of level of development, wealth, or culture.

Course Learning Outcomes

Upon completion of this course students will be able to:

- 1) Describe the effects of water scarcity on economies, societies, and politics.
- 2) Explain the role that water plays in conflicts between Israelis and Palestinians.
- 3) Describe the process by which Los Angeles businessmen and politicians secured water sources for the city, and explain the effects of this process on communities in the Owens Valley.
- 4) Identify common challenges faced by peoples living in arid countries regardless of culture and level of development.
- 5) Define the concept of global citizenship.

Program Student Learning Objectives (PSLOs)

Students who graduate with a Bachelor of Arts in Global Studies will be able to:

1. Describe and explain how their own culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.*
2. Analyze world geography, global issues, processes, trends and systems.*
3. Compare and contrast global cultures (beliefs, values, religions, arts, practices and philosophies).*
4. Interpret and analyze global issues from a variety of disciplinary perspectives to think critically, communicate effectively, and solve problems.*
5. Communicate in and use second-language skills (at an intermediate high proficiency level) in order to gain knowledge of other cultures to extend access to information, experiences, and understanding.

*GBST Program Student Learning Outcomes applicable to GBST 390

Teaching Philosophy

"A mind is a terrible thing to waste."

Slogan of the United Negro College Fund

"The job of a professor is to increase the level of agony about complex issues, so for students, the only way out is to think."

Fred Friendly

The two quotes above offer simple summations of my teaching philosophy. In my view a university's principal responsibility is to create an environment where students can develop intellectual talents and skills that would otherwise lie dormant. As a student in this course, you will be pushed to reach and expand your intellectual potential. Each assignment, each class meeting, and each reading is designed to help you develop the skills necessary to think critically about the world around you. However, the development of critical thinking skills is not an end in and of itself. Such skills will prove useful and necessary for whatever career path one chooses after college. Put simply, thinking critically is a vital skill for solving the problems that each of us confronts in our everyday lives whether we are a stay-at-home parent, a soldier, a mechanic, a teacher, or CEO of a large company.

Textbooks*

Required reading materials consist of three books. All three books will be available for purchase at the CSUSM bookstore:

Brahma Chellaney. *Water, Peace, and War: Confronting the Global Water Crisis*. Lanham, Maryland: Rowman and Littlefield Publishers, 2013.

Mark Zeitoun. *Power and Water in the Middle East: The Hidden Politics of the Palestinian-Israeli Conflict*. New York: I.B. Tauris, 2011.

Les Standiford. *Water to the Angels: William Mulholland, His Monumental Aqueduct, and the Rise of Los Angeles*. New York: Harper-Collins, 2015.

****All students must bring their copy (print or electronic) of the textbook with them to class EACH DAY when we are reading from that textbook (no exceptions)***

Skills Necessary to Succeed in this Course

Study – "application of the mind to the acquisition of knowledge, intensive reading and contemplation of a book, writings, etc..." <http://www.etymonline.com/index.php?term=study>

Study - "application of the mind to the acquisition of knowledge, as by reading, investigation, or reflection." <http://dictionary.reference.com/browse/study?s=t>

The skills necessary to succeed in this course are fundamental to education at any level in the United States: **reading comprehension, written communication, verbal communication, and critical reasoning**. However, as this is an upper-division course at a four-year university, successful students in the course will be those that possess, *and apply*, these skills at levels commensurate to those of a typical college junior or senior. The emphasis made here on the *possession* and *application* of the aforementioned skills is of critical importance. "Possession" means that a student actually has these

skills. "Application" refers to an individual student's willingness and commitment to use these same skills.

Based on 20 years of teaching experience at both private and public universities in the United States, I have observed that students tend to fall into three general categories: 1) those that possess *and* apply the four skills mentioned above, 2) those that possess but do not apply these skills, or at the very least, fail to apply them effectively, and 3) those that lack these skills altogether. The minority, that is less than 51%, of students fall into the first and third categories, with those in the first category being the students who earn the most successful grades (i.e., A's and B's), and those in the third category earning failing grades, or F's. The vast majority of students, however, tend to fall into the second category making them the "C" and "D" students. These students range from those who for whatever reason, have chosen not to apply themselves nor their skills in a given course, and those who have the necessary skills but do not know how to apply them effectively.

Regardless of which category you may generally fit into, **only students who apply themselves will succeed in this course.** Put simply, to succeed in this course you will have to read, ask questions, and reflect on what you are learning. For those who possess the necessary skills at the appropriate level, and choose to apply their skills, this course will be an enjoyable experience. However, this does not mean that only such students will be able to enjoy and succeed in the course. **This course can be enjoyable and empowering to all students who work hard, even those whose reading, communication, and critical thinking skills are poor.** The key issue for those with poor skills is not just a willingness to work hard but a willingness to recognize, and accept, that one's skills are lacking and that something must be done immediately to make up for this unfortunate fact.

Written Assignments

Written assignments for this course will consist of two essay exams and a take-home final (8 page paper). The take-home final should be typed (or word-processed), use margins no larger than 1.25 inches (and no smaller than 1 inch), and 12-point font. **No late papers will be accepted unless prior arrangements are made with the professor.** The grade for the paper will be based on the quality of the paper's content *and* the quality of the paper's mechanics (spelling, grammar, organization, clarity of language, etc. . .). **Papers must cite ALL sources of information properly using the style illustrated on page 6-7 of this syllabus.** Papers containing plagiarized material will receive a zero (for more information on what plagiarism is and how to avoid it, please see the academic honesty section of the syllabus on page 7). The University Writing Requirement will be met by the two essay exams and the take-home final paper.

Reading Assignments

The success of my teaching style depends on students completing the assigned reading for EACH DAY of class. Completing the assigned reading is every student's responsibility and earns her/him the "right" to attend class discussions of the reading materials. **Students who have not completed the assigned reading for a particular day are not welcome in class on that day and are instead encouraged to complete the assigned reading on their own time.**

Class Participation Policy

Class participation will consist of 20% of your final grade. What does it mean to "participate" in class? In short, participation requires that students do the assigned reading *before* class, come to class ready to discuss the day's reading and the study questions, and *actively* contribute to discussion of the day's reading and study questions during class, and in online forums. In addition, students will be evaluated regarding their performance in weekly small group discussions.

Class Attendance Policy

ATTENDANCE DOES NOT EQUAL PARTICIPATION!!! Why is attendance important? Because if you don't come to class you learn a whole lot less! It is important that students attend every class

meeting. However, I understand that it is not always possible to come to every class. For this reason, students will be given one "free" unexcused absences. Each absence beyond these two "free" absences will result in a successively lower participation grade.

Grading Guidelines for Written Assignments

Below are descriptions of some of the general criteria that I use to grade written assignments (essay exams, papers). HOWEVER, students should understand that grading is a dynamic process and that the guidelines below are neither definitive nor exhaustive. Instead, please understand that grading is influenced by various factors including, but not limited to: the quality of written work submitted by students as a whole, my experience as a university professor, and the quality of class discussions/lectures.

Written assignments will be graded according to content and mechanics. 75% of the grade will be based on content (Did you do ALL the things you were supposed to do? How well did you do these things? Adequately? Very well? Exceptionally well? etc...). The remaining 25% will be based on mechanics (spelling, grammar, organization, clarity, etc...).

"A" essays/papers will accomplish all the required tasks of the assignment exceptionally well. "A" papers will be explicitly analytical, very well organized, use clear, direct language, and have almost no spelling errors. These papers will also rely extensively on information available in the readings. Finally, all information in "A" papers will be properly cited.¹

"B" essays/papers will accomplish all the required tasks of the assignment very well. "B" papers will contain analysis that is mostly explicit but may contain a limited amount of implicit analysis, be well organized, use language that is mostly clear and direct, and will contain a few spelling errors. These papers will rely on some information from the readings but not all that they could. "B" papers may also have an incorrect citation (e.g., using the book title instead of the author's name within an in text citation)

"C" essays/papers will accomplish all the required tasks of the assignment but will not accomplish all these tasks well. "C" papers will be more implicitly analytical rather than explicitly analytical, be somewhat well organized, contain a mixture of clear and awkward language, and might contain several spelling and grammatical errors. These papers will rely less on information from the readings than "B" papers. "C" papers are also likely to have a couple incorrect or missing citations (by "missing" here I mean that a citation should have been used but was not).

"D" essays/papers will not accomplish all the required tasks of the assignment and those tasks that are accomplished will be accomplished poorly. "D" papers often contain descriptive instead of analytical language, are poorly organized, contain mostly awkward language, and possibly contain extensive spelling and grammatical errors. These papers may rely on information from the readings but do so very poorly or superficially. "D" papers may also have multiple incorrect or missing citations.

"F" essays/papers will accomplish very few of the required tasks of the assignment and will do so very poorly. "F" papers are likely to be purely descriptive, unorganized, contain awkward, unclear language, and/or contain extensive spelling and grammatical errors. These papers will contain very little to no information from the readings and may have many improper or missing citations.

Papers containing plagiarized material, or written work that clearly does NOT accomplish the required tasks of a written assignment, will receive zero points.

¹ Don't know how to properly cite information using the MLA or Chicago styles? Please go to page 7 for help.

What is Analysis?

Analysis is something we do every day. For example, when you are merging from an onramp on to the highway you are engaging in analysis. How? As you are merging you estimate the speed of oncoming traffic and based on this estimation you decide whether to speed up or slow down so that you can safely join the flow of traffic on the highway. This is one form of analysis.

Is doing analysis in writing any different? Not really. When asked to conduct an analysis in a paper you are being asked to perform several specific tasks. For example, let's say you are asked to analyze a particular event such as layoffs in a particular industry. The first thing you need to do is document the decline so that your reader can see that a decline did indeed take place. In other words, make sure that the phenomenon you are trying to explain is real and not imaginary! Next you will need to propose a brief explanation for this decline. This brief explanation will serve as your thesis. For example, if I was analyzing defense industry layoffs during the 1990s I might offer the following: "Defense industry layoffs during the 1990s were due, in large part, to the end of the Cold War." Please note that this statement does NOT rely on *explicit reasoning*. Instead it is simply a description of a possible reason for these layoffs, in other words, *implicit reasoning*. In order to engage in explicit reasoning, you must use whatever evidence you can find to illustrate, in detail, *how* the end of the Cold contributed to these layoffs. **The task of explicitly explaining the logical relationship(s) between a series of events is written analysis.**

Therefore, you cannot simply say, or assert, that "A" causes "B," you must illustrate, using evidence and logic, exactly *how* "A" causes "B." If you simply say that "A" causes "B" you are engaging in "implicit analysis." What does this mean? It means that you are forcing your reader to figure out exactly how "A" causes "B" instead of completing this task *for* the reader. In contrast, "explicit analysis" is when you illustrate exactly how "A" causes "B" so that your reader can easily see the logical relationship between "A" and "B."

Returning to our example of defense industry layoffs during the 1990s, one can easily demonstrate the difference between "implicit" and "explicit" analysis.

Implicit

"Defense industry layoffs during the 1990s were due, in large part, to the end of the Cold War. Because this war was over, many jobs were lost."

Explicit

"Defense industry layoffs during the 1990s were due, in large part, to the end of the Cold War. During the Cold War companies such as General Dynamics and Lockheed Martin manufactured the sophisticated weaponry necessary to fight the Soviet Union. Following the implosion of the Soviet Union in the early 1990s, it became clear that the USSR no longer posed a credible military threat to the United States. As a consequence, the federal government's demand for sophisticated weapons dropped precipitously. In response weapons manufacturers greatly reduced production and laid off thousands of workers."

When the "implicit" passage above is compared with the "explicit" passage two significant differences become apparent. First, the explicit passage contains more information than the implicit passage. Moreover, this information is used to give the reader details that will make the logical relationship between the end of the Cold War and defense industry layoffs very clear. Second, the explicit passage offers two specific causes for these layoffs: 1) a decline in the federal government's demand for sophisticated weapons, and 2) a corresponding drop in weapons production. In contrast, the implicit passage simply says that the end of the Cold War led to job losses but does not explain exactly how these two things are related. Use this lesson as a guide to help avoid implicit reasoning and implicit analysis in your writing in this class *and* others.

Academic Honesty and Ethical Conduct

I expect every student to behave according to the highest ethical standards in class. Please respect the views, opinions, and comments of each student. If you disagree with a student in class about a particular issue please disagree *respectfully*.

In order to better understand their ethical responsibilities and to protect themselves from the penalties of academic dishonesty, students should become familiar with CSUSM's Policy on Academic Honesty -

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

This policy makes clear which actions constitute academic dishonesty and also describes the measures that can be taken against students who engage in dishonest behavior. The policy also states that faculty are *required* to report any violations to the Dean of Students. Please be aware that I have reported students in the past for academic honesty violations and will continue to do so. Thus, I strongly encourage each of you to become familiar with your rights and responsibilities under this policy.

Plagiarism and cheating are serious academic offenses and can be grounds for expulsion from the university. Plagiarism in papers will lead to a zero for that assignment. **Plagiarism** is defined as *intentionally or knowingly using the words or ideas of another person or source without properly citing that person or source*. ANY TIME that you use words or an idea(s) from a book, article, film, documentary, speech, etc... in a paper that you are writing you **MUST** cite the source *properly*. **That is, for specific pieces of information, you MUST cite the author and page or pages from which the information was taken.** For this course you must use "in text" citations as demonstrated below. In text citation must include the author's name and page number(s) from which the information is taken. For example:

Hafez al-Asad was the Syrian Minister of Defence from 1967 to 1970 (McHugo 76).

All electronic sources having an http: address (including news articles) must be cited using footnotes and include the title of the source, date accessed, and if available, the author(s). For example:

On January 18 Russian warplanes targeted ISIS positions to the north and south of Deir Az-Zour along the Euphrates River.²

Information or ideas from an electronic version of a book (Kindle for example) must include the location number. For example,

In 1945, the Arabian American Oil Company (ARAMCO) announced plans to construct an oil pipeline from Saudi Arabia to the Mediterranean (Glass - Loc 170)

Examples of proper bibliographic entries for a bibliography or work cited page are listed below:

Book (Print)

McHugo, John. *Syria: A History of the Last Hundred Years*. New York: The New Press, 2015. Print.

Book (Electronic)

Glass, Charles. *Syria Burning: ISIS and the Death of the Arab Spring*. New York: OR Books, 2015. (Kindle Edition).

News Article (Print)

Linthicum, Kate. "Migrant Study Finds Fewest in Years," *Los Angeles Times* January 21, 2016, A6.

² Genevieve Casagrande, "Russian Airstrikes in Syria: January 12 -19, 2016" accessed January 20, 2016 <http://www.understandingwar.org/backgrounders/russian-airstrikes-syria-january-12-19-2016>

News Article (Electronic)

Crawford, Jamie. "U.S. Officials: Russia Looking at Syria Airfield Near Turkey" CNN January 22, 2016. Accessed January 23, 2016 <http://www.cnn.com/2016/01/21/politics/russia-syria-air-base/index.html>

Electronic Reports, Research Papers or Working Papers (please include the specific web address where the document was accessed)

Kagan, Frederick (et al.) *Al-Qaeda and ISIS: Existential Threats to the US and Europe*. Washington, DC: Institute for the Study of War, 2016. Available at - <http://www.understandingwar.org/report/al-qaeda-and-isis-existential-threats-us-and-europe>

Scholarly Article (Print)

Little, Douglas, "Cold War and Covert Action: The United States and Syria, 1945-1958" *Middle East Journal* Vol. 44, No. 1 (Winter 1990): 51-75

Scholarly Article (Online Only)

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal* Vol. 6, No. 2 (2008): n. pag. Web. 20 May 2009 <https://www.socwork.net/sws/article/view/60/362>

Some Examples of Plagiarism

- 1) Paraphrasing without citing an author AND page number in the text IS PLAGIARISM.³
- 2) Copying another author's words exactly and citing the author and page number properly, **BUT** not using quotation marks IS PLAGIARISM (even if such an action is merely an "oversight" or a "mistake" it is **still** plagiarism).
- 3) Copying a phrase(s) or a sentence(s) from a source and changing only one or two words IS PLAGIARISM. (In order to avoid plagiarizing in this case, simply use quotation marks properly **and** cite the author and page properly).
- 4) Copying another author's writing word for word **BUT** not citing the author and page properly **and** not using quotation marks IS PLAGIARISM.

³ For students using footnotes or endnotes more information than the author and page number may be required. Please see the MLA and Chicago style guides mentioned above for further guidance.

Class Participation Grading Formula

20-18 points	Students who always participate
17-16 points	Students who almost always participate
15-14 points	Students who sometimes participate
13-10 points	Students who almost never participate
0 points	Students who never participate

Components of the Final Grade by Points

Exam #1	25 points
Exam #2	25 points
Take-Home Final	30 points
Participation	20 points
Total Possible Points	100

Grading

Students will receive grades according to the following scale:

A+	100-98 percent
A	97-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 or below

SCHEDULE OF REQUIRED READINGS, VIDEOS, AND EXAMS

Part One: Water, Power, and Conflict

Week One

Introduction to the Course

(Video) History of Water, Part One

Week Two

Chellaney, Chapter 1 "The Specter of Water Wars"

(Video) History of Water, Parts Two and Three

Week Three

Chellaney, Chapter 2 "The Power of Water"

(Video) History of Water, Part Four

Week Four

Chellaney, Chapter 3 "The Future of Water"

Week Five

Chellaney, Chapter 4 "Changing Water Cooperation, Competition and Conflict

Essay Exam #1

Part Two: Water, Power and Conflict in the Middle East

Week Six

Zeitoun, Chapter 1 "Water Wars or Water Conflicts?" and Chapter 2 "Understanding Power and Water"

Week Seven

Zeitoun, Chapter 3 "An Asymmetrically Distributed Resource" and Chapter 4 "Highly Politicised Hydropolitics"

Week Eight

Weinthal et al., "The Water Crisis in the Gaza Strip: Prospects for Resolution" *Groundwater* Vol. 43, No. 5 (September-October 2005)

Week Nine

Shaffer, "Israel – New Natural Gas Producer in the Mediterranean" *Energy Policy* 39 (2011)

Feitelson and Rosenthal, "Desalination, Space and Power: The Ramifications of Israel's Changing Water Geography" *Geoforum* 43 (2012)

Part Three: Water, Power, and Wealth in California

Week Ten

Essay Exam #2

Standiford, Chapters 1-5

(Video) "Mulholland's Dream"

Week Eleven

Standiford, Chapters 6-10

(Video) "An American Nile"

Week Twelve

Standiford, Chapters 11-14
(Video) "The Mercy of Nature"

Week Thirteen

Standiford, Chapters 15-19
(Video) "Last Oasis"

Week Fourteen

Standiford, Chapters 20-22

Week Fifteen

Standiford, Chapters 23-24
Take-Home Final Exam