ESF Course Proposal
Committee on Curriculum - ESF Faculty Governance
Office of Instruction & Graduate Studies

This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: October 25, 2019

1. Course Information:

1.1 Course Prefix and Number: EST 670
   Course Title: Water in the Middle East: Issues and Opportunities
   (If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 ☒ This is a New Course.

   OR

   ☐ This is a Major Course Revision

   OR

   ☐ This is a Minor Course Revision

   If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

   (Please check all that apply)

   ☐ Course Number/Division ☐ Learning Outcomes ☐ Institutional Resources
   ☐ Title ☐ Concepts, Content ☐ Semester Offered
   ☐ Credit hours ☐ Catalog Description ☐ Course Inactivation
   ☐ Pre- or Co-requisite(s) ☐ Instructional Methods ☐ Course Reactivation
   ☐ Format ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☒

   ☐ American History ☐ Humanities ☐ Other World Civilizations
   ☐ The Arts ☐ Mathematics ☐ Social Sciences
   ☐ Basic Communication ☐ Natural Sciences ☐ Western Civilization
2. Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision. An in-depth, integrative advanced reading seminar on the biophysical, sociocultural, historical, and policy dimensions of water resources and provision in a rapidly-growing, highly water-stressed, and conflictual region. Appropriate for graduate students with interests in water resources, environmental and natural resource policy, international relations, conflict resolution, civil and environmental engineering, Middle East studies, and other fields. Useful preparation for advanced research on environment and natural resources in arid and/or conflictual regions.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. n/a

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). The course is approved for meeting course requirements for the Certificate of Advanced Study in Conflict and Collaboration (SU Maxwell School). It is appropriate as an elective for graduate degrees in Environmental Science, Environmental Studies, International Relations, Law, Political Science, Public Administration, Natural Resources Management, and other fields.

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance). Please provide an explanation of how this course fulfills SUNY General Education Requirements.

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? Taught by the course proposer, as part of his regular teaching load.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? n/a

2.7 Anticipated Enrollment (enter where applicable)

<table>
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<tr>
<th>Semester</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>n/a</td>
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<tr>
<td>Summer Semester</td>
<td>n/a</td>
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<tr>
<td>Spring Semester</td>
<td>10</td>
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</tbody>
</table>

2.8 Anticipated frequency of class meetings. once per week
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 670
3.1.2 Course Name: Water in the Middle East: Issues and Opportunities
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☐ Spring ☒ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☒ Online ☐ Lab ☐ Field ☐ Other ☒ (explain) Seminar
3.1.6 Contact hours per week: 3
3.1.7 Prerequisite(s) – if none, please enter “None” (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge) None

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
- Lower Division ☐
- Upper Division ☐
- Beginning Graduate ☒
- Advanced Graduate ☒

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course? No ☐ Yes ☒
      If Yes, please list the program(s) for which it is a requirement:
   b. Is this an elective course within your department? No ☐ Yes ☒
   c. Is enrollment in this course restricted? No ☐ Yes ☒
      If Yes, please explain: Maximum enrollment for grad & undergrad sections = 20
   d. Are other ESF or SU courses similar or identical to this course? No ☒ Yes ☐
      If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? No ☐ Yes ☒
      If Yes, what is the course number of the concurrent offering? EST 470

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course. By completion of this course, students should be able to: (1) Demonstrate advanced understanding of the biophysical, historical, and sociocultural roots of water-related issues in the Middle East, as well as an array of top-down, technological, and community-based approaches to development solutions; (2) Successfully interpret and carry out preliminary research on historical and contemporary Israeli, Jordanian, and/or Palestinian perspectives on water issues, along with transboundary and integrated river-basin perspectives; (3) Demonstrate competence in critical interpretation of advanced texts from diverse disciplinary and analytical perspectives, via writing short, weekly commentaries; and (4) Apply the broad, advanced knowledge gained in the course to more deeply understand and explain a specified related topic, as manifested in the design, implementation, and writing of a in-depth, theoretically and empirically-informed seminar paper.
3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

Week 1, Overview and introduction
Week 2, Biophysical roots of water-related issues in the region
Week 3, Historical roots of water-related issues in the region
Week 4, Socio-cultural roots of water-related issues in the region
Week 5, Top-down, managerial & technological solutions in Israel
Week 6, Top-down, managerial & technological solutions in the Palestinian Territories;
Week 7, Top-down, managerial & technological solutions in Jordan;
Week 8, Transboundary managerial & technological solutions in the region
Week 9, Transboundary NGO and community-based solutions in the region
Week 10, Community-based, participatory and NGO approaches in Israel
Week 11, Community-based, participatory and NGO approaches in Jordan
Week 12, Community-based, participatory and NGO approaches in the Palestinian Territories
Week 13, Future prospects for transboundary water governance in the Middle East
Week 14, Student presentations
Final Exam Week, Term papers due

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods. In this shared resource course, graduate students are expected to complete all readings required of undergraduates, plus additional, advanced substantive and theoretical readings appropriate at the graduate level. Each week, graduate students will write 2pp. critical commentaries on the required readings. In the latter part of the semester, they will be responsible for co-organizing at least one seminar session. Graduate students will carry out a semester-long mini-research project including possible reference to, but going well beyond, the course readings, delving deeply into a particular, course-related topic. At the end of the semester, they will give an in-class talk on their findings and submit a 20pp. seminar paper.

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters.

EST 670. Water in the Middle East: Issues and Opportunities. (3)

Three hours of lecture/discussion per week. Seminar on water issues and initiatives in Israel, Jordan, and the Palestinian Territories. Participants explore a variety of perspectives on the biophysical, historical, and sociocultural roots of transboundary and other water-related issues in the region, as well as an array of top-down (technological, managerial) and bottom-up (community-based, participatory) approaches to developing solutions. Designed for graduate students in environmental and natural resource policy, water resources, international relations, conflict resolution, and related fields. Each week, graduate students write short critical commentaries on required readings; the essays serve as starting point for class discussion. Over the course of the semester, students develop and submit a research paper on a related topic. Note: Credit will not be granted for both EST 670 and 470. Spring.

Prerequisite(s): None.
3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history. Proposed new course; taught as an 'experimental' offering in 2018 and 2019, and scheduled to be taught again in spring 2020.

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course  □ YES  ☒ NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

Department:  Date of Notification:
Department:  Date of Notification:
Department:  Date of Notification:
Department:  Date of Notification:
4. Institutional Impacts:

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

Staffing needs: Instructor

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing):
Seminar room seating up to 20 people; overhead projector; computer or laptop connectivity; WiFi.

Technology Resources: n/a

Computing Resources (software licensing, hardware, access): n/a

Library Resources (subscriptions, services): n/a

Transportation Requirements (budget, fees, fleet vehicles): n/a

Forest Properties or Field Practicum Facilities: n/a
5. Health and Safety Considerations:

Will any of the conditions or situations outlined below be present in association with the course?  

Yes / No

5.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?

☐ / ☒

5.2. Will any physical hazards be present during instruction? (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.).

☐ / ☒

5.3. Will any biological hazards be present during instruction? (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.).

☐ / ☒

5.4. Will any radiation hazards be present during instruction? (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.).

☐ / ☒

5.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location.).

☐ / ☒

5.6. Will there be any personal safety issues related to the class? (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.).

☐ / ☒

5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?

☐ / ☒

5.8. Will any type of personal protective equipment be necessary during class exercises? (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)

☐ / ☒

If the answer was “Yes” to any of the HEALTH AND SAFETY questions, please explain:

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
### 6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

**Affected Academic Department(s) or Program(s) – other than the sponsoring department:**

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<tr>
<th>Department/Program 1</th>
<th>Name of Chair/Program Director</th>
<th>Chair Signature</th>
<th>Date</th>
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<th>Department/Program 2</th>
<th>Name of Chair/Program Director</th>
<th>Chair Signature</th>
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<tr>
<th>Department/Program 3</th>
<th>Name of Chair/Program Director</th>
<th>Chair Signature</th>
<th>Date</th>
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[if more than three Departments/Programs, please continue on a separate page]

**Other Units:**

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<th>Department/Program</th>
<th>Name of Chair/Program Director</th>
<th>Chair Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Associate Provost for Instruction &amp; Dean of the Graduate School (for Gen Ed courses only)</td>
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<td>Registrar</td>
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<td>Library Director</td>
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<td>Computing and Network Services</td>
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<td>Forest Properties</td>
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<tr>
<td>Environmental Health and Safety</td>
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[Or letter attached □]
7. Proposer Information and Sponsoring Department Chair

Affirmation:

Contact Person:

Name: David Sonnenfeld ____________________________ Department: Environmental Studies

Email: dsonn@esf.edu ____________________________ Phone: (315) 470-4931

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: ________________________________ Date: ______

Department Chair (or designated curriculum representative)

Signature: ________________________________ Or letter attached □

Department Chair (or designated curriculum representative)

8. Approvals:

_________________________________________ ______________________
Curriculum Committee Date

_________________________________________ ______________________
Faculty Governance Date

_________________________________________ ______________________
Provost Date