INSTRUCTOR:
F. Wendell Miller Professor Sara Mitchell
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Office Hours: Tuesday, 1:00-3:00pm; Wednesday, 1130am-12:00pm

COURSE DESCRIPTION:
Despite the fact that more than two thirds of our “blue planet” is covered with water, only 2.5% is fresh water. As populations have grown and nations have industrialized, the demand on freshwater has increased at an unsustainable rate. Climate change is projected to aggravate the shortage of freshwater in already water stressed regions. These existing and future shortages have resulted in warnings of increasing potential for conflict over international basins or potential “water wars”. U.S. intelligence agencies have warned of an increased possibility that water will be used as a weapon between or within states or to further terrorist aims in the future. Competition over maritime areas has intensified as well, as global fishing stocks have experienced dramatic losses and as states vie for marine resources in previously uncontested areas, such as the Arctic. This class examines interstate conflict and peaceful conflict management of water resources involving cross-border rivers and maritime areas. Topics include common property resources, piracy, maritime security, peaceful and militarized conflict management of water-based conflicts, environmental/climate changes, natural disasters, and cooperative and institutional strategies to promote interstate cooperation over water issues, such as the United Nations Law of the Sea Convention.

REQUIRED TEXTS (please purchase independently through online book sellers, such as Amazon or Barnes and Noble):

COURSE REQUIREMENTS:
Your final grade will be determined based on your performance on class participation (25%), weekly papers (25%), and a research paper (50%). The final grading curve will include +/- grades.

1) Class Participation (25%)
The quality of a graduate level seminar depends to a large extent on the efforts of the students. To help facilitate student participation, I will call on students in each class period to answer specific questions related to the readings. Thus you should come to class each week prepared to discuss the required readings. I expect no absences in the course thus you should discuss any circumstances with me that will preclude you from attending class.

To prepare for class discussions, keep in mind the following points:
   a) What is the research question?
   b) What is the researcher's theoretical argument? What assumptions underlie this theory?
   c) Is the theory interesting? How does the argument fit into the literature? What does it tell us that we don’t already know?
   d) Evaluation of the theory:
      - If the theory is tested, what consequences are tested, how are concepts measured, and what methods are used? Do these make sense?
      - Is there any evidence (other than anecdotal) that supports the theory? Is there evidence that falsifies it? What might you expect to see that would make you think the theory might be ‘wrong’? Does the author provide you with enough of a structure to say this? In other words, is the theory falsifiable?
      - What does the evidence of specific case studies tell us about the theory?
   e) What conclusions does the researcher draw? Does the researcher fully examine the implications of the theory? What are the most significant research findings?
   f) To what degree do you think the researcher has answered his/her question? Is this a good example of research? Why or why not? What are the possibilities for related research? How can the research be extended or applied elsewhere?
   g) How do the selections we read this week fit together? How do they fit into the course as a whole? Are we seeing progress in this research area?

2) Weekly Papers (25%)
Throughout the semester, you will submit a total of 7 one-page critiques of the weekly readings. You can use single-spacing, one inch margins, and no smaller than 11 point font. If there is a book for the week’s readings, your critique should focus on that. If there are several articles and book chapters assigned, pick at least two related readings and discuss those in your critique. You will be allowed to drop your lowest paper grade. Students will sign up for the weeks in which they will write weekly papers at the beginning of the semester.

3) Research Paper (50%)
Choose a research question that falls in the topical areas covered in this class and write a research paper addressing this question. The final product should take the form of a conference paper or journal article. Your paper cannot significantly reproduce any of your previous work in a substantive course. The paper should be about 20-30 pages in length and be written in the
professional style of the American Political Science Association. Your research paper should a) clearly identify your research question, b) review and synthesize the relevant literature, c) develop a theoretical argument and derive testable hypotheses, d) develop a research design to evaluate the hypotheses empirically, and e) present an empirical evaluation of the hypotheses (using either statistical analysis of existing data sets or qualitative analysis of a few cases). You may use whatever methodology you feel is most appropriate to the issue and which you feel qualified to implement. I will not be impressed by incompetent quantitative analysis, nor will I penalize competent historical or case-study approaches.

The paper will be due in several stages:

**Wednesday, September 19th, Research Question (5%) (due in class):** Submit a one-page typed description of your research question and explain how it fits into the general topical themes for the course. Provide an initial bibliography of at least 15 sources. I recommend searching for publications related to your topic on [http://scholar.google.com](http://scholar.google.com) and referring to bibliography entries in the assigned readings.

**Friday, October 19th, Research Design (10%) (due by 5:00p.m. in ICON dropbox):** Submit five to seven typed pages (with a bibliography) that identify your research question, review the literature relevant to your question, discuss the method of analysis you intend to employ, and describe any data or historical sources you will use to evaluate your hypotheses.

**Friday, November 16th, First Draft (25%) (due by 5:00p.m. in ICON dropbox):** Submit the initial draft of your paper, with all key parts of the paper included (introduction, theory, research design, analysis, references). Each draft will be read by the instructor and two other students in the class (assigned by the instructor).

**Monday, November 26th, Reviews (20%) (due by 5:00p.m. in ICON dropbox):** Each student will write a typed review commenting on two other students’ papers in the class. The reviewers will be assigned “blindly”, so that the authors do not know who reviewed their papers. The reviews should take the form of a journal review, where you make specific recommendations about how to improve the paper. More detailed instructions, along with short publications about reviewing and examples of reviews, will be distributed in class later.

**Wednesday, December 12th, Final Draft (40%) (due by 5:00p.m. in ICON dropbox):** Submit your final paper along with a memo responding to the reviewers’ comments in the previous round. I will take into consideration how well you responded to others’ criticisms when assigning a final grade. I will not accept any late papers under any circumstances! The final paper grade is based on the weighted component grades for each portion of the paper (research question, research design, first draft, reviews, and final draft).

**CLASS SCHEDULE**

Most of the course readings are available electronically through Iowa’s library resources. If you are on campus or connected to Iowa’s library remotely, you can search for the article using [http://scholar.google.com](http://scholar.google.com). You can also search for the journal in the library’s catalog. I will have copies of book chapters and articles not available electronically posted on ICON.
Week #1 (August 22nd): Introduction

Additional Resources:

Week #2 (August 29th): Managing the Commons

Additional Resources:

Week #3 (September 5th): Resource Wars

Additional Resources:

Week #4 (September 12th): No Class, Prof. Mitchell traveling to Israel

Week #5 (September 19th): River Conflicts, Part I (Geography & Issue Salience)
Overview

**Geography (Upstream/Downstream Factors)**


**Issue Salience**


**Additional Resources:**


**Week #6 (September 26th): River Conflicts, Part II (Scarcity & Economic Factors)**

**Economics/Population Growth**


**Basin Characteristics/Scarcity**


Additional Resources:

Week #7 (October 3rd): River Conflicts, Part III (Hydro-Hegemony & Institutions I)

**Hydro-Hegemony**

**Institutions**

Additional Resources:

Week #8 (October 10th): River Conflicts, Part IV (Institutions II)

**Additional Resources:**

**Week #9 (October 17th): Maritime Conflicts, Part I (General Issues, Scarcity, and Oil)**

**General Issues**

**Resource Scarcity**

**Oil Resources**

**Additional Resources:**


**Week #10 (October 24th): Maritime Conflicts, Part II (UNCLOS & Arctic Issues)**

**UNCLOS & Maritime Conflict Management**


**Arctic Issues**


**Additional Resources:**


Week #11 (October 31st): Maritime Conflicts, Part III (Maritime Security & Piracy)

**Maritime Security**

**Piracy & Maritime Terrorism**

**Additional Resources:**

Week #12 (November 7th): Climate Change and Conflict


**Additional Resources:**

Week #13 (November 14th): Environmental Resources and Conflict, Part I

Additional Resources:

Week #14 (November 21st): NO CLASS, THANKSGIVING BREAK

Week #15 (November 28th): Environmental Resources and Conflict, Part II


Additional Resources:


**Week #16 (December 5th): Natural Disasters and Conflict**


Additional Resources:

Administrative Home
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (https://elas.uiowa.edu/students/handbook).

Electronic Communication
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (https://sds.studentlife.uiowa.edu/).

Nondiscrimination in the Classroom
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious, or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (https://diversity.uiowa.edu).

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions communicated to the student through the UI email address (https://elas.uiowa.edu/students/handbook/academic-fraud-honor-code).

CLAS Final Examination Policies
The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies).

Making a Complaint
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair (Wenfang Tang, 335-2358). Students may then bring the concern to CLAS (https://elas.uiowa.edu/students/handbook/student-rights-responsibilities).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy (https://osmrc.uiowa.edu/).