POLS/INST - 4710/5710
ENVIRONMENTAL AND RESOURCE CONFLICT
SPRING 2017 (ONLINE)

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COURSE PREREQUISITES:
POLS/INST 2310 – Introduction to International Relations

COURSE OVERVIEW
In this course we will set out to examine how environmental and resource issues have increasingly become linked to conflict both between states and within states. We will begin by exploring insights into the key theoretical and empirical factors by which environmental issues and the competition for increasingly scarce resources can lead to violence at both interstate and intrastate levels. From there, drawing on an in-depth analysis of real-world contemporary case studies, we will explore how competition for key resources such as water, oil, food, timber, and diamonds are increasingly serving as causal or exacerbating factors for conflict around the world. Finally, we conclude by examining potential ways in which these environmental and resource conflicts might be addressed, managed, and/or resolved through international and national action.

As a senior/graduate 4000/5000 level course, this will be a reading, writing and participation intensive class focused on developing your critical thinking skills (as well as introducing you to a survey of the current concepts and literature in international peace and conflict studies). I will do everything I can to help you succeed throughout our class together (by making myself available for questions and being very clear and upfront about all course assignments) but ultimately your success will depend on you—staying on top of required course readings, completing written assignments and applying what you’ve learned by actively engaging in our online discussions together.

ASSIGNMENTS AND COURSE EVALUATION

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<thead>
<tr>
<th>4000-Level Students</th>
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<tr>
<td>Threaded Discussion Participation: 30%</td>
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<td>Critical Response Paper: 20%</td>
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<td>Analytic Book Review: 20%</td>
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<td>Take-Home Midterm I: 15%</td>
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<td>Take-Home Midterm II: 15%</td>
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<td>2-3 Informal On-Campus Meetings: Not Graded</td>
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In accordance with UW University Regulation 6-722 introduced in Fall 2014, all individual course assignment and final grades for this course will be assigned on a +/- grading and GPA scale. Information on UNIREG 6-722 can be found at: http://www.uwyo.edu/generalcounsel/_files/docs/uw-regulation-6-722.pdf and students are asked to familiarize themselves with this new grading scale before class begins. Note: under this +/- system a 2.00 GPA (a ‘C’) is the minimum required to remain in good academic standing at UW and a 2.00 (a ‘C’) is the minimum required grade that must be received in a class for it to be applied towards the requirements of a student’s major in the College of Arts & Sciences (and may also be the minimum required to maintain certain scholarships, financial aid packages, etc.). This means that a final grade of C- (1.7 GPA) or below received in a course is not sufficient for that course to be counted towards the major in the College of Arts & Sciences and or to remain in good academic standing at UW (or possible to retain scholarships, awards, internships etc. requiring a GPA of 2.0 or better).
COURSE STRUCTURE

Following our Introduction to the class (Module 1), the course will be divided up into a series of 10 content 'Modules,' roughly divided into three parts. In Part I, we will be exploring some of the main theoretical and empirical evidence linking environmental issues and competition over scarce resources to violent conflict within and between states. In Part II we will be examining several key conflict-prone resources and issue areas, such as water, land, oil, and food. In each of these Modules, we will be focusing in on a specific case study that will help to anchor our discussions and (hopefully) help to make some of the ideas and concepts we are covering much more tangible. Finally, in Part III we will explore ways in which environmental and resource conflicts might be addressed, managed, and resolved.

When approaching each new module, you should proceed in the following order:

1) Watch Online Lecture (if applicable)
2) Complete Required Readings
3) Watch Case Study Documentary Film (if applicable)
4) Contribute to Threaded Online Discussions (Posting & Responding)
5) Complete Writing Assignment (if applicable)

1) Online Lectures

For most Modules, I will be posting a short introductory lecture in the form of notes or a PowerPoint slide show with audio (in a posted online video clip) to our Wyocourses site. These online lectures are designed to give a broad framing to the subject and content we are covering so begin your engagement here before you dive into the assigned readings or documentary. The materials raised in lectures will sometimes also introduce ideas and concepts not raised in the readings so be sure not to neglect these. The lecture materials may be used in our threaded discussions, in your critical response papers or in the final exam.

2) Required Readings

Each Module I will be assigning a required set of 3 or 4 readings to provide you with a broad background in the subject area. You can expect, on average, to be reading approximately 80 pages per Module. These readings will form the backbone of our threaded discussions each week and will be the primary sources your use when writing your Response Papers and forming your answers to the Final Exam. Readings will include pieces from the assigned course texts as well as additional academic articles (which will be posted and made available via our Wyocourses site). Please note that required readings are subject to change by the Instructor – you are required to monitor your uwyo email and our announcements made through our course site regularly for announcements for any changes.

The three required texts for this course are:


3) Case Study Documentary Films

Since engagement with ‘real world’ case studies is crucial to this course, in addition to the Required Readings in most Modules you will also be asked to screen an online documentary film related to the subject we’re discussing (most will be approximately 1 hr in length). These films are integral to the course and are included here as an additional required element to help ‘flesh out’ and provide a concrete sense of how the concepts and ideas raised in the lectures and readings apply to actual events and case studies. Like the readings and the lectures, it will be expected that you have engaged with these documentaries as materials you will incorporate into threaded discussion contributions, writing assignments and the Final Exam.

4) Threaded Discussion Participation

In addition to introducing you to new substantive materials through lectures, readings and documentaries, each content Module you will be asked to develop your critical thinking and communications skills by engaging with the other members of the class (and your Professor!) by posting in online threaded discussions. Under every Module there will be a link posted to a threaded discussion with an accompanying series of initial discussion questions that I will be posting for you to respond to. You will have the chance to participate in these discussions either by both making an initial comment/contribution of your own in reaction to my initial questions or by making a substantive response to contributions made by your classmates. This means even after you’ve made an initial contribution to our discussions, you will need to make sure to check back regularly throughout each day of the Module to respond to other’s contributions and to take part in any new directions that our discussion takes us.

As noted in the Course Schedule below, depending on the scheduling of each Module these discussions will be taking place Monday-Saturday each week. Since these are intended to be ‘back and forth’ discussions, your three contributions should be spread out and posted throughout the week as the discussion develops and not posted in a single ‘batch.’

For each Module, 4000-level students will be required to post a minimum of four times over the course of each Module's discussion. At least two of these posts should be in response to initial questions posed by the instructor. Further, to encourage discussion at least one of these required posts should be posted as a substantive response to one of your classmate’s contributions.

For each Module, 5000-level students will be required to post a minimum of five times over the course of each Module’s discussion. At least two of these posts should be in response to initial questions posed by the instructor. Further, at least two of these required minimum posts should be posted as a substantive response to one of your classmate's contributions.

Threaded Discussion Guidelines

It is your responsibility to ensure you’ve completed the required readings and read the entirety of the existing discussion (including all open threads and their responses) before you post in order to make a relevant and productive contribution. You will not be given credit for ‘recycled’ posts that simply reflect ideas, concepts or points already made in our threaded discussions by your classmates. The way to avoid this is to ensure you stay on top of the content of existing discussion threads. Similarly, a ‘substantive’ response post to another student's contribution is not just making a passing comment ('Hey, I liked your post!') but should be an involved contribution that advances the discussion by substantively building on the initial idea(s) introduced in their original post or providing a counter-point/counter-argument. In either case, a substantive response should also show an active engagement with the readings and course materials.
I will be taking an active role moderating these discussions by occasionally responding and reacting to your contributions, providing feedback & guidance and potentially introducing new questions when the need arises. Accordingly, any questions you have about the readings, the lectures or the documentaries we’re covering in the Module should take place in these threaded discussions (as any questions you might have will also likely be on the minds of others as well).

One of the advantage of the asynchronous online discussion format is that it offers you the chance to reflect the on the course materials and carefully design and craft a statement before posting. For these reasons – and the fact that this is a 4000/5000 level class – expectations regarding the content and character of your online discussion contributions will be high. This means I want to see a clear engagement (including direct quotations and/or appropriate citations to specific arguments or passages) with the required readings and other course materials in providing evidence to support the arguments and points you are making in your initial responses to the questions I post. As a Political Science course, this is not the place for comments based purely on personal opinion – just like a research paper, if you are making an argument or point it should always be backed up by reference to evidence/readings.

In addition, when posting it is important to remember we are creating a classroom community through our threaded discussion contributions. Accordingly, please do THINK about what you have to say and how you say it before posting. I encourage critical and reflective responses to the course materials and to other student’s posts. However, posts that are uncivil or disrespectful to the material or to another student will not be tolerated. Also, our threaded discussions are the place to talk about these issues and course materials – accordingly, please keep all side conversations and informal chat outside of the formal threaded discussion.

**Threaded Discussion Participation Grading**

Participation grades will be assessed on the basis of both the quantity and quality of your discussion posts. The quality of each contribution will be based on the following four criteria:

i) **Depth of Critical Analysis/Engagement:** Does the student’s response work to engage others in the course and develop a deeper understanding of the topic in question. Does it quote the reading material as evidence for the point being made? Does it cite the relevant pages in the course material or cite an external source such that students can weigh and reflect fully on the post?

ii) **Relevance of Contribution:** Does the student’s response aim to move the discussion forward or in a new direction that expands the discussion of the issue. Does the student’s post indicate they have read and digested the conversation up to this point? Has the student clearly engaged with the previous discussion and avoided recycled or redundant posts?

iii) **Effectiveness of Communication:** Appropriate use of the written language, including spelling and grammar is required. Written discussion posts should be viewed as if they were similar to a formal paper in that abbreviations, slang language, emoticons, and text-IM speak will not be allowed. Both required course readings and any outside sources, if used, must be properly cited.

iv) **Collegiality and Respect:** Does the student’s response contribute to developing a civil and collegial atmosphere that promotes intellectual discussion? Student posts that build community through positive interaction and feedback, as well as lively shorter exchanges, are greatly appreciated and will be considered in the assignment of the final participation grade. Disrespectful, recycled contributions or posts based purely on personal opinion will receive a grade of zero towards Discussion Participation.
With the above guidelines in mind, **Online Discussion Participation for this course will be assessed on the following Grading Rubric:**

**A-range:**
- Student contributes at least the minimum required number of posts to weekly discussion forums, and often contributes more, including cogent responses to other students’ posts
- Student always contributes to e-discussions in an ongoing way, posting throughout the Module and responding substantively to debates and discussion threads as they evolve
- Student’s posts are in-depth and are of appropriate length
- Student’s posts refer specifically to, and demonstrate an intimate familiarity with, both course readings and other class materials (online lectures, documentaries, etc.)
- Student’s posts are thoughtful and incisive, and they demonstrate sophisticated independent analysis of course materials

**B-range:**
- Student contributes at least the minimum required number of posts to discussion forums, including responses to other students’ posts
- Student usually contributes to online discussions throughout the Module
- Student’s posts are typically in-depth and are of appropriate length
- Student’s posts typically reflect a substantial familiarity with readings and course materials
- Student’s posts are thoughtful and demonstrate independent analysis of course materials

**C-range:**
- Student usually contributes the minimum number of posts, but may very occasionally fail to do so
- Student’s online participation may be ongoing, but may sometimes be left until the last minute or may demonstrate insufficient substantive engagement with other contributors’ responses (i.e. saying “I agree” but pushing analysis no further)
- Student’s posts are sometimes of appropriate length, but are sometimes too short or cursory - Student’s posts sometimes reflect familiarity with the course readings, but may occasionally indicate that readings have been completed hastily or left undone
- Student makes an effort to analyze course readings, but analysis is occasionally superficial

**D-range:**
- Student often fails to contribute the minimum number of posts
- Student’s participation may be erratic, with posts appearing all at once (suggesting that student is not engaging with discussions in an ongoing way) or at the last minute
- Student’s posts are often short and cursory
- Student appears to be consistently behind in course readings or to lack mastery of those readings
- Student’s analysis of course materials is frequently cursory or superficial

**F-range:**
- Student does not contribute to online forums, or does so only a handful of times throughout the semester

5) **Critical Response Paper**
As one of our core writing assignments, during the course of the semester each student must submit one **Critical Response Paper** reflecting on, and critically analyzing, the readings for a selected content Module. **We will be having a sign-up for these Critical Response Papers during our Introductory Module 1** (see below). For **4000-level students**, your Response Paper should be 5-6 pages in length. For **5000-level students**, your Response Paper should be 6-7 pages in length each.
All Critical Response Papers should follow standard formatting guidelines (double-spaced; Times New Roman 12-point font; 1 inch margins) and will be due by 11.59pm on the Sunday following the Module you are responding to. Your Critical Response Papers should be submitted via the Assignments section of the appropriate Module on our Wyocourses site as either a DOC, DOCX or PDF document. It is your responsibility for ensuring the file is uncorrupted and readable. Late papers will receive a - 10% penalty for every 24hrs (or fraction thereof) submitted past the due date. No papers will be accepted more than 72 hours past the original due date.

Response Paper Guidelines:
In these Critical Response Papers, students are to apply their own independent critical analysis to the set of assigned readings for that Module. As a first step, these papers should seek to briefly summarize the central thesis arguments (and key sub-arguments) of each assigned reading (including both text and article assignments) as the basis for the analysis to follow. This should be no more than a short paragraph or two for each reading – essentially, these synopses should be structured like a longer academic article abstract.

Second, approximately one-half to two-thirds of each Response Paper should then be given over to your own independent critical analysis of the readings as a whole. The critical analysis portion of your response paper is your chance to critically assessing the readings in your own words. This could be focused on seeking to identify and assess common themes you found among the readings. Alternately, your analysis might seek to identify and assess key points of debate or disagreement that are raised in the readings. In addition, your argument could extend to weighing the relative strengths and weakness of the key argument(s) raised in each individual reading. However, in each case your analysis should incorporate some form of independent critical reflection and assessment as to the relative contributions of the points you’ve identified to advancing our knowledge of the topic area of international conflict or peace being covered that week. In your summaries and analyses, you should be making specific citations/references to the required readings themselves to substantiate your points.

Note: An academic critical analysis such as that being asked for in this assignment is not the place to discuss how you ‘feel’ or liked/did not like about a particular article (ie. I really liked the author’s writing style, I thought it was boring, etc.). As senior undergraduates and graduate students, what I am looking for here is your own deeper analysis of the strength and validity of the arguments raised in the readings and an informed reflection on their relative contributions to our understanding of international peace and conflict.

Two sample Response Papers will be posted to the Introductory Module of our Wyocourses site as examples to follow.

Critical Response Paper Sign-Up
Response Paper assignments will be determined assigned by having each student join the 'Group' associated with the Module Response Paper they wish to write on. These Groups can be found under the 'View User Groups' menu (on the right side of the screen) that is accessed via the 'People' tab of the Wyocourses homepage. In essence, by joining the appropriate Response Paper Group you will ‘sign-up’ for the Module and readings you wish to write your Response Paper on.

The Response Paper Groups will be posted on January 29th by 9am and will be open till 11.59pm on January 31st. I will be allowing a maximum of 4 students to sign-up to write Response Papers for each content Module. Response Paper Modules will be assigned on a first-come first-serve basis, so be sure to log in and join the appropriate Group early if you want to have a chance of signing-up for your preferred Module. Students who do not sign-up by January 31st will be automatically assigned to an available Response Paper module by the instructor.
6) **Critical Book Review: *The Race for What's Left***

In addition to contributing to our regular threaded discussion on Resource Scarcity, each student enrolled in the course will be asked to write a **6 page critical book review** of Michael T. Klare’s *The Race for What's Left: The Global Scramble for the World’s Last Resources*. Students enrolled in the class through the MA (5000 level) designation will be asked to submit a paper that is approximately **8 pages in length**. The book review should be written in 12 point Times New Roman font. Formatting requirements for both portions of the paper should follow standard formatting guidelines (double-spaced; Times New Roman 12-point font; 1 inch margins). Citations are to be made according to the Chicago Manual of Style Author-Date formatting requirements.

Please note: a critical book review is **not** simply a descriptive ‘book report’ or summary. Rather, it should focus in on your independent critical assessment and evaluation of the ideas and arguments presented by the author. This means you will need to revisit the most convincing and productive points raised by the author and display your own independent critical analysis of these arguments – using specific evidence drawn from the book. Is the evidence or argumentation raised by one author strong? Why? Are there inherent weaknesses or faults in the logic or arguments raised by the author? How so? Is there concrete evidence from the case studies examined that appear to lend more validity to the author’s arguments? **In all cases, you should be making specific citations/references to the book itself as the primary evidence you will be drawing on to support your thesis & critical analysis** – your review should not be based purely on rhetoric or personal opinion. **Each review should also be accompanied with a minimum of three critical discussion questions** based on your reading of the book.

All Book Review will be due by 11.59pm on Sunday, February 12th. Book Review papers should be submitted via the Book Review Assignment section of Module 3 on our Wyocourses site as either a DOC, DOCX or PDF document. It is your responsibility for ensuring the file is uncorrupted and readable. Late papers will receive a -10% penalty for every 24hrs (or fraction thereof) submitted past the due date.

7) **Take-Home Midterm Exams (x2)**

There will be two Midterm Exams for this course that ill be designed to test your knowledge of the core theories and key sources of environmental and resource conflict covered throughout the course. These Midterm Exams will take the form of open-book take-home assignments that will ask you to write two longer essay-length answers chosen from a list of two possible questions (with choice). The first Midterm will focus on essay questions drawn primarily from the Part I ‘Theory’ Modules of our course and the Second Midterm will be drawn primarily from the Part II ‘Key Sources’ Modules.

For **4000-level students**, it is expected that e the essay answers for each of these Midterms will be **approximately 4-5 pages in length** (not including notes, works cited, etc.). For **5000-level students**, it is expected that each of their Midterm essay answers will be approximately **5-6 pages in length** (not including notes, works cited, etc). As these are open-book take-home exams, it is expected that both of your essay answers will be formally written and polished (advance an argumentative thesis in response to the question posed, be free of typographical/grammatical issues, include proper citations, etc.), follow standard formatting guidelines (double-spaced; Times New Roman 12-point font; 1 inch margins) and include specific references to course readings and materials to support your answers. For these Midterm Exam essays, students will be responsible for all material covered in lectures, assigned readings and documentary films. These exams will be distributed via Wyocourses at the beginning of the two Midterm Modules. **These exams should be submitted via the appropriate assignment Module of our Wyocourses site as either a DOC, DOCX or PDF document. It is your responsibility for ensuring the posted file is uncorrupted and readable. No late exams will be accepted.**
8) **Graduate Student Meetings (5000-Level Students Only)**
Over the course of the semester, all 5000-Level Graduate students enrolled in the course will be required to meet informally individually or as a group with the instructor a total of 2 times (for approximately 1hr each). During these meetings, we'll be discussing the content covered to date in the course and also how this class might relate to your own graduate research. In the first few weeks of class we will coordinate on meeting times that will work best for everyone to get together.

**COURSE SCHEDULE & ASSIGNMENTS**

**Module 1: Introduction to Environmental and Resource Conflict (Jan. 23rd – 29th)**
**Online Lecture:** Welcome to Environmental and Resource Conflict!

**Required Readings:**

Thomas Homer-Dixon, *Environment, Scarcity and Violence*. Chapter 1, 2, 3. (3-44).


**Assignments:**
1) **Review Course Syllabus**

2) **Post a quick note about yourself in our Discussion to help get to know one another**
   In your introductory post, please include:
   -Name/Where you’re from
   -University/Degree/Major/Year
   -What interested you in taking this class
   -2 interesting facts about yourself
   -What movie/book/TV show you’re most embarrassed about liking

3) **Sign-up for a Module to write your Critical Response Paper**

**PART I: THEORIZING ENVIRONMENTAL & RESOURCE CONFLICT**

**Module 2 – Global Resource Scarcity (January 30th – February 5th)**
**Virtual Guest Lecturer:** Michael Klare, UNE Center for Global Humanities,
‘The Race for What’s Left’ (2012): [https://www.youtube.com/watch?v=6oiAcu7TJF4](https://www.youtube.com/watch?v=6oiAcu7TJF4)
**Case Study:** The Arctic

**Required Readings:**

**Documentary Film:**
Al-Jazeera, *Fault Lines: The Battle For the Arctic*. [https://www.youtube.com/watch?v=AMAZJ6EgC4c](https://www.youtube.com/watch?v=AMAZJ6EgC4c)

**Assignments:**
Post in threaded discussions Mon-Sat; **No response papers due this Module**
Module 3 – The Race for What's Left: Analytic Book Reviews (February 6th – 12th)
Online Lecture: Resource Scarcity & Global Impacts

Required Readings:
Michael T. Klare, The Race for What’s Left. Chapters 5, 6, 7, 8 (128-208).

Assignments:
No Threaded Discussions; Analytic Book Reviews Due Sunday, February 12th by 11.59pm

Module 4 – Environment, Scarcity and Violence (February 13th – 19th)
Online Lecture: Environment, Scarcity and Violence:

Required Readings:

Assignments:
Post in threaded discussions Mon-Sat; No Response Papers Due This Semester

Module 5 – Theorizing Interstate ‘Resource Wars’ (February 20th – 26th)
Case Study: The South China Sea
Online Lecture: Resources as ‘National Security?’

Required Readings:


Documentary Film: BBC, Our World – Flashpoint: South China Sea
https://www.youtube.com/watch?v=D8k89aflfAk

Assignments:
Post in threaded discussions Mon-Sat; Response Papers due by 11.59pm Sunday, February 26th
Module 6 – The ‘Resource Curse’ & Intrastate Civil Conflict (February 27th – March 5th)
Case Study: Democratic Republic of the Congo
Online Lecture: Natural Resources and Internal Conflict

Required Readings:


Documentary Film:
https://www.youtube.com/watch?v=kYqrflGpTRE

Assignments
Post in threaded discussions Mon-Sat; Response Papers Due by 11.59pm on Sunday, March 5th

Module 7 – First Take-Home Midterm Exam: Theorizing Resource Conflict (March 6th – 12th)

Assignments:
No threaded discussion postings: First Midterm Exams Due by 11.59pm on March 12th

Module 8 - SPRING BREAK (MARCH 13th – 19th)

Required Readings & Assignments: None – Enjoy your Spring Break!

PART II – KEY SOURCES OF ENVIRONMENTAL AND RESOURCE CONFLICT

Module 9 – Climate and Conflict: Climate Wars? (March 20th – 26th)
Case Study: Syria
Online Lecture: Climate as a Causal Factor: The Coming Climate Wars?

Required Readings:


Assignments:
Post in threaded discussions Mon-Sat; Response Papers Due by 11.59pm on March 26th
Module 10 – Oil, Gas & Energy Resources (March 27th – April 2nd)
Case Study: Oil Conflict in the Persian Gulf
Online Lecture: Oil Wars?

Required Readings:

Documentary Film: ‘Blood and Oil’ (Media Education Foundation) 52 mins
http://uwcatalog.uwyo.edu/search~S1?/Yblood+and+oil&searchscope=1&SORT=D/Yblood+and+oil &searchscope=1&SORT=D&SUBKEY=blood+and+oil/1%2C82%2C82%2CB/frameset&FF=Yblood +and+oil&searchscope=1&SORT=D&1%2C1%2C

Assignments: Post in threaded discussions Mon-Sat; Response Papers due 11.59pm April 2nd

Module 11 – Water Wars (April 3rd – 9th)
Case Study: The Nile, The Jordan, Tigres-Euphrates and Indus River Basins
Online Lecture: Water Wars?

Required Readings:


https://www.youtube.com/watch?v=ZUTxxLO2AqI

Assignments:
Post in threaded discussions Mon-Sat; Response Papers due by 11.59pm on Sunday, April 9th

Module 12 – Food (In)Security, Arable Land & Conflict (April 10th – 16th)
Case Study: Somalia & Rwanda
Online Lecture: Food Insecurity as a Cause of Conflict

Required Readings:


Assignments:
No threaded discussions: Response Papers Due by 11.59pm on Sunday, April 16th
Module 13 – ‘Lootable’ Resources: Timber and Diamonds (April 17th – 23rd)
Case Study: Sierra Leone & Angola
Online Lecture: Blood Diamonds

Required Readings:

Documentary Film: History Channel, Blood Diamonds (2012).
https://www.youtube.com/watch?v=_bzMrxVwl74

Assignments:
Post in threaded discussions Mon-Sat; Response Papers due by 11.59pm on Sunday, April 23rd

Module 14 – Second Take-Home Midterm Exam: Key Sources of Conflict (April 24th – 30th)

Assignments:
No threaded discussion postings: Midterm Exams Due by 11.59pm on Sunday, April 30th

Module 15 – Managing and Resolving Resource Conflict? (May 1st – 7th)
Online Lecture: Managing and Resolving Resource Conflict

Required Readings:

Assignments:
Post in threaded discussions Mon-Sat; No Response Papers Due This Week
IMPORTANT COURSE, DEPARTMENTAL AND UNIVERSITY POLICIES

Course Communication Policy
The best way to reach either me throughout the course will be via email at naiken@uwyo.edu. With all emails it is my policy to try and respond within 1 business day whenever possible. That said, email can be very time-consuming for answering more than just basic questions. If there is a larger or more detailed question you need help with, just send an email and we can arrange to set- up an appointment for a phone call or a virtual meeting via Wyocourses to talk things over. Please do note that all formal course correspondence (including updates, changes to the schedule, changes to the readings) will be sent to you via email using your uwyo.edu email accounts (unless you change these settings under Wyocourses). Accordingly, it is the responsibility of all students to check their UWYO email accounts on a daily basis throughout the duration of the course.

Course Policy on Late Assignments
All written course assignments submitted past their due date will be assigned a penalty of - 5% for every 24hrs they are late (or fraction thereof) beginning from the time they were originally due. No written assignments will be accepted more than 5 days from the original due date except with the advance permission of the instructor and no late Exams will be accepted. All assignments will be counted as received once a readable and complete version of the file is either submitted via Wyocourses or emailed to me (with permission of the Instructor).

Academic Dishonesty and Plagiarism
All students are responsible for familiarizing themselves with departmental and university policies on plagiarism and other forms of academic dishonesty. These policies can be found online at www.uwyo.edu/Pols/Academic_Dishonesty.doc. As a rule, all written work submitted for this course by students must be original in its conception, organization, and phrasing. All sources used must be appropriately acknowledged or cited, including all Internet materials. Work submitted in this course for evaluation must not be, or have been, submitted (in whole or in part) in another course. Students found to have committed academic dishonesty will receive an automatic grade of zero on the assignment and, depending on severity, will receive a grade of “F” for the course as well in addition to any possible additional sanctions imposed by the University.

Online/Outreach Courses and Technical Support
Please note that as this is an online class, our course will be conducted (including discussions, accessing posted course readings, and the submission of course assignments) via our Wyocourses website. If you are experiencing any technical issues or difficulties, please get in contact directly with the excellent Outreach Technology Services support staff at: http://www.uwyo.edu/outreach/ots/ However, please note that it is your responsibility to familiarize yourself with the Wyocourses environment (we have time set aside in Module 1 for this) and to ensure you have access to the technology needed to participate in the class, download readings, submit assignments, etc. throughout the entirety of the semester. Except in extraordinary situations approved by the instructor, technical issues will not be considered an acceptable reason for not participating in our online discussion or failing to submit assignments on time.

Statement on Student Conduct
In the university environment, it is essential that our discussions take place in an environment of mutual respect and consideration between you, your fellow students and the course instructor (in both in-class and online environments). At all times, as per University Regulation 8-30 students should follow the University’s Student Code of Conduct and refrain from actions that lead to the “disruption or obstruction of teaching, research, [and] administration” at the university. A copy of the Student Code of Conduct can be found at: http://www.uwyo.edu/dos/_files/docs/2014-2015%20code%20of%20conduct.pdf
University of Wyoming Student Services

Writing Services
Students finding they are having difficulty with their writing are strongly encouraged to take advantage of the services provided through the UW Writing Center. Information on this resource is available online at: http://uwacadweb.uwyo.edu/WRITINGCENTER/

Disability and Educational Support Services
It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability. Information on the UDSS is available online at: http://uwadmnweb.uwyo.edu/UDSS/

Early Alert Grading System
Early Alert gives students a chance to see a progress report of class grades within the first 4-5 weeks of the semester. In late February, you will be invited to view your Early Alert report in WYOWEB. When you click on the Students tab in WYOWEB, you will see Quick Links on the left side bar, go to EARLY ALERT grades. You will see either a P for pass, or a D or F grade for each of your courses. If you have withdrawn from the class you will see a W. Be sure to talk to your instructor if you have a D or F grade. Remember, this is a progress report—not a final grade! This is an ideal time to visit with your instructor and/or your advisor to talk about your options and avenues for support in the class (call 766-2398 for the Center for Advising & Career Services).

STEP Tutor Center
The STEP Tutor Center in Coe Library offers free evening tutoring for over 40 courses. Visit Coe Library between 6:00-10:00pm (Sun. – Thurs.) and see the STEP website for full details about tutoring opportunities and other UW resources: www.uwyo.edu/STEP.

Student Success Workshops
Come to Coe Library Tuesdays at 5:00 p.m. to hear strategies for exam preparation, time management, breaking bad habits, note taking, and more. Workshops are held in classroom 121 on the lower level of Coe. For a full schedule of workshops, see http://www.uwyo.edu/studentaff/step/tutoring/workshops.pdf.