

International Water Governance

Course Syllabus

NRSM 595 – Fall 2016
3 credits, CRN# 74754
Tues/Thurs 9:30-10:50am
NAC 102

Instructor Info

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Office Hours

Thurs 11:00am-noon

Or by appointment

Course Description

Sustaining global freshwater resources presents a unique set of governance and management challenges. The very nature of water defies traditional jurisdictional boundaries and necessitates complex policy choices that 1) take into account many different stakeholders operating at multiple levels and different scales, and 2) are shaped by the political, institutional and historical contexts of a given country or region. In this course, students will explore the conceptual and methodological innovations of contemporary approaches to studying international water governance, including those from: integrated water resource management (IWRM); adaptive water governance (AWG); transboundary conflict resolution; disaster risk reduction and others. Students will gain a working understanding of these concepts through analysis of peer-reviewed and technical literature as well as engagement with important case studies of water governance challenges from North and South America, Europe, Africa, Asia and Australia. The course will focus on the foundational concepts for assessing (and building) integrated, multilevel water governance, including: administrative organizations of water management; legally embedded systems of water law; systematic planning approaches; and the inclusive participation of stakeholders. This course is suitable for graduate students across disciplines and programs such as Resource Conservation, Forestry, Systems Ecology, Geography, Environmental Studies, Geosciences, Wildlife Biology, Sociology, History and Law.

Course Goal, Objectives, Learning Outcomes, and Evaluation Methods

The broad goal of this course is to engage graduate students in the theory and practice of water governance research at the global scale. In addition, the course is designed for students to synthesize and apply scholarly approaches to international and transboundary water governance to complex, real-time water governance situations outside the United States.

Course Objectives	Learning Outcomes	Evaluation
<p>Students will explore the usefulness of various theoretical and applied frameworks for analyzing water governance and management by identifying and applying those frameworks to their own research questions.</p>	<p>Students will be able to lead discussions among their peers on major themes of water governance including transboundary river basin management, integrated water resource management (IWRM), adaptive water governance (AWG), the hydro-social cycle, hydro-politics and hydro-hegemony, disaster risk reduction, and global water law.</p>	<ul style="list-style-type: none"> ● Water framework presentation ● Leading class discussion ● Discussion questions from the readings ● Selection and justification of an additional reading
<p>Students will communicate the complexity of problems inherent to water resources governance approaches with specific emphasis on the transboundary and social-ecological nature of water and the role uncertainty introduced by climate change and increasing demands on water resources.</p>	<ul style="list-style-type: none"> ● Students will be able to research an international water problem or conflict by collecting and synthesizing relevant sources of both qualitative and quantitative data and other information. ● Students will be able to communicate a “situational analysis” of an international water resource problem both in writing and verbally by analyzing the complex history, politics, economics, and other information relevant to the international water problem or conflict. 	<ul style="list-style-type: none"> ● Situation analysis/ policy brief assignment ● Oral presentation to peers ● Situation analysis/ policy brief assignment ● Oral presentation to peers

Course Objectives	Learning Outcomes	Evaluation
Students will articulate major themes and unanswered questions in water governance research.	Students will be able to read, analyze, critique, and discuss peer-reviewed and technical literature on water governance and communicate their critique, discussions, and questions both verbally and in writing.	<ul style="list-style-type: none"> • Weekly reading assignments and participation in class discussions • Literature review synthesis paper assignment • Peer-review assignment
Students will actively engage the role of science (including interdisciplinary science) and other forms of knowledge or 'ways of knowing' in international water governance.	Students will be able to articulate a position, both verbally and in writing, on the role of science and other forms of knowledge in (a) water governance research and design; and (b) policy and management responses to international water problems.	<ul style="list-style-type: none"> • Participation in class discussions • Final exam

Required Text

Please note that you are **not** required to purchase any textbooks for this course. All readings will be made available on the Moodle Course website. Additionally, we will read many chapters from the following two textbooks which will be available both in PDFs on Moodle as well as free from the University of Montana Library website:

1. Pahl-Wostl, C. 2015. *Water Governance in the Face of Global Change: From Understanding to Transformation*. Berlin, Germany: Springer.
2. Richter, B. 2014. *Chasing water: a guide for moving from scarcity to sustainability*. Washington, DC: Island Press.

(A physical copy of Richter 2014 is available for check out from course reserves at the UM Mansfield Library under our course number NRSM 595.)

3. Various peer-reviewed articles, book chapters, and other documents provided on Moodle and/or via email from the instructor.

Student & Instructor Expectations

Participation

My courses are fueled by class discussion. In addition, this class is small and there is a significant amount of material to cover in order to gain a broad understanding of international water governance topics. Discussion and learning from each other is an essential tool for collective synthesis of the complex and often difficult topics we will engage in this class. Thus, I expect *all* students to not only have read the reading assignments prior to class, but to also *be prepared to discuss the readings* each day in class. We will all get out what we put in to group discussions. Thus, please think of your preparation for class and participation during class as showing respect to your fellow students and to me.

Any student who misses class will be held responsible for all materials covered and all announcements made during his/her absence. The UM “Class Attendance/Absence Policy” can be found in the [UM Catalog \(2015-2016\) Academic Policies and Procedures](#).

Respect, Inclusiveness and Diversity of Thoughts, Ideas and People

In teaching courses, I believe and act upon the idea that all students are entitled to and deserve respect, courtesy and tolerance, regardless of their race, background, religious affiliation, gender, sexual preference, disability or any other perceived difference. Likewise, faculty, staff and fellow students deserve the same treatment from other students. Therefore, within the bounds of my courses and professional responsibilities as a university instructor, I make every effort to promote and create a safe space for diverse thoughts, regardless of the form of communication. I ask that you do the same.

Given the amount of discussion expected in this course, showing respect for others is paramount and is taken very seriously. We will strive towards an engaging, respectful, open forum in which numerous opinions related to the course material can be discussed and explored.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Plagiarism

The following is taken directly the [UM Catalog \(2015-2016\) Academic Policies and Procedures](#):

“Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.”

Equal Access

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors and [Disability Services for Students](#) (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406.243.2243. I will work with you and DSS to provide an appropriate modification.

Assignments & Assessment

Attendance and Participation (20%)

I expect that you come to class, be prepared to discuss the assigned readings for the day, and participate fully in in-class activities. If you will miss a class, please email me at least 2 days in advance; prior notification would be appreciated if possible. I am flexible if you have extenuating circumstances or emergencies; please be open and communicative with me about your attendance. I reserve the right to subtract a maximum of 1 point (out of 20 total for attendance and participation, see below) per class missed—this will apply to cases where you do not show up for class; you do not communicate with me about your absence prior to class; or your absence is not a university excused absence (see [UM Catalog \(2015-2016\) Academic Policies and Procedures](#)) or essential to pursuing your graduate work (e.g., research or conference presentation).

Leading a Class Lecture/Discussion (20%)

During the semester, I will ask you each to lead one class lecture and discussion about a major framework or “lens” used to evaluate and analyze international water governance. The requirements for leading a class lecture and discussion are threefold:

1. Give a 20-30 presentation (including visual aids such as PowerPoint slides or a Prezi presentation) to the class about the nuts-and-bolts of the research framework/lens for analyzing water governance. This presentation should introduce the class to essential background including history and major applications of the concept. I would like you to also discuss pros and cons of the framework/lens and how it might be applied in a graduate-level analysis of a water governance situation. Students will use these presentations as a method for judging which framework/lens to apply to their synthesis paper due towards the end of the semester (see below).

2. Develop a set of at least 10 discussion questions about the assigned readings on the framework/lens you have chosen to introduce. Post these questions to Moodle 24-hours prior to date/time you are assigned to give your framework/lens presentation and lead the class discussion. Lead and moderate a 30-45 minute discussion of the readings using the discussion questions you developed.
3. Choose one additional reading (a reading not required by me in the course reading schedule) for the class to read and discuss. This reading should be emailed to me one week (7 days) prior to your scheduled presentation/discussion so that I can assign it to the class and post it on Moodle. These readings should either be a peer-reviewed article, or a book chapter or a technical document (NGO or agency publication) of similar length.

For this presentation and class discussion, please choose a framework/lens from the list below. Your choice can either be emailed to me or decided in class on or prior to Tuesday September 13th. These topics are available on a first-come, first-served basis:

- Global water law
- Integrated Water Resources Management (IWRM)
- Disaster Risk Reduction (DRR)
- Political ecology of water
- The Hydro-social cycle
- Water security

Situation Analysis Policy Brief (20%)

This assignment will consist of a 5-10 page (single spaced) paper analyzing a specific issue/problem of water governance in a location outside the United States. Details, instructions and specific requirements for this paper will be provided during the third week of class.

Presentation on Situation Analysis Policy Brief (5%)

You will be expected to give a 15-20 minute, conference-style presentation about your water governance issue/problem situation analysis. Details and guidelines for this presentation will be provided later in class during the semester.

Literature Review and Synthesis Paper (30%)

As an extension (part II) of the Situation Analysis Policy Brief paper assignment, I will ask that you apply one of the frameworks or lenses we discuss in class to the water governance problem/issue you researched. This paper will be approximately 5 pages (single spaced) and consist of a re-analysis of your Situation Analysis Policy Brief paper in the context of a water governance framework or lens we discussed in class. For example, if you wrote about drinking

water quality management in Mexico City for your policy brief paper, how would applying the “hydro-social cycle” framework to this problem change your approach to analysis and future research on the situation? Is there additional information or perspectives that could be gained by looking at the problem in such a way? Are there limitations to researching this problem using your chosen framework? More details on this assignment are forthcoming.

In addition, you will be asked to go through the process of “peer-review” with this paper, much like you would be if you submitted writing to an academic journal. You will be asked to serve as an anonymous reviewer for 2 of your colleagues’ papers, and you will be asked to “revise and resubmit” your paper according to reviewers comments and the editor’s (me) suggestions. This is meant to give you a glimpse into the peer-review process because you will inevitably be asked to serve as a reviewer during your careers if you haven’t already. Further instructions and a rubric for this assignment will be provided mid-semester.

Final Exam (5%)

During the last day of regular class on December 13th, I will pose three final exam questions. These questions will be answered in written, essay form in class. They will be reflective in nature and cover content and experiences from the semester.

Grading Scale & Points

This course is graded on the traditional A – F letter grade scale only, it is not offered under the credit/no credit option. Upon completion of the course, your points earned on assignments will be expressed as a percentage of total points possible in the course and translated into a letter grade as follows:

<i>Grading scale</i>	<i>Points available</i>
A 93-100%	Attendance/participation
A- 90-92%	Reading and class discussion: 20 points
B+ 88-89%	Leading a class
B 83-87%	Water governance topic presentation: 10 points
B- 80-82%	Leading discussion/discussion questions: 10 points
C+ 78-79%	Situation analysis policy brief paper: 20 points
C 73-77%	Policy brief class presentation: 5 points
C- 70-72%	Literature review and synthesis paper
D+ 68-69%	Initial draft: 15 points
D 63-67%	Peer-review: 5 points
D- 60-62%	Revised draft and response letter: 10 points
F 59% and below	Final exam: 5 points
	Course Total = 100 points

Course Readings & Class Schedule*

Reading the Text

Reading and synthesizing peer-reviewed and other academic and technical literature is a critical requirement of any graduate level course. This course is no exception. Each week I will expect you to read and be prepared to discuss the equivalent of 4-5 peer-reviewed articles or anywhere between 20k and 50k words. This is not out of the ordinary for a graduate-level course and compared to some it is minimal. However, this amount of reading can be onerous given what is required of you in your other courses and to progress in your research. Plan head, read strategically, and learn strategies for assessing sources quickly. We will discuss strategies for this in class.

Course Schedule

This course is dynamic and meant to respond to the learning needs of the individual graduate students registered for the course. The course schedule will be accordingly flexible, posted in Moodle, and updated regularly. Please be attentive to announcements in class, via email, and on Moodle that amend this schedule.