

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMS53

Environment and Sustainable
Development in the Middle
East

Version 1.0 – September 2021

GRADUATE SCHOOL THEMATIC COURSES

AUTUMN 2021



SIMS53

ENVIRONMENT AND SUSTAINABLE DEVELOPMENT IN THE MIDDLE EAST

1. WELCOME

Contact info

Graduate School

e-mail: master@sam.lu.se

Home page: graduateschool.sam.lu.se

Facebook: [tinyurl.com/LUgradschoolFB](https://www.facebook.com/LUgradschoolFB)

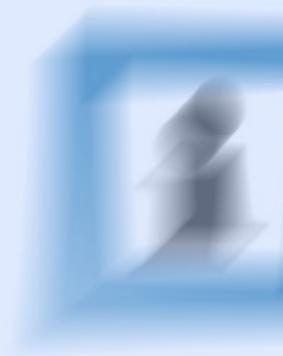
Student Union

Home page: samvetet.org

Lund University

Home page: <http://lunduniversity.lu.se>

The university is on [Youtube](#), [Facebook](#) and [Twitter](#)



Welcome to the Autumn term's course

Environment and Sustainable Development in the Middle East.

The course covers the environmental impact of natural resource management and its political, social, and economic dimensions. The main objective is to understand land and water management and their environmental impacts in the Middle East through a holistic and sustainable perspective. The nexus between water, food, and energy in the Middle East is discussed within the major river basins in the Middle East and North Africa (MENA) region.

Four important areas for Middle East development are touched upon in the course. The first involves the management of water and land in light of increasing population size and a changing climate. For this, the actors that influence water and land management are analyzed. The second introduces the student to techniques for spatial planning and management of transboundary waters. In this part different traditional and improved water management systems are also introduced. In the third part, conflict or cooperation are looked at from a management perspective and their influence on the environment within the major river basins and beyond. The last part covers the political aspects and threats to natural resource use within the river basins in the MENA region.

Through individualized course work, the student should be able to critically examine the environment and sustainable development connected problems related to the natural resources, political situation, social aspects, and economic situation. The student will acquire knowledge to evaluate water and land resource management alternatives in view of environmental effects. The course work will also prepare the student for applying this knowledge in a variety of different professional contexts; as policymakers, trainers or practitioners, in government agencies, private firms, or NGOs.

Teaching and Examination

The teaching consists of lectures, seminars, and individual/group supervision. The course is organised around a series of lectures covering key issues in environmental sustainability concerning water, land use, management, politics, economy and related issues. Lectures are followed by seminars or group work where the different environmental sustainability problems are treated in depth. The student is encouraged to individually or collectively search for, analyse, and present syntheses of literature.

The course concludes with seminars in which the students' individual and group work is discussed.

Unless there are valid reasons to the contrary, compulsory participation is required in seminar sessions. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or retake compulsory components. This also applies to students who have been absent because of duties as an elected student representative.

Formal learning outcomes for the course

Upon completion of the course, the student shall:

Knowledge and understanding

- have a basic understanding of environmental sustainability related issues concerning water and land resource management, politics, economy, etc.
- be able to effectively use concepts within the sustainability research field.

Competence and skills

- be able to identify, analyse, and reflect upon basic water and land resource problems that affect the environment.
- be able to understand the nexus between water, food, and energy in the region.
- be able to identify and understand general and specific use of water and land resources at present and in the long-term in view of sustainability theory including economic, social, political, and environmental dimensions.

Judgement and approach

- analyse and understand as to how political and economic situations in the region affect environmental sustainability.
- analyse relevant development phenomena in connection to water and land resource management using key concepts and theories acquired during the course.
- formulate research questions regarding sustainability as affected by water and land resource utilisation and relationships to poverty and conflicts in the Middle East.

Assessment

Overview

Course examination is based on two group essays and a final individual paper.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Marking scale: Fail, E, D, C, B, A.

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.

The grade for the entire course is based on the following:

- Two group essays: 40% (20% each)
- Final individual paper: 60%

All assessed components are awarded points which will be added up to a total on which the final grade is based. The grade for the entire course consists of the average grade of all assessed assignments. For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments. The student must also have participated in all compulsory components.

Non-attendance at lectures and seminars

All seminars are mandatory parts of the course. If you do miss a seminar you may have to conduct an extra assignment where you analyse the readings related to the specific seminar.

Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. The first re-examination opportunity for the course is February 11 at 17:00 and the second re-examination opportunity is August 19 at 17:00. After this, further re-examination opportunities are offered but in accordance with the current course syllabus. Please note that pre-notification and communication with the course coordinator prior to the re-examination events is required. If you intend to make use of the first re-examination opportunity, you need to e-mail the course coordinator (Hossein Hashemi) no later than one week prior to the re-examination week. The same regulation also applies to the second re-examination.

Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Note that there is also self-plagiarism (e.g. you take over parts of a paper that you have already written/submitted elsewhere) and translation-plagiarism (you translate from a non-English source and submit this as your own text). All cases of plagiarism will be handled by the Graduate School. Less severe cases will affect your grade negatively. More severe cases may lead to exclusion from the course/program and suspension from the university through the University Disciplinary Board.

See appendix 1 for more information.

Surveys and Survey Results

Surveys are an important part of course management, as we base future course discussions on the results. The Graduate School Board (including all student representatives) are able to see all survey reports and survey results will also be visible on the course Canvas page once published. But everything in the end hinges on you – please do take the time to answer the survey when it is sent out so we get solid response rates!

Your teachers

Hossein Hashemi (course coordinator) is senior lecturer (Universitetslektor) at the Department of Water Resources Engineering and Center for Advanced Middle Eastern Studies. He received his Ph.D. in Water Resources Engineering, with an emphasis on water management in arid areas. His core research is focused on water management to increase water supply availability and reach sustainable water resources use in Middle Eastern countries. Before joining Lund University, he served as a research engineer at the Center for Agriculture and Natural Resources in Iran for several years. He also coordinates Water, Society, and Climate Change and Fluid Mechanics courses at the graduate and undergraduate programs at Lund University.



Hossein Hashemi
(course coordinator)
hossein.hashemi@tvrl.lth.se

Darcy Thompson is currently an adjunct lecturer at the Centre for Advanced Middle Eastern Studies. She has taught in the Middle East Studies master's programme for several years and more recently has expanded her teaching responsibilities to include human rights studies. Her areas of research include development studies, with a specifically focus on democracy building in the Middle East, as well as the connection between climate change and governance. Her PhD research studies Western donor government's development assistance policies to the Middle East.



Darcy Thompson
darcy.thompson@cme.lu.se

Lina Eklund is a researcher at the Department of Physical Geography and Ecosystem Science and Center for Advanced Middle Eastern Studies. She received her PhD in Physical Geography in 2015, focusing on population-environment dynamics in Iraqi Kurdistan. Her research interests are focused on land system dynamics, migration, and conflict in the Middle East. She currently coordinates a project on climate stress in Syria and teaches Geographical Information Systems (GIS) and Remote Sensing at the department of Physical Geography and Ecosystem Science.

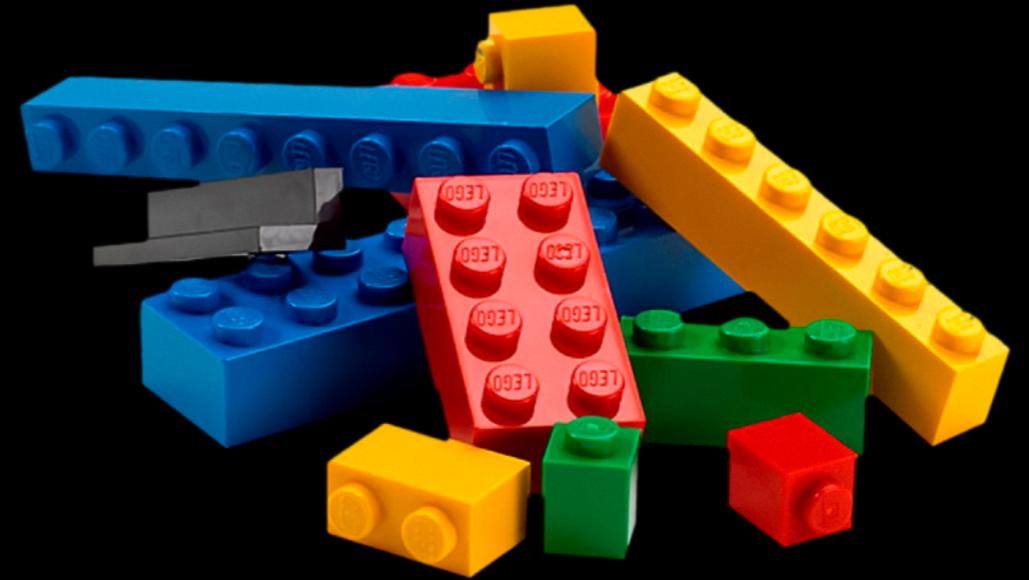


Lina Eklund
lina.eklund@nateko.lu.se

COURSE RESOURCES

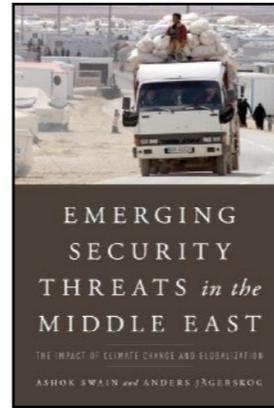
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

If download links fail, books and articles will be locatable via LUBSearch.



Swain, Ashok, and Anders Jägerskog. *Emerging security threats in the Middle East: The impact of climate change and globalization*. Rowman & Littlefield, 2016.

From the blurb: Increasingly the Middle East and its growing population face a highly complex and fragile security system. The rich deposits of natural resources, such as oil and gas, suffer from a strained renewable resource base that includes water and arable land. This leads to water scarcity, desertification, and land degradation. Increasing population, industrialization, and urbanization put more and more demand on the food supply. Energy insecurity may not be generally associated with the Middle East, but the countries in the eastern Mediterranean part have been traditionally vulnerable to it as their fossil fuel endowments have been low. Another issue is the large-scale temporary labor migration and the large number of forced migrants, refugees, and internally displaced persons. The book analyzes these emerging security challenges in a comprehensive and systematic manner. It draws national and regional security issues into both the global security and human security perspectives.



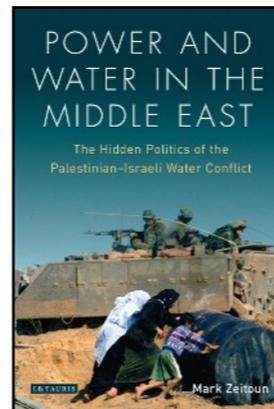
208 pages

ISBN 978-1-4422-4764-2

[Publisher info](#)

Zeitoun, M., 2008. *Power and water in the Middle East: The hidden politics of the Palestinian-Israeli water conflict*. London; New York: IB Tauris.

From the blurb: *Power and Water in the Middle East* provides a powerful new perspective on the Palestinian-Israeli water conflict. Adopting a new approach to understanding water conflict - hydro-hegemony - the author shows the conflict to be much more deeply entrenched than previously thought and reveals how existing tactics to control water are leading away from peace and towards continued domination and a squandering of this vital resource. Existing approaches tend to play down the negative effects of non-violent water conflict, and what is presented as co-operation between countries often hides an underlying state of conflict between them. The new analytical framework of hydro-hegemony exposes the hidden dynamics of water conflict around the world and yields critical insights in to the Middle East water problem. This important work will interest researchers, professionals and policy makers involved with the politics of the Middle East and with water conflict more generally.



240 pages

ISBN 978-1-8488-5997-5

[Publisher info](#)

Course Resources – Articles & Book Chapters

If download links fail, articles will be locatable via [LUBSearch](#)

1. ACSAD (2011). Drought Vulnerability in the Arab Region, Case Study – Drought in Syria. 77 pp.
Download here
2. Al-Sarihi, Aisha. “Prospects for climate change integration into GCC economic diversification strategies.” (2018).
Download here
3. Antonelli, Marta, and Stefania Tamea. “Food-water security and virtual water trade in the Middle East and North Africa.” *International Journal of Water Resources Development* 31, no. 3 (2015): 326-342.
Download here
4. Babar, Zahra, and Mehran Kamrava. “Food security and food sovereignty in the Middle East.” *Food Security in the Middle East* (2014): 1-18.
Download here
5. Berndtsson, R., Jebari, S., Hashemi, H. and Wessels, J., 2016. Traditional irrigation techniques in MENA with a focus on Tunisia. *Hydrological Sciences Journal*, 61(7), pp.1346-1357.
Download here
6. Rola Dashti (2020). *Arab sustainable development report 2020*. United Nations
Download here
7. de Châtel, F. (2014). The Role of Drought and Climate Change in the Syrian Uprising: Untangling the Triggers of the Revolution. *Middle Eastern Studies*. 50(4): 521-535.
Download here
8. Eklund, L., Thompson, D., 2017. Differences in resource management affects drought vulnerability across the borders between Iraq, Syria, and Turkey. *Ecol. Soc.* 22.
Download here
9. El-Ashry, M., Saab, N. and Zeitoun, B. (2010). Arab environment water, Sustainable management of a scarce resource. 222 pp.
Download here
10. El-Katiri, Laura, and Bassam Fattouh. “A brief political economy of energy subsidies in the Middle East and North Africa.” In *Combining Economic and Political Development*, pp. 58-87. Brill Nijhoff, 2017.
Download here
11. Feitelson, E., Tubi, A., 2017. A main driver or an intermediate variable? Climate change, water and security in the Middle East. *Glob. Environ. Change* 44, 39– 48.
Download here
12. Fröhlich, C.J., 2016. Climate migrants as protestors? Dispelling misconceptions about global environmental change in pre-revolutionary Syria. *Contemp. Levant* 1, 38–50.
Download here
13. Hashemi, H. (2015). Climate change and the future of water management in Iran. *Middle East Critique*, 24 (3). 1-17.
Download here
14. Stephen Hunt (ed.) (2021). *Ecological Solidarity and the Kurdish Freedom Movement Thought, Practice, Challenges, and Opportunities*. Lexington Books: a) Introduction: Ecology in the Kurdish Paradigm; b) Chapter 11: Allan Hassaniyan. Environmental Activism in Rojhelat: Emergence and Objectives; and c) Chapter 18: Pinar Dinc. Forest fires in Dersim and Şırnak: Conflict and Environmental Destruction
Available on Canvas
15. Kadduri, A. (2015, May 26). Turning waste into wealth with Cairo's garbage people. *Your Middle East*.
Download here
16. Kelley, C.P., Mohtadi, S., Cane, M.A., Seager, R., Kushnir, Y., 2015. Climate change in the Fertile Crescent and implications of the recent Syrian drought. *Proc. Natl. Acad. Sci.* 112, 3241–3246.
Download here
17. Madani, K. Water management in Iran: what is causing the looming crisis? *J Environ Stud Sci* 4, 315–328 (2014).
Download here
18. Monitor, Fiscal, and Regional Economic Outlook. “Economic diversification in oil- exporting Arab countries.” *Journal Issue 2016* (2016): 028.
Download here
19. Mostafa Dolatyar & Tim S. Gray (2000) The politics of water scarcity in the Middle East, *Environmental Politics*, 9:3, 65-88
Download here
20. Robert L. Paarlberg, *Food Politics: What Everyone Needs to Know*. (New York: Oxford University Press 2010), chapter 3.
Publisher details
21. Sarant, Louise. “The Middle East: An end to oil dependency.” *Nature* 537, no. 7618 (2016): S6-S7.
Download here
22. SAMAD, Z.A., Implementation of SDG 16 vital for the Middle East and North Africa. *Spotlight on Sustainable Development*, p.116-123. 192 pp.
Download here
23. SDGs: Sustainable Development Goals Report 2019
Download here
24. Selby, J., 2018. Climate change and the Syrian civil war, Part II: The Jazira's agrarian crisis. *Geoforum*.
Download here

25. Selby, J., Dahi, O.S., Fröhlich, C., Hulme, M., 2017. Climate change and the Syrian civil war revisited. *Polit. Geogr.* 60, 232–244.
Download here
26. Selby, Jan (2005) The Geopolitics of Water in the Middle East: fantasies and realities, *Third World Quarterly*, 26:2, 329-349
Download here
27. Sowers, Jeannie, Avner Vengosh, and Erika Weinthal. "Climate change, water resources, and the politics of adaptation in the Middle East and North Africa." *Climatic Change* 104, no. 3-4 (2011): 599-627.
Download here
28. Tolba, M. and Saab, N. (2009). Arab Environment: Climate Change. 1-3.
Download here
29. Wessels, J.I., 2015. Challenging hydro-hegemony: Hydro-politics and local resistance in the Golan Heights and the Palestinian territories. *International Journal of Environmental Studies*, 72(4), pp.601-623.
Download here
30. What is GIS
Download here
31. Woertz, Eckart, *Oil for Food. The Global Food Crisis and the Middle East* (Oxford; New York: Oxford University Press 2013) ch. 1.
Download here

COURSE OVERVIEW

A detailed description of the course content, including work tasks.



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Introduction Hossein Hashemi Sustainable Development Goals (SDGs) and the Middle East
Week 2	Lecture Hossein Hashemi Sustainable water use and management in the Middle East – Physical and economical limitation, Climate change – SDGs 6, 13, and 15
	Lecture Hossein Hashemi Environment and sustainability in the Middle Eastern context – Practical examples - SDGs 3, 6, 11, and 15
	Lecture Hossein Hashemi Current environment and sustainability issues/progress in the Arab World
Week 3	Lecture Hossein Hashemi Integrated Water Resources Management (IWRM)
	Lecture Hossein Hashemi Power and water in the Middle East – Water wars or conflict, cooperation – SDGs 16 and 17
	Lecture Visting lecturer The environmental damage and conflict nexus in the Middle East: the case of Kurds
	Lecture Lina Eklund Land system dynamics in the Middle East (part 1) - Drought, Land use, Food security – SDGs 2 and 15
	Seminar Hossein Hashemi Seminar 1 - Group Presentation
	Deadline Assignment 1 (research review essay)
Week 4	Lecture Lina Eklund Land system dynamics in the Middle East (part 2) - Drought, Land use, Food security – SDGs 2 and 15
	WINTER BREAK
Week 5	Lecture Darcy Thompson The Politics of Natural Resource Distribution the MENA - Oil exporters and importers, government subsidies, politics of food and water (in)security – SDGs 1, 10, and 11
	Seminar Darcy Thompson Seminar 2 - A race for Resources – A simulation
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 5 cont.	Lecture Darcy Thompson The Environmental Impact of Economic Diversification in the MENA - Economic diversification, Climate change and economic diversification, Economic development for oil-importing – SDGs 7, 8, and 11
	Deadline Assignment 2 (reflection paper)
	Lecture Darcy Thompson Food security and waste management – Oil for food, Food crisis, waste to wealth – SDGs 1, 2, and 3
	Seminar Hossein Hashemi Final Seminar – Final project discussion
14/1, 00.00	Final project deadline
11/2, 17.00	Re-examination - first opportunity (requires pre-registration, see page 5)
19/8, 17.00	Re-examination - second opportunity (requires pre-registration, see page 5)
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Introduction - Sustainable Development Goals (SDGs) and the Middle East

(lecture) | *Teacher:* Hossein Hashemi

This lecture will introduce the United Nation's Sustainable Development Goals (SDGs). Particular attention will be paid to the current situation in the Middle East and how the countries are following SDGs. The course set-up and grading etc., will also be discussed at the beginning of the lecture.

Primary reading

SDGs: Sustainable Development Goals Report 2019.

Secondary reading

SAMAD, Z.A.

Sustainable water use and management in the Middle East – Physical and economical limitation, Climate change – SDGs 6, 13, and 15

(lecture) | *Teacher:* Hossein Hashemi

This lecture will give an overview of the resources available throughout the region and the limitation of the resources compared to the other areas of the world. It will also touch upon the possible impacts of climate change on water availability throughout the region.

Primary reading

Tolba, M. and Saab, N. (2009).

Secondary reading

El-Ashry, M., Saab, N. and Zeitoon, B. (2010).

Madani, K.

Environment and sustainability in the Middle Eastern context – Practical examples - SDGs 3, 6, 11, and 15

(lecture) | *Teacher:* Hossein Hashemi

This lecture will discuss different solutions for coping with the water and land shortage and give practical examples of economic and sustainable approaches in the MENA region.

Primary reading

Berndtsson, R., Jebari, S., Hashemi, H. and Wessels, J., (2016).

Secondary reading

Hashemi, H. (2015).

Current environment and sustainability issues/progress in the Arab World

(lecture) | *Teacher:* Hossein Hashemi

This session will focus on the latest United Nations Arab SDGs (2020) and measuring SDGs in the Arab region according to the global SDG indicator framework. We will choose between 6 to 8 relevant environmental-related SDGs and discuss the region's targets, key facts, and indicators. We will also discuss what the region can do to accelerate progress on the SDGs. The students will summarise and critically reflect on the particular SDG assigned to their group and present their findings, followed by a discussion in class.

Primary reading:

Rola Dashti (2020). *Arab sustainable development report 2020*. United Nations

Secondary reading:

Tolba M.K. and Saab N.W. (2009). *Arab environment climate change - Impact of climate change on Arab countries*. Arab Forum for Environment and Development (AFED).

Integrated Water Resources Management (IWRM)

(lecture) | *Teacher:* Hossein Hashemi

This lecture will discuss an enabling framework of policies, legislations, and institutions that will foster integrated water resources management (IWRM) in the Middle East. The objective is to explore ways of providing an enhanced basis for informed decisions on management functions in the region.

Primary reading:

Sowers et al., (2011).

Power and water in the Middle East – Water wars or conflict, cooperation – SDGs 16 and 17

(lecture) | *Teacher:* Hossein Hashemi

This lecture will discuss water conflict in the region and gives typical examples of water conflict and transboundary water transfers in the MENA region. The lecture will look at the current conflicts, hydro-hegemony, and treaties between the riparian countries.

Primary reading

Zeitoun, M., (2008). - all chapters

Secondary reading

Wessels, J.I., (2015).

Selby, Jan (2005).

The environmental damage and conflict nexus in the Middle East: the case of Kurds

(lecture) | *Teacher:* Visting lecturer

This lecture will focus on the environmental damage and conflict nexus in the Middle East. Particular attention will be given to the Kurdish conflict in the Middle East, and the correlation between conflict and environmental damage (e.g., forest fires, dam projects).

Primary reading:

Stephen Hunt (ed.) (2021). Introduction, Chapter 11 & Chapter 18

Land system dynamics in the Middle East (part 1) - Drought, Land use, Food security – SDGs 2 and 15

(lecture) | *Teacher:* Lina Eklund

This lecture will focus on the concept of drought, different definitions and aspects, and how it relates to land use and food security.

Primary reading

Eklund, L., Thompson, D. (2017).

Selby (2018).

Secondary reading

ACSAD (2011).

Antonelli & Tamea (2015).

Seminar 1: Group presentation

(seminar) | *Teacher:* Hossein Hashemi

Students (2 or 3 students in a group) give a 15-20-min presentation (including questions/comments) in groups on the topic, which has already been assigned by the teacher related to power and water conflict in the MENA region. Each group will submit a three to four pages essay (~1000 words) within the set deadline.

What happens if you fail to attend this event?

What to hand in: A supplementary 500-600 words assignment by individual consultation with the teacher

How to hand in: Through Canvas

When to hand in: One week after missed seminar date

Land system dynamics in the Middle East (part 2) - Drought, Land use, Food security – SDGs 2 and 15

(lecture) | *Teacher:* Lina Eklund

In this lecture we will continue the previous discussions but focus more on a case study, namely the 2007-2009 drought in the eastern Mediterranean region and how it affected the social-ecological systems there.

Primary reading

Kelley, C.P., Mohtadi, S., Cane, M.A., Seager, R., Kushnir, Y., (2015).

Selby, J., Dahi, O.S., Föhlich, C., Hulme, M., (2017).

de Châtel, F. (2014).

Secondary reading

Feitelson, E., Tubi, A., (2017).

Fröhlich, C.J., (2016).

The Politics of Natural Resource Distribution the MENA - Oil exporters and importers, government subsidies, politics of food and water (in)security – SDGs 1, 10, and 11

(lecture) | *Teacher:* Darcy Thompson

This lecture will discuss resource distribution regimes in the Middle East, and the political, economic and social distortions they create. Particular attention will be paid to the influence of oil across the region, as well as water and agricultural production.

Primary reading

Sowers, Jeannie, Avner Vengosh, and Erika Weinthal (2011).

Babar, Zahra, and Mehran Kamrava (2014).

Secondary reading

Antonelli, Marta, and Stefania Tamea (2015).

El-Katiri, Laura, and Bassam Fattouh (2017).

Seminar 2: A race for Resources – A simulation

(seminar) | *Teacher:* Darcy Thompson

Students will be placed in small groups and assigned a particular scenario, which they will represent during the simulation. At the end of the simulation, each group must present their outcomes and offer to the class some reflections on their experiences as well as their adopted strategies throughout the simulation. Each group will submit a three to four pages reflection paper (~1000 words) within the set deadline.

Primary reading

Students are expected to come to the seminar having read the simulation exercise instructions which will be provided to them through the course website.

What happens if you fail to attend this event?

What to hand in: A supplementary 500-600 words assignment by individual consultation with the teacher

How to hand in: Through Canvas

When to hand in: One week after missed seminar date

The Environmental Impact of Economic Diversification in the MENA - Economic diversification, Climate change and economic diversification, Economic development for oil-importing – SDGs 7, 8, and 11

(lecture) | *Teacher:* Darcy Thompson

This lecture will examine the efforts of various Middle Eastern countries to diversify their economies. In connection to this, the lecture will look at the challenges of doing so, and in particular, the environmental impact economic diversification continues to have on the region. Special focus will be paid to both oil-exporting countries as well as oil-importing countries.

Primary reading

Sarant, Louise (2016).

Monitor, Fiscal, and Regional Economic Outlook 2016

Secondary reading

Al-Sarihi, Aisha (2018).

Swain, Ashok, and Anders Jägerskog (2016).

Food security and waste management – Oil for food, Food crisis, waste to wealth – SDGs 1, 2, and 3

(lecture) | *Teacher:* Darcy Thompson

This lecture focuses on the interconnection between food security and waste management in the MENA. Both issues have become major environmental challenges across the MENA region which threaten to undermine long-term security and stability. The lecture will also examine possible sustainable strategies.

Primary reading

Robert L. Paarlberg, (2010), Chapter 3.

Woertz, Eckart (2013) Chapter 1.

Secondary reading

Kadduri, A. (2015, May 26).

Final Seminar – Final project discussion

(seminar) | *Teacher:* Hossein Hashemi

The students, together with the teacher(s), will discuss the final project's topics, which will have to be conducted by the individual students. The selected individual topics will be based on one or multiple lectures' topics given during the course. A ~2000 words report must be submitted latest 23:59 January 16, 2022 - please see instructions later in this document.

What happens if you fail to attend this event?

What to hand in: A ~2000-word written report

How to hand in: Through Canvas

When to hand in: At the next re-examination opportunity

Assignment Instructions

Assignment 1: Research review essay (group work)

This assignment aims to study and discuss water conflict, transboundary water transfers, and water treaties between the riparian countries in the major River Basins in the Middle East and North Africa (MENA). Students are to choose, in groups, one major River Basin and discuss the following issues in their presentation as well as written essay:

1. Physiographical and demographical conditions of the studied River Basin
2. The socio-economic and political situation of the riparian countries
3. Hydro-hegemony and water conflict history
4. Historical treaties and agreements among the riparian states
5. Difficulties and barriers for achieving consensus among the riparian states
6. Analytical insights, conclusion, and suggested solutions

The written essay must be ~1000 words (excluding reference list) and follow a similar structure of a research review paper in which the students present the mechanism of their literature review, research question(s) and objective(s), sample size, and scope of the study (i.e., coverage). The group seminar includes 15 minutes presentation and 5 minutes discussion. All other groups are to give feedback. This assignment constitutes 20% of the final grade.

See schedule for the deadline for submitting the research review essay.

Assignment 2: Reflection paper (group work)

In connection to the in-class simulation seminar, students are required to submit a response paper. Students are asked to identify the major themes touched on in the simulation activity, of which there are several. Choose one theme and connect it to the relevant course literature which has been assigned by the instructor. You are to analyse how the chosen text(s) discuss your chosen issue, and in what way(s) this relates to, or does not relate to, what you observed and experienced while partaking in the simulation exercise. In other words, how did the simulation exercise reflect or not reflect the knowledge, assumptions, and arguments presented in your chosen texts? Note that you are not being asked to summarise your chosen texts nor what happened during the simulation exercise. You are being asked to critically reflect on how your chosen text(s) reflect or not the patterns and dynamics which unfolded during the simulation. The paper is to be maximum 1000 words excluding a short reference list. Since this is a limited amount of space, your arguments should be concise, and link clearly to the literature. This assignment constitutes 20% of the final grade.

See schedule for the deadline for submitting the reflection paper.

Assignment 3: Final project paper (individual work)

This assignment aims to write a final individual paper on the chosen topics. This individual assignment constitutes 60% of the final grade. It is expected that the students apply their research skills to formulate the research questions, tackle the issue with a concrete research plan, and discuss their theories considering scientific viewpoints. The paper should cover one or more lecture topics (given throughout the course), which will be discussed during the seminar day. The paper should include:

1. The working title of the project
2. Short abstract
3. Theoretical background
4. Methodology
5. Results and discussion
6. Conclusion

The suggested project topics could cover one or more topics listed below:

1. Sustainable development goals in the Middle Eastern context (case study)
2. Power and water in the Middle East
3. Land system dynamics
4. Politics of natural resources distribution in the MENA region
5. Environmental impact of economic diversification
6. Transboundary water transfer and riparian states conflict
7. Water-food-energy nexus in the MENA region (case study)

Individual advice on appointment for the final project report

Project topics for individual students are chosen, with a consultation with the course coordinator, between January 6 and 7, 2022. For this, the teacher will send out a doodle poll to students to pick a fifteen-minute meeting time slot. The individual students will present their project ideas in bullet points for five minutes on the seminar day. All other students are to give feedback. The teacher will also comment on the ideas. The final project paper must be ~2000 words (excluding the reference list).

See schedule for the deadline for submitting the project report.

APPENDIX I

ACADEMIC WRITING AND PLAGIARISM

Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

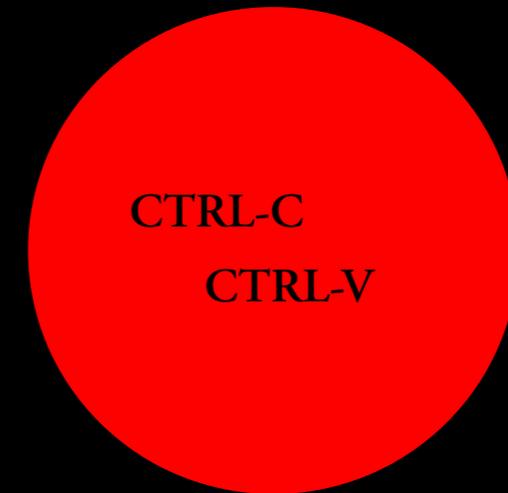
Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author's work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea to provide full information.

To learn more about LU policy about Academic honesty visit LUB's page on Academic conduct:
libguides.lub.lu.se/mastersprogrammes/academicwriting



Tech system note

Urkund is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts).

APPENDIX II

PROCESSING

STUDENT

COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.



Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

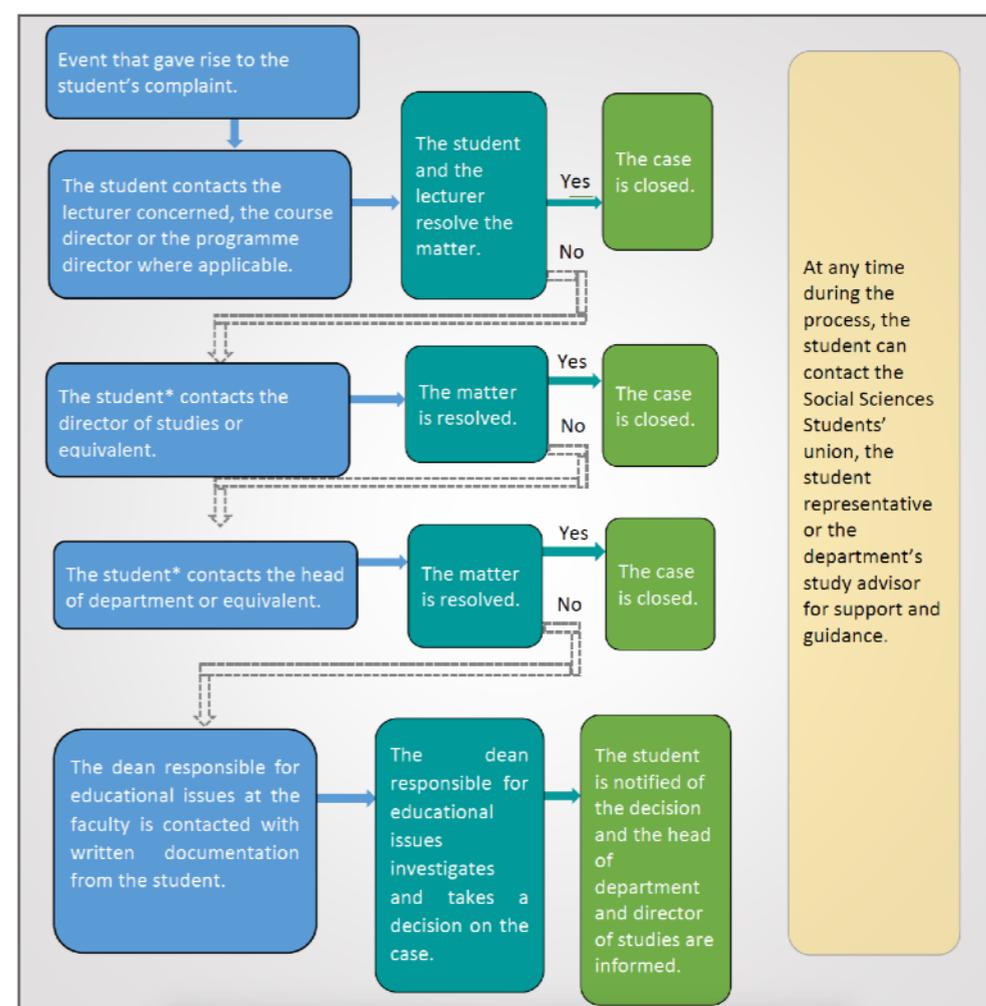
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she

can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.

- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

Processing of students' complaints at the Faculty of Social Sciences



* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

Relevant links

List of rights for students at Lund University

www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf

How to process cases of discrimination or harassment

www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment

Changes to grading decisions (official document approved on 2 December 2015).

sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf

APPENDIX III

GRADUATE SCHOOL: A BRIEF HISTORY

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.



A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies*, *Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name “Graduate School” was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of “home” and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course.

University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent*, HÅS) to 280!

A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

Graduate School – Our House!

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

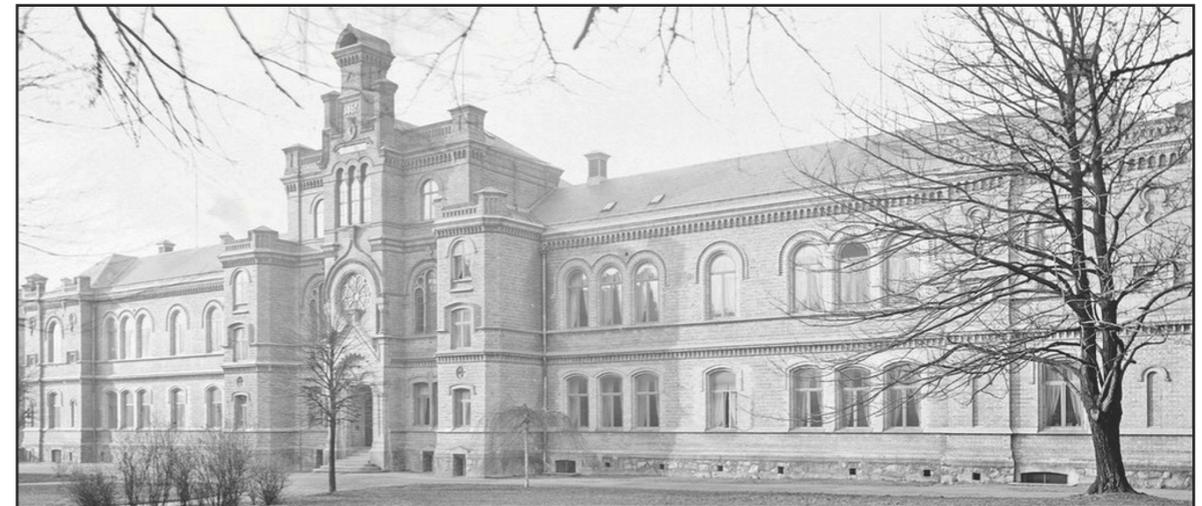
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).



Helgo Zettervall (1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

Over the years, the building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!



Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

