

**School for New Learning
DePaul University
Course syllabus: HC 166 Global Futures: Oil, Water, War and Peace
Autumn Quarter 2009 Loop Campus
Loop Campus - MONDAY 6 -9 Building Room ?
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2 or 4 credit hours (1 or 2 competencies)**

Course Description

Who determines who owns the oil and water and other resources on the planet? What are the root causes of current wars in the Middle East, Africa, and South America? How important is the burning of fossil fuels to global warming/climate change? Headlines talk of resource wars, climate change/global warming, peak oil - How do we, in the U.S. respond to these global and domestic issues? This course examines the fight for resources and connects these issues to the questions of war and the new upsurge of non-violent action across the globe. We will read the book *Rising Powers, Shrinking Planet* by Michael T. Klare and articles about war, peace, oil, water by different authors. Guest speakers, videos, and other experiential learning will enhance the readings.

Faculty Biographical Sketch

Maureen Dolan, Swami Shraddhananda, is an ordained priest and certified Hatha Yoga Teacher, and has taught SNL courses: Women's Voices in Peacemaking; Cooperatives: Building Communities of Peace and Justice; Election 2008: The Whole World is Watching; PAX 200 Peace, Conflict Resolution and Social Justice; and the Gandhi Non-Violence Travel Course. She serves as Adjunct Interfaith Chaplain for the University Ministry. For over 40 years, she has been engaged in social justice work in the peace movement, union organizing, community coalitions, and women's organizations. She has served as Executive Director of the Chicago Electric Options Campaign, and Executive Director of Women United for a Better Chicago; Assistant Director of the Public Interest Law Initiative; Coordinator of Artemisia Gallery; Recording Secretary for UWA-UE union; Co-Chair of Eighth Congressional District Nuclear Weapons Freeze Campaign; member of Spiritual Life Circle of the Parliament of World Religions; founder of Logan Square Housing Cooperative; served on numerous boards of peace and justice organizations; published several articles on peace and justice issues, and is currently working on a book. She graduated from Temple of Kriya Yoga Seminary Program in 1995, concentration on Eastern Philosophy and Comparative Religion and is presently working on PhD in Transformative Studies. Maureen also has two grown sons who work in the social justice arena.

The Learning Experience

With nearly 7 billion people on the planet, it is necessary to understand how we will sustain life through clean water and adequate energy supplies. Through assigned readings and discussions, small group projects, investigations on websites and other sources, guest speakers, video, we will explore the science and politics of water and oil. Research will include mapping out the sources of oil and clean water on the planet; assessing the roles of groups and states in securing these resources; alternative energy options; scientific inquiry into the environmental realities of oil and water and global warming/climate change; and the connections of oil and water to war and peace. Small group projects and a series of short papers are major components of this learning experience.

Required Reading & Resource Materials (may be amended):

Klare, M.T. (2008). *Rising powers, shrinking planet: The new geopolitics of energy*. New York: Metropolitan Books.
Several articles.
Various websites.

Attendance and Participation

Participation in weekly class is essential. If you plan to miss more than one class, you should not take this course. In the event of an absence or tardiness, it is imperative that you 1) let me know ahead of time; and 2) contact a classmate ahead of time to be your tutor for the missed session; 3) consult with teacher on doing makeup work for the class. **Students missing more than two classes of our ten week course will not meet the requirements for a passing grade.**

Course Requirements

Regular classroom participation.
Three small (2 page) reflection writings on readings and one 4 pager.
Small group project presentation.
Bring in 2 articles to discuss - one on oil and one on water. **Go to ipcc.ch website of Intergovernmental Panel on Climate Change and comondreams.org and truthout.org to find info on water.**

Academic Integrity

It is expected that all students will adhere to DePaul University's policy on academic integrity. The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: a) The direct copying of an source, such as written and verbal material, computer files, audio disks, video programs, or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. C) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. D)The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ASK!

Weekly Work Load

Students should anticipate spending approximately four hours per week on assigned readings and other requirements.

Criteria for Assessment

Grades will be determined by the following criteria:

Class attendance and in-class participation	25%
Presentation- small group project	25%
Four papers of 2-4 pages	50% (papers)

INCOMPLETE

Unfinished work or work requiring revision will be given an Incomplete grade with proper procedures followed. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments. Application for Incomplete must be made in writing to teacher by 9th week of class.

PASS/FAIL

If a student wants a Pass/Fail, teacher must be notified by SECOND Week and not later.

Written Work will be evaluated as follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas., grammar, and spelling; may indicate that student has not done reading assignments or research thoroughly.

Those who have difficulty in writing should contact the Writing Center online or in person. **Writing Help:** For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

Students who may need an accommodation based on impact of a disability should contact the instructor privately to discuss specific needs. All discussions remain confidential.

Competencies:

H-5: Can analyze issues and problems from a global perspective.

1. Analyze one or more global issues, problems or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

Students demonstrate competence by discussing such issues as how local communities (in the US and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases or they might explore the impact of science and technology on people's lives worldwide (or in this case oil, water, war, and peace). They may study world religions, literature or the arts as a means of better understanding other cultures. Global connections affect our lives in many ways. Many local issues have worldwide implications and none are merely matters of science or economics or politics. Some may have cultural or ethical or religious components as well. This competence invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to cross geographical borders, it is complex enough to cross disciplinary borders.

A-3-G: Can assess the assumptions and implications of significant ideas about human experience.

1. Identifies a significant philosopher, theologian, tradition, or thinker's ideas that address the meaning of human experience.
2. Identifies appropriate criteria to assess these ideas.
3. Applies these criteria to the assumptions and implications of these ideas.

Students demonstrate this competence by analyzing the ideas of one of more significant thinkers or traditions about the meaning of some aspect of human experience. Students will identify appropriate criteria to assess these ideas and their assumptions and implications. Students should reflect on how these ideas relate to their own experiences.

S-3-D: Can use scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a current public policy issues that has significant scientific or technological elements.
2. Analyses the scientific theories, methods, or standards taken by two or more perspectives on this issues.

Students demonstrate this competence by the role of a scientifically literate citizen and investigating various scientific or technological perspectives on a public policy issue. Students should compare and contrast the varying scientific perspectives relevant to the debates on this issue.

H-1-F: Can describe and explain the roles of individuals, groups, societies, or states in history.

1. Demonstrates an understanding of connections among selected events over time.
2. Uses an informed historical approach to interpret events or roles of individuals, groups or states.

Students demonstrate this competence by explaining why a particular event or series of events occurred when they did or why different circumstances are likely to result in particular outcomes. Students will consider a variety of conditions that may have influenced a particular event or process and demonstrate knowledge of current historical approaches.

OUTCOMES:

H5- Will be able to analyze pertinent information regarding global issues of oil, water, war, and peace from a global perspective. Will be able to explain how these issues affect individuals, communities, and the planet in negative and positive ways.

A3G- Will be able to identify and explain non-violent ideas and change agents in regard to global issues of oil and water; identify criteria for non-violent solutions; and apply to individuals, communities, and the planet.

S3D- Will be able to understand and describe the underlying scientific knowledge for public policy on oil and water. Will be able to describe basic scientific principles in regard to global climate change and proposed solutions.

H1F- Can describe and explain the roles of individuals, groups, societies, states in regard to changes in oil and water policies. Can connect events over time regarding war and peace over oil and water.

Course Schedule

Week 1 Monday September 14

- * Centering techniques
- * Course Introductions/Syllabus/Assignments/Inc, etc
- * Large Group Discussion
- * In class writing
- * Assignment for Week 2- Read Michael Klare Chapters 1 and 2
Various websites and other handouts
Write first paper and 3 people for articles
Signup for peace calendar & New York Times online

Week 2 Monday September 21

- * Centering techniques
- * All hand in paper/ 3 people- articles
- * Small Group discussions
- * Large Group Discussion
- * In class writing
- * Assignment for Week 3- Continue Chapters 3 and 4
Various websites and other handouts
Write 2nd paper and 3 people for articles

Week 3 Monday September 28

- * Centering techniques
- * All hand in paper/ 3 people- articles
- * Small Group discussions
- * Large Group Discussion
- * In class writing
- * Assignment for Week 4- Continue Chapters 5 and 6
Various websites and other handouts
Write 3rd paper and 3 people for articles

Week 4 Monday October 5

- * Centering techniques
- * All hand in paper/ 3 people- articles/ Guest speaker or video
- * Small Group discussions
- * Large Group Discussion
- * Assignment for Week 5- Chapters 7 and 8
Write 4th paper and 3 people for articles

Week 5 Monday October 12

- * Centering techniques
- * All hand in paper/ 3 people- articles
- * Large Group Discussion
- * Small group presentations preparation
- * Assignment for Week 6- Read Ch 9 and water articles assigned
Various websites and other handouts
Prep for presentation

Week 6 Monday October 19

- * Centering techniques
- * 3 people- articles
- * Small group presentation preparations
- * Large Group Discussion
- * Assignment for Week 7- Prep for presentation
Various websites and other handouts
and 3 people for articles

Week 7 Monday October 26

- * Centering techniques
- * Lecture
- * Small group presentation preparation
- * Large Group Discussion
- * 3 people- articles
- * Assignment for Week 6- Prep for presentation
Various websites and other handouts/ 3 people for articles

Week 8 Monday November 2

- * Centering techniques
- * 3 people for articles
- * Small Group project presentation
- * Large Group Discussion
- * Assignment for Week 9- Prep for presentation
Various websites and other handouts
and 3 people for articles

Week 9 Monday November 9

- * Centering techniques
- * 3 people for articles
- * Small Group project presentations
- * Large Group Discussion
- * Assignment for Week 10- Prep for presentation

and 3 people for articles

Week 10 Monday November 16

- * Centering
- * 2 people for articles
- * Small group presentations
- * Discussion: Small and Large
- * Teacher/Course evaluations

Four SHORT PAPERS:

2-3 pages due the 2nd, 4th, and 5th weeks of class. Less than 2pages will not be accepted. And one paper 4-5 pages due on 7th class.

1. After reading the first 2 chapters of *Rising Powers, Shrinking Planet*, pick a brief quote of Klare's that made you think about the complexities of energy on the planet. Then write 2 -3 pages about how your ideas are changing about global issues since reading these two chapters.

2. After reading Chapters 3 and 4 of *Rising Powers, Shrinking Planet* write 2 -3 pages on what direction the U.S. should take in regard to foreign policy with Russia, China and India. Look at what the new Obama administration is doing on the matters of energy and offer an opinion.

3. After reading chapters 5 and 6 of *Rising Powers, Shrinking Planet*, write 2 -3 pages on what you think of the connections between oil and the war in Afghanistan, oil and the wars and genocides in Africa.

4. If you have 2 competencies, you will write your final paper on one competence and do the other one in presentation. This paper is 4-5 pages with citations. See other handout.

Class will be divided into small groups each giving a 30-40 minute presentation in class in the 8th, 9th, and 10th classes ONLY (November 2, November 9, and November 16. Preparation will be in class (and outside class) in 5th, 6th and 7th weeks.

Each oral presentation will include:

- 1) Each group will focus on **one competence in a 40 minute presentation.**
- 2) Equal division of labor so that **every person** contributes in planning, research, and presentation.
- 3) **Exchange emails and phones** at first meeting in class small group in 5th week or before.
- 4) Audio/visual is already in the classroom.
- 5) Charts or maps or lists to give as handout for other classmates. Headlines, cartoons, websites, recommended groups, books and movies, etc. **A one-pager to give out is suggested.**
- 6) The questions given for each group are to be answered and are considered **starting points** for deeper exploration. Read the competence together and make sure you are addressing it. **BE CREATIVE!**
- 7) **Give teacher a copy of the whole presentation.**

A3G Groups Present on

A-3-G: Can assess the assumptions and implications of significant ideas about human experience.

1. Identifies a significant philosopher, theologian, tradition, or thinker's ideas that address the meaning of human experience.
2. Identifies appropriate criteria to assess these ideas.
3. Applies these criteria to the assumptions and implications of these ideas.

Students demonstrate this competence by analyzing the ideas of one or more significant thinkers or traditions about the meaning of some aspect of human experience. Students will identify appropriate criteria to assess these ideas and their assumptions and implications. Students should reflect on how these ideas relate to their own experiences.

A3G- Will be able to identify and explain non-violent ideas and change agents in regard to global issues of oil and water; identify criteria for non-violent solutions; and apply to individuals, communities, and the planet.

Group 1 – - A3G WATER

A3G- Name some of the wrong assumptions that Americans have about water. Name some of the wrong assumptions Americans have about war. How much water does the average American use? Compare to some other countries. Where are water wars being fought now? What areas of the US have water stress right now? Name some of the significant ideas about water waste and water conservation. Give examples of victories of non-violence in control of resources from around the world. Each person should identify one of the significant thinkers and action takers on the issues of water and climate change. Name the criteria you use to determine the value of their ideas and actions. What are some actions we can take to protect clean water use as individuals, as participants in community, and as planetary citizens. Use some recent headlines, cartoons, analytical articles, examples from our readings to illustrate.

Group 2 –A3G OIL—

A3G- Name some of the wrong assumptions that Americans have about oil. Name some of the wrong assumptions Americans have about war. How much have the Iraq and Afghanistan wars cost so far in blood and treasure? Where are oil wars being fought now besides Iraq? Where are likely wars to emerge over oil? Name some of the significant ideas about alternative energies. Name some of the significant ideas about peaceful change for energy. Give examples of victories of non-violence in control of resources from around the world. Each person should identify some of the significant thinkers and action takers on the issues of oil, peace, and climate change. Name the criteria you use to determine the value of their ideas and actions. What are some actions we take to stop resource wars and promote alternative energies as individuals, as participants in community, and as planetary citizens. Use some recent headlines, cartoons, analytical articles, examples from our readings to illustrate.

S-3-D: Can use scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a current public policy issue that has significant scientific or technological elements.
2. Analyses the scientific theories, methods, or standards taken by two or more perspectives on this issues.

Students demonstrate this competence by the role of a scientifically literate citizen and investigating various scientific or technological perspectives on a public policy issue. Students should compare and contrast the varying scientific perspectives relevant to the debates on this issue.

Outcome S3D- Will be able to understand and describe the underlying scientific knowledge for public policy on oil, water. Will be able to describe basic scientific principles in regard to global climate change and proposed solutions.

Group 3 S3D

What was oil originally made from and how long ago was it formed? Give a scientific explanation. How long does it take to form? How long did it take for US to use up most of its oil. Explain Hubble's Peak. Name some alternative energies and describe public policy in US, Europe and internationally on development of alternatives to oil. Describe where most of the oil is found on the planet and one theory why it is in those places. What are the environmental ramifications of war? Explain the connection between war and oil spills, oil fires, etc. Explain the use of depleted uranium in bombs used in Iraq and what effects they have on the population and armed services. Explain the struggle against land mines worldwide. Give examples of scientist groups and citizen groups working on policy issues of war and environment. Use some recent headlines, cartoons, analytical articles, examples from our readings to illustrate.

Group 4-S3D

List the "greenhouse gases." What carbon based fuels contribute to rise in gases? How much has earth warmed in last century? Where is warming the fastest? How much carbon does the US release into the atmosphere every year? Give at least ten results/evidence of climate change. What large groups of people are affected by climate change already and who will be affected in near future? Name ways scientists find evidence of global warming/climate change. List ways that scientists say could help slow climate change. Contrast the leading scientists and international community consensus on climate change with the words and actions of the US government in the last decade. Name some local, national and international groups, and states working on climate change issues and explain. Use some recent headlines, scientific data, charts, cartoons examples from our readings to illustrate.

H-5: Can analyze issues and problems from a global perspective.

1. Analyze one or more global issues, problems or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

Students demonstrate competence by discussing such issues as how local communities (in the US and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases or they might explore the impact of science and technology on people's lives worldwide (or in this case oil, water, war, and peace). They may study world religions, literature or the arts as a means of better understanding other cultures. Global connections affect our lives in many ways. Many local issues have worldwide implications and none are merely matters of science or economics or politics. Some may have cultural or ethical or religious components as well. This competence invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to cross geographical borders, it is complex enough to cross disciplinary borders.

H5- Will be able to analyze pertinent information regarding global issues of oil, water, war, and peace from a global perspective. Will be able to explain how these issues affect individuals, communities, and the planet in negative and positive ways.

Group 5 - H5

Give a brief analysis connecting oil, water, war and peace. Given the seriousness of the global crises (concerning oil, water, war, climate change), name some of the negative effects on individuals and societies. Name the ways that individuals can join in groups to take action to help alleviate these problems. Describe why these crises also give opportunities for certain paradigm shifts to occur for individual, community, nation and world. What is the connection between democratic participation and solving global issues? Give examples of hopeful signs that non-violence toward ourselves and the earth could yield real victories. Connect local activities to global issues. Explain why these crises may lead to wake up calls that would benefit humanity. Make the connections between human rights struggles and protection of the earth. Give specific examples of how consciousness can change on global issues, how peaceful change can solve problems, etc. Describe the importance of non-violent action to resolve global issues of energy use, water, against war. Use some recent headlines, relevant statistics, and cartoons, examples from our readings to illustrate.

Sign up for the free New York Times online so you can keep up with current events in mainstream press. Please check out the following websites for information for papers, presentations, and to broaden your knowledge base. If you can suggest more websites, it would be most appreciated.

Some suggested websites:

<http://www.ipcc.ch/>
truthout.org
commondreams.org
mfso.org
afsc.org
vfcn.org
codepink.org
ufpj.org
gandhiinstitute.org
nrdc.org
elpc.org
pewclimate.org
sierraclub.org
newscientist.com
worldviewofglobalwarming.org
change.gov

Suggested for further reading:

Adorno, T. W., Frenkel-Brunswik, E., Levinson, D. J., & Sanford, R. N. (1982). *The authoritarian personality* (Abridged edition). New York: Norton.

Barlow, M. & Clarke, T. (2002). *Blue Gold*. NY: The New Press.

Bernstein, R. J. (2005). *The abuse of evil: The corruption of politics and religion since 9/11*. Malden, MA: Polity Press.

Boucheit, P. (ed). (2007). *American Wars: Illusions and Realities*. Atlanta, GA: Clarity Press.

Burroughs, W.J. (2001). *Climate change: A multidisciplinary approach*. Cambridge, UK: Cambridge University Press.

- Eisler, R. (2007). *The real wealth of nations: Creating a caring economics*. San Francisco, CA: Berrett-Kohler Publishers, Inc.
- (2002). *The power of partnership: Seven relationships that will change your life*. Novato, CA: New World Library.
- (1987, 1995). *The chalice and the blade: Our history, our future*. New York: HarperCollins.
- Dear, J. (2005). *The essential Gandhi*. Maryknoll, New York: Orbis Books.
- Freire, P. (2000). Pedagogy of the oppressed. In Barash, D.P. (Ed.). *Approaches to peace* (pp. 138-144). New York: Oxford University Press.
- Freire, P. (2007). *Education for critical consciousness*. New York: Continuum.
- Gelbspan, R. (2004). *Boiling point*. New York: Basic Books.]
- Henson, R. (2008). *The rough guide to climate change*. London: Rough Guide.
- Klare, M.T. (2004). *Blood and oil*. New York: Owl Books Henry Holt & Co.
- (2001). *Resource wars: The new landscape of global conflict*. New York: Owl Books Henry Holt & Co.
- Klein, N. (2007). *The shock doctrine: The rise of disaster capitalism*. New York: Henry Holt & Co.
- Korten, D. (2006). *The great turning: From empire to earth community*. San Francisco: Berrett-Koehler.
- Morin, E. (2008). *On complexity*. Cresskill, NJ: Hampton Press.
- (2001). *Seven Complex lessons in education for the future*. Paris: UNESCO.
- (1999). *Homeland Earth*. Cresskill, NJ: Hampton Press.
- Pape, R. (2005). *Dying to win: The strategic logic of suicide terrorism*. New York: Random House.
- Roberts, P. (2004). *The end of oil: On the edge of a perilous new world*. New York: Houghton Mifflin.
- Scahill, J. (2007). *Blackwater: The rise of the world's most powerful mercenary army*. New York: Avalon.
- Schiebinger, L. (1999). *Has Feminism Changed Science?* Cambridge, MA: Harvard University Press.
- Scott, P D. (2003). *Drugs, oil, and war: The United States in Afghanistan, Colombia, and Indochina*. Lanham, MD: Roman & Littlefield.
- Sharp, G. (2005). *Waging nonviolent struggle: 20th century practice and 21st century potential*. Boston: Porter Sargent Publishers Inc.
- Shepherd, L. (1993). *Lifting the veil: The feminine face of science*. Boston: Shambala.
- Shiva, V. (2002). *Water wars: Privatization, pollution and profit*. Cambridge, MA: South End Press.
- Speth, J.G. (2004). *Red sky at morning: America and the crisis of the global environment – A citizen's agenda*. Yale University Press.

Ury, W. (1993). *Getting past no: negotiating your way from confrontation to cooperation*. New York: Bantam Books.

U.S. Constitution and Bill of Rights. (2007). Naperville, IL: Oak Hill.

Varela, F. (1999). *Ethical know-how: Action, wisdom and cognition*. Stanford, CA: Stanford University Press.

Ward, D.R. (2002). *Water wars: Drought, flood, folly and the politics of thirst*. New York: Riverhead.

Zinn, H. (2001). *A people's history of the United States 1492-present*. New York: HarperCollins.