International and Cultural Diversity (ICD)
Texas A&M University  
International and Cultural Diversity Cover Sheet  
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Marine Sciences (Galveston)

2. Course prefix and number: MARS 432

3. Texas Common Course Number: Enter text.

4. Complete course title: Peak Oil, Global Warming & Resource Scarcity

5. Semester credit hours: 3

6. Frequency the class will be offered: 1/year

7. Number of sections per semester: 1 (Fall semester)

8. Number of students per semester: 20

9. Historic annual enrollment for the last three years: 2013-2014: 16  
2012-2013: 13  
2011-2012: 18

10. Statement on how this course meets the criteria for International and Cultural Diversity:  
POGWARS looks at the three issues of Peak Oil, Global Warming and Resource Scarcity from a global perspective. The United Nations projects global population to reach 11 billion by 2100. Over 80% of that increase from today's 7.2 billion will be in the least developed countries of the world. Less than 5% of the current world population is in the United States yet the US consumes nearly 30% of the world's resources. This course looks at non-renewable/renewable energy resources through multiple lenses (e.g. the energy-rich vs energy poor nations, the wealthy vs the poor countries, the rapidly growing population countries vs those declining in population). There are more people in India without access to electricity (almost 400 million) than the entire population of the United States (320 million). From the Global Warming perspective this course addresses the issues of who are the major greenhouse gas emitters (i.e. US and China) vs who "pays the price" of those emissions vis-à-vis sea level rise (i.e. Bangladesh and the Pacific Island nations), changes in rainfall (i.e. Sub-Saharan Africa), etc. From the Resource Scarcity perspective the course covers issues such as are there enough resources such as copper and lithium to allow the transition to renewables and who has the raw resource and who needs it. Feeding the world's growing population and the need for phosphorus, etc. The entire class revolves around the three big POGWARS issues and how those issues can be or will be addressed both globally and regionally. With emphasis on comparing "have" nations and "have not" nations.

11. Course Instructor: Date: 10/9/14

12. Department Head: Date: 10/10/14

13. College Dean/Designee: Date: 10/10/14

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Text: There is no text book for the course, rather there will be three readers comprising key papers on the three topics (Peak Oil, Global Warming, and Resource Scarcity). The first reader will be ready by Wednesday (9/03) or Friday (9/05) at the latest.

Instructor: Dr. Glenn A. Jones (email: jonesg@tamug.edu; office phone: 741-4360; cell phone 409-392-1665).

Office Hours: Formal: MWF 12N to 2pm. Informal: we can meet after class in the Sea Aggie Center, or we can meet in my office (OCSB 356), after making prior arrangements after class, through email or by phone.

Class: MWF 11:00-11:50 am. SAGC 401.

Goals, Objectives and Learning Outcomes:

This course will review the latest thinking about peak oil (energy), resource depletion, and human-induced climate change. Peak Oil (Energy) is the point of historic maximum global oil (energy) production. Climate Change is the alteration of established climate systems due to anthropogenic (human-induced) global warming. Each issue is rapidly approaching a tipping point that once reached, will have broad consequences for food and water supplies, mortality rates, conflict, migration, political stability, etc. The course is designed to bring an increased awareness of these issues, present the scientific/social/political debates surrounding them, and to review the individual/local/national/global options for living in a globally-warmed world with declining oil and other natural resources.

In addition to the facts/content related to the specifics of this course, by the end of the semester you should have been exposed to and learned the following broader skills: 1) Apply knowledge from a wide range of courses to solve problems and make decisions. 2) Evaluate, analyze, and integrate information from a variety of sources including peer-reviewed publications, newspapers, opinion pieces, and blog-type sites. 3) Effectively communicate original and creative ideas through the writing of "white papers" and active debate with your peers. 4) Recognize an ethical dilemma and apply rational decision-making in order to address it. 5) Recognize diverse economic, political, and cultural opinions and practices. 6) Exhibit the skills necessary to acquire, organize, reorganize and interpret new knowledge. 7) Participate effectively in teams.

Note: Two documentaries will be shown. The documentary "A Crude Awakening" will be shown sometime in late September. This will be shown outside of class at a day/time agreed to by the class. For the outside-of-class documentary pizza will be supplied if a nighttime slot is chosen. "Earth: The Operator’s Manual" will be shown in class sometime in late-October.
Tentative Schedule:

Sep 01–Sep 05: The age of petroleum and Hubbert’s Peak.

Sep 08–Sep 12: The Peak Oil debate: Pros and Cons.

Sep 15–Sep 19: Peak Oil and the United States.

Sep 22–Sep 26: Peak Oil and China, India and the Third World.

Sep 29–Oct 01: Modeling depletion after the peak

**Oct 03: First exam. From class material, the Peak Oil reader, the Crude Awakening documentary and info obtained as part of your group project.**


Oct 13–Oct 17: The evidence for (and against) human-induced climate change.


**Nov 07: Second exam. From class material, the Global Warming reader, the “Operator’s Manual” documentary, and info obtained as part of your group project.**

Nov 10–Nov 14: Alternative energy sources: Prospects and limitations

Nov 17–Nov 21: Reaching the peak for non-petroleum resources

Nov 24–Nov 26 (?): Political and economic implications of peak resources and global warming

Dec 01–Dec 03: Sustainability and the mitigation of a global economic collapse.

**Dec 05: Third exam. From class material, the Resource Scarcity reader, and info obtained as part of your group project.**

Dec 16 (11a – 1p): This is the final exam time slot. It will be used for group presentations.
Grading:

Final grade assessment: There are 400 assignable points. \( A = 360-400, \) \( B = 320-359, \) \( C = 280-319, \) \( D = 240-279, \) \( F = \text{below 240}. \)

1. In-class exams (300 pts)
There will be three exams (3 x 100 pts), and no comprehensive final. Exams will consist of approximately 6 in-class essay questions, and possibly one take-home question, that if asked will be handed out one week before the scheduled in-class exam.

2. Group project (total 100 points)
Project is worth 25% of your final grade, do not think that you can get by without contributing to your group’s overall effort. If you do not pull your own weight the entire group will suffer.

This project is designed to get you comfortable working collaboratively with others, expose you to research, and give you a chance to teach others about what you have learned. Specific instructions will be handed out during the second week of classes.

There will be seven groups of 3 each and you will be in your group for the entire semester. You will choose a POGWARS topic/problem that is timely and important both locally and nationally/internationally. There must be at least 2 groups addressing a peak oil issue, at least two groups addressing a climate change issue, and at least 2 groups addressing a resource scarcity issue. Of course a cleverly chosen topic can address two or three of the main issues discussed in this class. There will be milestones to be met during the semester where you will have to submit your topic with rationale for its choice. Submit a literature search using Web of Science to review the published literature. This is a very powerful tool for researchers in identifying the peer-reviewed literature. Submit a detailed outline of how you will be presenting your project. Submit a tightly written 200 word abstract as if you are proposing to present at the January 2015 NCSE meeting in Washington, D.C. Submit a first draft of your paper. Submit a final paper and make an approximate 12-15 minute (about 4-5 minutes from each member of your group) power point presentation to the class on December 16th. About 20 minutes will be reserved at the end for an open discussion and critique of the presentations and to identify the best mitigation and the best adaptation strategies for society as it progresses through the 21st century.

Note: Kevin Warner (IDP graduate student) will be assisting and we will work with you in organizing your project and helping to make the logistics as smooth as possible. Please feel free to contact him, or me, at any time while working on the project. Kevin’s email address is kewarner@tamu.edu and his desk is on the 3rd floor in Office Suite 340-366, graduate student desk #1.
Institutional Policy Statements

THE AMERICANS WITH DISABILITIES ACT: The Americans with Disabilities Act (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center. For additional information visit http://www.tamug.edu/counsel/services/dssprocedures.htm.

ACADEMIC DISHONESTY: For many years Aggies have followed a Code of Honor, which is stated in this very simple verse: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Please refer to the Honor Council Rules and Procedures on the web http://www.tamug.edu/HonorSystem for more information.

ABSENCES: Information concerning absences can be found in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic%20Rules/Rule%2007.pdf). The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For an excused absence, the student should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs, or his or her designee has verified the student's absence as excused. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines. If the absence is excused in the process as outlined in the University Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor's decision.

FAMILY EDUCATIONAL AND RIGHTS TO PRIVACY ACT (FERPA): FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): INTS

2. Course prefix and number: INTS 321

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: POLITICAL ISLAM AND JIHAD

5. Semester credit hours: 3

6. Frequency the class will be offered: 1/year

7. Number of sections per semester: 1

8. Number of students per semester: 40

9. Historic annual enrollment for the last three years:
   2012-2013: new course
   2011-2012: # Students enrolled
   2010-2011: # Students enrolled

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    This course is designed to understand the patterns and interaction between Islamic movements and politics in various Middle Eastern countries to develop an understanding of the role of Islam as a tool for political and social mobilisation. It will examine the politicization of Islam and its impact on movements and countries such as Turkey, Iran, Egypt, Sudan, Algeria, Tunisia and Pakistan. The main topics consist of the evolution of Islamist philosophy, jihad and movements from the late nineteenth century until the present day. It focuses on ideas as well as intellectual, religious and political leaders. At least two-thirds of the course material addresses Islamic movements and politics in the last five decades.

11. Course Instructor
    Sena Karazipahi

   Date 9/16/2014

12. Department Head
    Robert R. Shackle

   Date 9/23/2014

13. College Dean/Designee

   Date 9/24/2014

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
INTS 321: Political Islam and Jihad
(cross-listed with RELS 321 and HUMA 321)
Dr. Sena Karasipahi
Fall 2015

Class: TR 2:20-3:35
Classroom: HRBB 104
Office: ACAD 103
Office Hours: TR 11:12:00
E-mail: senokam@tamu.edu
Phone: 845-2124 (INTS main office)

COURSE DESCRIPTION

Interaction between Islamic movements and politics in various Middle Eastern countries; the meaning and evolution of jihad; the role of Islam as a tool for political and social mobilization.

This course is designed to understand the patterns and interaction between Islamic movements and politics in various Middle Eastern countries to develop an understanding of the role of Islam as a tool for political and social mobilisation. It will examine the politicization of Islam and its impact on movements and countries such as Turkey, Iran, Egypt, Sudan, Algeria, Tunisia and Pakistan. The main topics consist of the evolution of Islamist philosophy, jihad and movements from the late nineteenth century until the present day. It focuses on ideas as well as intellectual, religious and political leaders. The key areas covered are: the fundamentals of Sunni and Shi'a thought; modernist Islam - al-Afghani, Mohamed Abduh and Rashid Rida; Islamic Puritanism - the Wahhabis, the Sanussiya, and the Mahdiyya; Models of Islamic State - Iran, Pakistan, Afghanistan, Malaysia and Sudan; Islamist Movements - Muslim Brotherhood, Hizb'allah, Hamas, the Islamic Salvation Front, transnational Islam and international jihadism - Jama'at Islamiyya and al-Qaeda; Islam and the West.

PREREQUISITES

Junior or Senior Classification, or approval of Instructor.

EXPECTATIONS

The students are expected to read all of the assigned material in order to have a necessary understanding of the subject matter. Lecture material and reading assignments are complementary and should not be considered substitutes for each other. Students are highly encouraged to ask any and all questions, join and participate in discussions that will be fostered in the classroom, and realize that this is an open forum for debate and discussion where the expression of all views and questions are highly encouraged. This is an open forum and this class should be viewed as a learning experience by all involved. This can be achieved only with full class participation as this contributes to the overall understanding of the subject by students. Students who successfully complete this course will demonstrate their skills in social science.
**Learning Outcomes.** Upon completion of this course, students will be able to:

- recognize and articulate the essential characteristics of political Islam and culture and the worldviews of Islamic societies.
- analyze the historical evolution of Islamic activism and the concept of jihad since the eighteenth century.
- appraise the patterns and interaction between Islamic movements and politics in various Middle Eastern countries in a comparative way to develop an understanding of the role of Islam as a tool for political and social mobilisation.
- analyze the politics of the contemporary Middle East.

**ATTENDANCE**

Attendance in this class is mandatory! In light of the fact that my presentations will complement rather than reiterate the assigned readings, you will miss a great deal by not coming to class. We will take attendance at the beginning of each class.

You will be allowed two unexcused absences. For current University policy on excused absences and documentation see Rule #7 of the Student Rules at http://student-rules.tamu.edu/rule07. If you miss more than two classes without a university-approved excuse (see University policy above on excused absences), your grade for the course will be lowered by one letter grade. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence (available at http://attendance.tamu.edu) or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). Make-up exams and assignments will be arranged in accordance with University Policy (see Student Rules 7.3).

**GRADING**

Participation in Class: 10%
Oral Presentation: 20%
Midterm: 30%
Final Exam: 40%

**Grading Scale:**

A: (90-100); B: (80-89); C: (70-79); D: (69-60); F: (59 and Below)

**Participation:** You are encouraged to read news sources, such as The New York Times, The Washington Post, The Independent, The Christian Science Monitor, The Economist, or the BBC on-line, and bring in current news items for discussion in the beginning of each class. This is an important component of your participation grade.

**Oral Presentation:** During the oral presentation, you are expected to present and discuss the readings of the day and use relevant handouts or presentation software (such as PowerPoint). After the presentation, students are expected to comment on the presentation and raise either theoretical or empirical questions regarding the information that has been presented. Student participation is required and expected immediately following these oral presentations.
Format for the Midterm and Final Exam: The mid-term and final exams will be in-class exams in which you have to answer two out of four questions in essay format.

Required Books
3. Additional assigned readings available through course reserves (library-reserves.tamu.edu).

Useful References and Resources
Blogs are an increasingly useful source of information and commentary on Middle East international politics. One of the best is www.juancole.com. Cole’s blog also has a good list of other blogs on the region.


Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to know the Aggie Honor Code and Honor Council Rules and Procedures: see aggiehonor.tamu.edu.

Plagiarism Statement
As commonly defined, plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarism destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M
University Student Rules, under the section “Scholastic Dishonesty”. As for now, these rules are also available at [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm)

**Laptop Computers**
Laptop computers in the classroom are a mixed blessing. While they could be a great asset for note-taking, they also prove to be distracting to the individual using them and others (including the professor) when pop-up features, e-mail, web material, etc. draw attention away from the class. Thus while note-taking is necessary & is hence encouraged, students are asked not to use laptops except with instructor permission.

**No Cell Phones & No Text Messaging**
As with laptops, cell phones are to be turned off & put away during class. Students who need to check their phone message or who need to text message will have to leave the classroom or will be asked to do so.

**Tentative Lecture Plan and Readings**

**Week 1: An Overview of Islam**

a) Introduction to the class. Clarification of the course, including reading material, expectations, requirements.

b) General Characteristics of the Islamic Faith; John Esposito, “Ten Things Everyone Needs to Know about Islam.”

**Video: Empire of Faith**

**Week 2: Islam, Religion, Politics, Society**


**Week 3: What is Muslim Politics?**


**Week 4: Islamic Responses to the West: Roots of Conflict, Cooperation and Confrontation**


Week 5: Islamic Groups and Politics (Part I)


Week 6: Islamic Groups and Politics (Part II)


b) Hakan Yavuz, “Opportunity Spaces, Identity, and Islamic Meaning in Turkey,” in *Islamic* ...

Week 7: Islamic Radicalism and the Role of Muslim Militias:


  ❖ Midterm Exam

Week 8: Islamic Fundamentalists in Power and Changing Political Geography of Muslim Politics


Week 9: Sources of Political Islam


Week 10: Representations of Islam


**Week 11: Islam, Secularism, Democracy, Modernity and the West**


**Week 12: Islamic Jihad**


d) http://www.mei.edu/content/at/robert-ford-isis-offensive-iraq

**Week 13: Islam: Challenge or Threat?**


**Week 14: Islamophobia**


b) Summary, Review and Concluding Remarks

General Discussion of the Themes Covered.

**Final Examination:** Date/time in accordance with published schedule on the TAMU academic calendar.