



## Learning Objectives

By the end of this course, students will be able to:

- Define and contextualize key terms in global water policy.
- Characterize and critically assess claims, reforms, institutions, and case studies in water governance, drawing on different perspectives and disciplines.
- Critical analyze a key problem in water governance, through the production of an original text (either a policy brief or research paper) that draws on original research and applies the theoretical vocabulary and concepts learned in the course.

## Expectations

Graduate and professional students from all departments and programs are welcome, though experience in (or at least a healthy appetite for) water issues will help you succeed in this course. Advanced undergraduates (i.e., juniors and seniors) are also welcome. If you are a freshman or sophomore, it is required that you have successfully completed GEOG 360 (Watershed Science and Policy) prior to registration. All students are expected to attend class regularly, actively engage in discussions and activities, and treat classmates and the instructor with respect.

The course is designed in a *seminar* format: each Monday we will meet once for 2.75 hours. At the start of each class, I will spend approximately 15-20 minutes “signposting” background details of the issue at hand. The remainder of class time is dedicated to collectively wrangling the issue: through discussion, unpacking the main ideas, raising questions, offering insights, and facilitating healthy disagreement or debate. Class meetings may be broken up into “chunks” that focus on different activities: small group discussions, concept map development, occasional PowerPoint presentations or guest lectures, and other activities. In other words, much of the course “learning” occurs via *active* student engagement. Not surprisingly, individual attendance and active participation are essential to individual achievement and to the overall success of the class.

## Structure and Requirements

For the above reasons, *reading* is critical to this course and reflected in the heavy load of assigned material. To elevate the level of in-class discussion, students will respond to a weekly Blackboard question prior to each class. An example of a high-quality response would run about 150-200 words and engage/question/debate/defend specific issues in the readings, using direct quotes and perhaps your experiences in the wider world (or outside sources) to support your position. *Leadership* is critical to the learning process: for this reason, graduate students will take a turn at actively guiding a discussion session on the readings.

Coursework is geared toward the production of a *final project*. Undergraduates will produce a *policy brief* and graduates will write a *research paper* that grapples with a major water problem or governance issue. By week 6, all students will select an appropriate *topic*. By week 7, all students will produce a *mini-proposal* that includes a problem statement, brief introduction, and initial literature review. By week 9 students will submit a solid first *draft* of their paper or policy brief to the professor and an assigned peer. Each student will read another’s draft and write a *peer review* due in week 10 (guidelines will be provided on how to produce an effective review). The peer review is designed to help writers improve their structure, content, logic, and overall writing flow. I will also review the drafts, and provide

detailed comments by week 10. At that point, students will address lingering issues, re-write, and submit a *final version* of the paper or policy brief during finals week.

## Guest Speakers

We are fortunate to have three world-renowned water scholars visiting UO Geography this fall term, to speak in our department colloquium series. Frank Magilligan (Dartmouth College) is an expert in fluvial geomorphology and the ecological impacts of dam removal; Karen Bakker (University of British Columbia) researches water privatization and governance in cities around the world; and Martin Doyle (Duke University) studies the hydrology, geomorphology, and management of rivers. Each will give a talk in the Geography department, and we will also organize opportunities for students to interact with them on a more personal basis. While these speakers will meet and lecture outside of our Monday class time, I expect 467/567 students to attend at least two (out of the three) lectures—these events will make up for the fact that our Week 9 class is cancelled.

## Readings

Course readings are an eclectic mix of journal articles, book chapters, and policy papers that tackle key problems in water governance, drawing on different disciplinary perspectives and case studies of international significance. Many of the readings are “key texts” in academic, policy, and development circles, so a strong grasp of these texts is critical.

The following book is required:

- Karen Bakker (2010) *Privatizing Water: Governance Failure and the World’s Urban Water Crisis*. Cornell University Press, Ithaca, NY.

All other required readings will be available as PDFs on the course Blackboard site.

In the schedule below, I have added suggestions for further reading on each topic. Please note that these suggestions are *recommended* and NOT required reading. However, they may serve as an initial bibliography for students interested in pursuing a specific topic or case study.

## Assessment

While class meetings of GEOG 467 and 567 will be held jointly, course requirements and assessment will differ for graduates and undergraduates. There are a total of 200 points available, divided as shown:

- **Undergraduates (GEOG 467)**
  - *Weekly Reading Responses (40 pts = 5 pts/ea x 8 questions; 20% of total grade)*: Over the term, students will post short responses (approximately 150-200 words) to a question prompt on Blackboard, prior to the class meeting. Responses should tackle a key issue, raise a series of questions or counterarguments, examine or compare a case study, or revisit concepts and insights from across the readings.
  - *Attendance and Participation (40 pts or 20% of total grade)*: Students will be assessed on attendance and quality of participation during in-class activities. Because class meetings are few and participation is fundamental to the course, attendance is mandatory. Unexcused absences will result in a significant decrease in this component of your grade. Short reaction papers (approximately 1 page) to guest lectures are included within A&P.

- *Final Project (120 pts total; 60% of total grade):* The final project includes four sub-components.
  - Mini-Proposal (20 pts or 10% of total grade)
  - First Draft of Policy Brief (20 pts or 10% of total grade)
  - Peer Review (20 pts or 10% of total grade)
  - Final Version of Policy Brief (60 pts or 30% of total grade)
  
- **Graduates (GEOG 567)**
  - *Weekly Reading Responses (40 pts = 5 pts/ea x 8 questions; 20% of total grade):* Over the term, students will post short responses (approximately 200-250 words) to a question prompt on Blackboard, prior to the class meeting. Responses should tackle a key issue, raise a series of questions or counterarguments, examine or compare a case study, or revisit concepts and insights from across the readings.
  - *Attendance, Participation, and Discussion Leadership (40 pts or 20% of total grade):* Students will be assessed on attendance and quality of participation during in-class activities. Because class meetings are few and participation is fundamental to the course, attendance is mandatory. Unexcused absences will result in a significant decrease in this component of your grade. Short reaction papers (approximately 2 pages) to guest lectures are included within A&P. Graduate students will also take a turn at leading a discussion or in-class activity at least once throughout the term.
  - *Final Project (120 pts total; 60% of total grade):* The final project includes four sub-components.
    - Mini-Proposal (20 pts or 10% of total grade)
    - First Draft of Paper (20 pts or 10% of total grade)
    - Peer Review (20 pts or 10% of total grade)
    - Final Version of Paper (60 pts or 30% of total grade)

## Grades

The final grade will be specified using the following approximate distribution:

97%-100%	A+	77-79%	C+
93-96%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	60-69%	D
83-86%	B	0-59%	F
80-82%	B-		

## The Schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>
1	Sept 24	Introductions
2	Oct 1	International Debate I: Water Markets, Privatization, and Economic Reform Case study: Chile
3	Oct 8	Institutional Economics Case study: The US West
4	Oct 15	Common Property and Legal Pluralism Guest speakers this week: <b>Frank Magilligan</b> (Dartmouth College), Tuesday Oct 16, 4:00-5:00pm, Knight Library Room 101 “Dam(n)ed landscapes: The impacts of dams and dam removal on riverine systems” <b>Karen Bakker</b> (University of British Columbia), Thursday Oct 18, 4:00-5:00pm, Condon 106 “Water privatization and the global water crisis”
5	Oct 22	International Debate II: Big Dam Development and Small Dam Removal
6	Oct 29	Expert Networks Case studies: The World Bank and the EU Water Framework Directive <i>Select final project topic</i>
7	Nov 5	Water Poverty and Urban Development Case studies: Mumbai, Jakarta, Lagos <i>Mini-proposal due in class (hard copy)</i>
8	Nov 12	International Debate IV: The Right to Water Guest speaker this week: <b>Martin Doyle</b> (Duke University), Thursday November 15, 4:00-5:00pm, Condon 106 “Rivers of ideas: Keynes’s dam, Hayek’s meanders, and Aristotle’s regimes”
9	Nov 19	<b>NO CLASS MEETING</b> <i>Draft of Research Paper/Policy Brief due on BB by 12noon</i>
10	Nov 26	Water Supply Alternatives and the Challenge of Climate Change Case studies: Australia and Mexico <i>Peer reviews due in class (bring two hard copies)</i>
Finals	Dec 11	<i>Final Version of Research Paper/Policy Brief due on BB by 12noon</i>

**Week 2: International Debate I**  
**Water Markets, Privatization, and Economic Reform**  
**Case study: Chile**

**Required**

Karen Bakker (2005) "Neoliberalizing nature? Market environmentalism in water supply in England and Wales," *Annals of the AAG* 95 (3), pp. 542-565

Carl Bauer (2004) *Siren Song*, Ch. 1, pp. 1-30; and Ch. 2, pp. 31-50

Ken Conca (2006) *Governing Water*, Ch. 7, pp. 215-255

Mateen Thobani (1995) "Tradable property rights to water: How to improve water use and resolve water conflicts," World Bank, *Finance and Private Sector Development Note* No. 34

**Recommended**

John Briscoe et al (1998) "Managing water as an economic resource: Reflections on the Chilean experience," *World Bank Environment Department Paper* No. 6.

Jessica Budds (2004) "Power, nature and neoliberalism: The political ecology of water in Chile," *Singapore Journal of Tropical Geography* 25 (3), pp. 322-342

Robert Hearne and Guillermo Donoso (2005) "Water institutional reforms in Chile," *Water Policy* 7, pp. 53-69

Humberto Peña et al (2004) "Water and sustainable development: Lessons from Chile," *Global Water Partnership Policy Brief*

Karen Bakker (2003) *An Uncooperative Commodity: Privatizing Water in England and Wales* (Oxford University Press)

Paul Holden and Mateen Thobani (1996) "Tradable water rights: A property rights approach to resolving water shortages and promoting investment," *World Bank Policy Research Working Paper* No. 1627

Erik Swyngedouw (2004) *Social Power and the Urbanization of Water: Flows of Power*, Ch. 2, pp. 27-50

**Week 3: Institutional Economics**  
**Case study: The US West**

**Required**

Bryan Bruns et al, "Introduction" (pp. xvii-xxi), and Bryan Bruns and Ruth Meinzen-Dick, "Frameworks for water rights: An overview of institutional options" (pp. 3-25), in Bryan Bruns et al (2005) *Water Rights Reform*. Download free PDF of book: [www.ifpri.org/pubs/books/oc49/oc49.pdf](http://www.ifpri.org/pubs/books/oc49/oc49.pdf)

Daniel Bromley (1985) "Resources and economic development: An institutionalist perspective," *Journal of Economic Issues* Vol. 19 (3), pp. 779-796

R. Maria Saleth and Ariel Dinar (2005) "Water institutional reforms: theory and practice," *Water Policy* 7, pp. 1-19.

Doug Kenney (2005) "Prior appropriation and water rights reform in the Western United States," in Bryan Bruns et al, *Water Rights Reform*, pp. 167-182

Philip Wandschneider (1986) "Neoclassical and institutionalist explanations of changes in Northwest water institutions," *Journal of Economic Issues* 20 (1) pp. 87-107

### **Recommended**

Roy Challen (2001) "Economic analysis of alternative institutional structures for governance of water use," invited paper to 45th Annual Conference of Australian Agricultural and Resource Economics Society, Adelaide, Australia, January 2001

S. V. Ciriacy-Wantrup (1967) "Water economics: Relations to law and policy," in Robert Clark, ed., *Waters and Water Rights* (Indianapolis: Allen Smith), pp. 397-430

Daniel Bromley (1982) "Land and water problems: An institutional perspective," *American Journal of Agricultural Economics* (December), pp. 834-844

Marie Livingston (1993) "Designing water institutions: Market failures and institutional response," *World Bank Policy Research Working Paper* No. 1227

Marie Livingston (1993) "Normative and positive aspects of institutional economics: The implications for water policy," *Water Resources Research* 29 (4), pp. 815-822

Marie Livingston (2005) "Evaluating changes in water institutions: methodological issues at the micro and meso levels," *Water Policy* 7 pp. 21-34

## **Week 4: Common Property and Legal Pluralism**

### **Required**

Rutgerd Boelens, Margaret Zwarteveen, and Dik Roth (2005) "Legal complexity in the analysis of water rights and water resources management" from Roth, Boelens, Zwarteveen (eds), *Liquid Relations: Contested Water Rights and Legal Complexity*, New Brunswick, NJ: Rutgers University Press.

William Blomquist and Edella Schlager (2005) "Political pitfalls of integrated watershed management" *Society and Natural Resources* 18(2), pp. 101-117.

Hugo De Vos, Rutgerd Boelens, and Rocio Bustamante (2006) "Formal law and local water control in the Andean region: A fiercely contested field," *Water Resource Development* 22(1), pp. 37-48

Edella Schlager and Elinor Ostrom (1992) "Property-rights regimes and natural resources: A conceptual analysis," *Land Economics* Vol. 68, pp. 249-262

### **Recommended**

F. von Benda-Beckmann et al (1997) "Local law and customary practices in the study of water rights," in R. Pradhan et al, eds., *Water Rights, Conflict and Policy* (Colombo, Sri Lanka: International Irrigation Management Institute), pp. 221-242

- Ruth Meinzen-Dick and Bryan Bruns (2000) "Negotiating water rights: Introduction," in Ruth Meinzen-Dick and Bryan Bruns, eds., *Negotiating Water Rights* (New Delhi, India: IFPRI/Vistaar), pp. 23-55
- Elinor Ostrom (1999) "Coping with the tragedy of the commons," *Annual Review of Political Science* 2, pp. 493-535
- Elinor Ostrom (2007) "A diagnostic approach for going beyond panaceas," *Proceedings of the National Academy of Sciences* 104(39), pp. 15181-15187.
- Edella Schlager, William Blomquist, and Shui Yan Tang (1994) "Mobile flows, storage, and self-organizing institutions for governing common pool resources," *Land Economics* Vol. 70, pp. 294-317
- H. L. J. Spiertz (2000) "Water rights and legal pluralism: Some basics of a legal anthropological approach," in Ruth Meinzen-Dick and Bryan Bruns, eds., *Negotiating Water Rights* (New Delhi, India: IFPRI/Vistaar), pp. 162-199

## **Week 5: International Debate II**

### **Big Dams and Small Dam Removal**

#### **Required**

- Ken Conca (2006) *Governing Water*, Ch. 6, pp. 167-214.
- Hannah Gosnell and Erin Clover Kelly (2020) "Peace on the river? Socio-ecological restoration and large dam removal in the Klamath Basin, USA," *Water Alternatives* 3(2), 361-383.
- Sandra Postel and Brian Richter (2003) *Rivers for Life*, Ch. 4
- Brian Richter et al (2010) "Lost in development's shadow: The downstream human consequences of dams," *Water Alternatives* 3(2), 14-42.

#### **Recommended**

- Environmental Defense / Friends of the Earth / International Rivers Network (2003) *Gambling with People's Lives: What the World Bank's New "High-Risk / High-Reward" Strategy Means for the Poor and the Environment*, selection tba
- Megan Dyson et al, eds. (2003) *Flow: The Essentials of Environmental Flows*, IUCN, *Water and Nature Initiative*, "Key messages," pp. v-ix (<http://iucn.org/themes/wani/pub/FLOW.pdf>)
- Deborah Moore and Leonard Sklar (1998) "Reforming the World Bank's lending for water: The process and outcome of developing a water resources management policy," pp. 345-390 in Jonathan Fox and L. David Brown, eds., *The Struggle for Accountability: The World Bank, NGOs, and Grassroots Movements*
- The Nature Conservancy, Freshwater Initiative, documents at [www.nature.org/initiatives/freshwater/](http://www.nature.org/initiatives/freshwater/),
- Robert Wade (1997) "Greening the Bank: The struggle over the environment, 1970-1995," pp. 611-734 in Devesh Kapur et al, eds., Vol. 2
- World Bank (1993) *Water Resources Management: A World Bank Policy Paper*, selection tba



World Bank (2004) "Water resources sector strategy: Strategic directions for World Bank engagement," pp. 1-27, 37-39, 72-73, 75-78

Patrick McCully (1996) *Silenced Rivers: The Ecology and Politics of Large Dams*

Millennium Ecosystem Assessment (2005) "Freshwater ecosystem services," Ch. 7, *Ecosystems and Human Well-Being: Policy Responses*, Vol. 3

Philip Raphals (2001) *Restructured Rivers: Hydropower in the Era of Competitive Markets* (Helios Centre and International Rivers Network), pp. TBA

World Commission on Dams (2000) "Overview," *Dams and Development: A New Framework for Decision-making*

## **Week 6: Expert Networks**

### **Required**

Ken Conca (2006) *Governing Water*, Ch. 5, pp. 123-165

Michael Goldman (2007) "How "water for all!" policy became hegemonic: The power of the World Bank and its transnational policy networks," *Geoforum* 38, pp. 786-800

Maria Kaika and Ben Page (2003) "The EU Water Framework Directive: Part 1, European policy-making and the changing topography of lobbying," *European Environment* Vol. 13, pp. 314-327

Ben Page and Maria Kaika (2003) "The EU Water Framework Directive: Part 2, Policy innovation and the shifting choreography of governance," *European Environment* Vol. 13, pp. 328-343

## **Week 7: Water Poverty and Urban Development**

Selected chapters from Karen Bakker, *Governance Failure*.

## **Week 8: International Debate IV – The Right to Water**

### **Required**

Farhana Sultana and Alex Loftus, eds (2011) *The Right to Water: Politics, Governance and Social Struggles* (London: Routledge). Selected chapters tba.

## **Week 10: Water Supply Alternatives and the Challenge of Climate Change**

Readings tba.

## Other Resources and Recommendations for Further Reading

### Integrated Water Resources Management (IWRM)

William Blomquist and Edella Schlager (2005) "Political pitfalls of integrated watershed management" *Society and Natural Resources* 18(2), pp. 101-117.

William Cosgrove and Frank Rijsberman (2000) *World Water Vision: Making Water Everybody's Business*, for the World Water Council (London: Earthscan): "Executive summary" and Ch. 2, "The use of water today," pp. 6-22  
(<http://www.worldwatercouncil.org/fileadmin/wwc/Library/WWVision/TableOfContents.pdf>)

Ruth Meinzen-Dick (2007) "Beyond panaceas in water institutions," *PNAS* Vol. 104, pp. 15200-15205

Global Water Partnership (2000) *Towards Water Security: A Framework for Action* (Stockholm: Global Water Partnership), "Executive summary" and pp. 11-38

Global Water Partnership (2000) *Integrated Water Resources Management*, pp. 6-31, Technical Advisory Committee Background Paper No. 4 (Stockholm: Global Water Partnership)

### United States I: Historical Evolution of Water Rights

David Gillilan and Thomas Brown (1997) *Instream Flow Protection: Seeking a Balance in Western Water Use* (Washington, DC: Island Press), Ch. 2, pp. 9-43

Morton Horwitz (1977) *The Transformation of American Law, 1780-1860*, "Introduction," pp. xi-xvii, and Ch. 2, pp. 31-62

Gary Kulik (1985) "Dams, fish, and farmers: Defense of public rights in 18th C. Rhode Island," pp. 25-50 in Steven Hahn and Jonathan Prude, eds., *The Countryside in the Age of Capitalist Transformation*

Carol Rose (1994) "Energy and efficiency in the realignment of common law water rights," in *Property and Persuasion* (Boulder, CO: Westview Press), pp. 163-196 [available as PDF from <http://www.law.yale.edu/faculty/2518.htm>]

Walter Prescott Webb (1931), *The Great Plains*, Ch. 9, "New laws for land and water," pp. 431-452

Terry Anderson and P. J. Hill (1975) "The evolution of property rights: A study of the American West," *Journal of Law and Economics* Vol. 18, pp. 163-179

Daniel Schorr (2005) "Appropriation as agrarianism: Distributive justice in the creation of property rights," *Ecology Law Quarterly* Vol. 32, pp. 3-11, 66-71

Donald Worster (1985) *Rivers of Empire: Water, Aridity, and the Growth of the American West* (New York: Pantheon Books)

### United States: Federal Policies in 20th Century

Doug Kenney (2005) "Prior appropriation and water rights reform in the Western United States," in Bryan Bruns et al, *Water Rights Reform*, pp. 167-182

- Kathleen Miller, Steven Rhodes, and Lawrence MacDonnell (1996) "Global change in microcosm: The case of U. S. water institutions," *Policy Sciences* 29, pp. 271-290
- Martin Reuss (1992) "Coping with uncertainty: Social scientists, engineers, and Federal water resources planning," *Natural Resources Journal* 32, pp. 101-135
- Joseph Sax (2000) "The Constitution, property rights, and the future of water law," *Univ. Colorado Law Review* Vol. 61, pp. 257-282
- Dan Tarlock (2001) "The future of prior appropriation in the new West," *Natural Resources Journal* Vol. 41, pp. 769-793
- F. Lee Brown and Helen Ingram (1987) *Water and Poverty in the Southwest* (Tucson: University of Arizona Press)
- Denise Fort (1999) "The Western Water Commission: Watershed management receives the attention of a new generation," *Journal of the American Water Resources Association* 35 (2), pp. 223-232
- Robert Glennon (2002) *Water Follies: Groundwater Pumping and the Fate of America's Fresh Waters* (Washington, DC: Island Press)
- Helen Ingram (1990) *Water Politics: Continuity and Change* (Albuquerque: Univ. New Mexico Press)
- Marc Reisner (1986) *Cadillac Desert: The American West and its Disappearing Water* (New York: Viking)
- U. S. Dept. of Interior (2005) *Water 2025: Preventing Crises and Conflict in the West*
- Richard Walker and Matthew Williams (1982) "Water from power: Water supply and regional growth in the Santa Clara Valley," *Economic Geography* Vol. 58 (2), pp. 95-119
- Gary Weatherford, ed. (1982) *Water and Agriculture in the Western U.S.: Conservation, Reallocation, and Markets* (Boulder, CO: Westview Press)
- Western Water Policy Review Advisory Commission (1998) *Water in the West: The Challenge for the Next Century*, "Executive Summary," pp. xiii-xxxi (<http://hdl.handle.net/1928/364>)

## The Rules

### ***Affirmation of Community Standards***

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidations of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas, and backgrounds, which is the lifeblood of the university

### ***Students with Disabilities***

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with Dr. Meehan. Please bring a notification letter from Disability Services outlining your approved accommodations. For more information, see:

[http://ds.uoregon.edu/DS\\_home.html](http://ds.uoregon.edu/DS_home.html)

### ***Classroom Behavior***

Above all, students should conduct themselves as adults in the classroom. Classroom discussion should be civilized and respectful to everyone and relevant to the topic at hand.

Please turn off all cell phones and other electronic devices (excluding laptop computers used for note taking during lecture) before you enter the classroom. You are expected to be on time. Packing up your things early is disruptive to others around you and the instructor. Threatening or violent behavior will not be tolerated.

Any continued disruption of class will result in a warning. After one warning, if the disruption continues, you will be asked to leave the classroom for the remainder of class. For more information, see the UO Student Conduct Code:

<http://studentlife.uoregon.edu/LinkClick.aspx?fileticket=puLfAzFDbsg%3D&tabid=69>

### ***Laptop Use Policy***

Students that inappropriately use laptops, internet, and/or other technological devices in the classroom distract their peers (and the instructor). You may use laptops (or other devices) only to advance your learning (taking notes, for instance). In order to use such a device in class, you must:

- (1) **Write an email** to the instructor (Dr. Katie Meehan, at [meehan@uoregon.edu](mailto:meehan@uoregon.edu)) by the end of the second week in class why you need to use the device in class; and

- (2) **Use the device appropriately.** If you use the electronic device in a manner other than explained in your email or stipulated by the course syllabus, you lose the privilege of using the device in class.

## **Absences**

Course activities/components that are missed due to an unexcused absence will not be “made up”.

Excused absences include:

- (1) You are traveling to an official university-sponsored event (e.g. an academic conference or event for Intercollegiate Athletics, Club Sports, or the UO Marching Band); or
- (2) You have a prescheduled medical appointment.

If you foresee an absence due to one of the reasons described above, contact the instructor a minimum of one week in advance of the anticipated absence with appropriate documentation. Appropriate documentation includes a letter (on official letterhead) from your coach, instructor, professor, or doctor that provides us with the details of the pre-existing time conflict and is signed by the appropriate party.

## **Academic Misconduct**

Plagiarism, fabrication, and cheating are reprehensible and punishable. Plagiarism is the inclusion of someone else’s product, words, ideas, and data as one’s own work. Fabrication is the intentional use of information that the author has invented when s/he states or implies otherwise, or the falsification of research with the intent to deceive. Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that s/he has mastered information on an academic exercise (i.e., a test) that s/he has not mastered, including the giving or receiving of unauthorized help. Any case of possible plagiarism, fabrication or cheating will result in a failing grade on that particular course component.

To learn how to avoid plagiarism, please speak with the instructor *before* submitting an assignment. The UO Library also has helpful guidelines here: <http://libweb.uoregon.edu/guides/plagiarism/students/>

## ***And finally, Subject to Change Statement***

Information contained in the course syllabus, other than the grading policy and course standards, may be subject to change with advanced notice, as deemed appropriate by the instructor.