



GSACS MODULE PLAN

Exploring Water Challenges in Egypt and the US

Shared Inquiry Question: How do Environmental and Geopolitical Factors Affect Water Quality in Egypt and the US?

Courses	Egypt Water Crisis: Challenges and Solutions CHEM 2001/ Arabic Elementary ELA 101
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GSACS COIL Project Description

This collaborative project between the American University in Cairo and LaGuardia Community College in New York will explore water challenges and factors affecting water quality and water distribution in Egypt and the US. We will discuss techniques of safeguarding the quantity and quality of water resources. Also, we will analyze the process of making decisions for water sharing among communities such as treaties of water-sharing policies. The students will learn about the world's water crisis focusing on intentional, incidental or unintentional misuse of water resources in the two countries. The students also will evaluate the international treaties with respect to real world problems, focusing on socially responsible and ethical distribution of water resources. They will also create and conduct surveys with their communities to learn about people's awareness about clean water resources, environmental water issues and factors that affect quality of water in their cities and countries.

This course is delivered through [Global Scholars Achieving Career Success](#) (GSACS), supported by the Stevens Initiative, which is sponsored by the U.S. Department of State, with funding

provided by the U.S. Government, and is administered by the Aspen Institute. The Stevens Initiative is also supported by the Bezos Family Foundation and the governments of Morocco and the United Arab Emirates.

Student Learning Outcomes

- Analyze and gain familiarity with the UN Sustainable Development Goal# 6: Clean Water and Sanitation
- Take social action and know how to make a change and create an action plan for the communities to improve water quality and safe reuse
- Collaborate on constructing new ideas and contribute to each other's learning experiences
- Support local engagement in water and contribute to ethical and equal water distribution
- Recognize the impact of contaminants on drinking water, with diseases associated with water, and correlate it with health standards
- Discuss ethical issues related to water sharing among communities as well as neighboring countries.
- Evaluate the international treaties with respect to real world problems

Participation/Attendance Policy

Regular and reliable participation in the GSACS module is key to the success of the project.

Assessment and Grading

ELA 15%

CHEM 15%

The students will earn the credits on active & positive participation and the completed tasks on time.

Online Platforms

Zoom will be used for synchronous discussions.

Padlet will be used for asynchronous assignments.

Each instructor will post a weekly reminder for the tasks and activities due times on the Blackboard.

Project Resources

Introduction to the project resources:

[Facts About Water](#)

▶ [The Water Cycle](#)

▶ [حق مصر في مياه النيل - النسخة العربية](#)

▶ [حق مصر في مياه النيل - النسخة الإنجليزية -Support life.. Support the Nile flowing in Egypt !](#)

Comparative Analysis resources:

[Water Resources in Egypt](#)

[Water Resources Of The United States: Agricultural And Environmental Issues](#)

Geopolitics and ethical issues:

[Bilateral Water Management: Water Sharing between the US and Mexico along the Border](#)

[FreshWater Resources](#)

[Water Conflict In The Nile River Basin](#)

Tentative Calendar

Pre-Exchange Activities | March 6-14

- Both classes watch [this career video](#) and consult the [accessible transcript](#)
- Both classes will receive an email from GSACS@lagcc.cuny.edu welcoming them to the program and asking to sign media releases. Also, they will receive an email from Survey Research at <invites@mailersurveygizmo.com> with the subject line “Do Now: Survey for Global Scholars Achieving Career Success” asking them to fill out a survey.

Exchange Activities | March14-May 12

Week 1: March 14-21

1. Introduction to the project

Students are introduced to the partner country in their respective classes. They also discuss the following resources:

https://www.usgs.gov/special-topic/water-science-school/science/facts-about-water?qt-science_center_objects=0#qt-science_center_objects

<https://youtu.be/al-do-HGulk>

2. Self- introduction videos

Record a 2-minute video introducing yourself to your international peers. Include your name, major, fun facts about yourself, languages that you speak, anything else you'd like to share. Click on this link to post your video :

<https://padlet.com/lfadl2016/activity-one-ngbgiz8v46b5vh6n>

Technology Platform: Padlet

Week 2: March 21-28

Comparative Analysis

Read these articles and reflect on the points below using this Padlet link:

https://water.fanack.com/egypt/water-resources/?gclid=CjwKCAjwoZWHBhBgEiwAiMN66Xv3Mr94Wx7DGOBRcogusnaH5UsY2CN6qEHy7GXNaoYjEPwoaMNs2BoC9mQQAvD_BwE

<https://theberkey.com/pages/water-resources-of-the-united-states-agricultural-and-environmental-issues>

1-Write a reflection of at least 200 words, comparing the fresh water resources in Egypt and the US in terms of the water requirements in the two countries, the shared downstream and upstream countries, and the water quality.

2- Post your response and reply to at least two posts from your international peers.

<https://padlet.com/lfadl2016/comparative-analysis-0a33znff90efv37m>

3- Work asynchronously with your international peers to compare and contrast water problems in the US and Egypt through this Padlet.

Technology Platform: Padlet

Week 3: March 28- April 3

- LaGuardia spring recess: 5-13
- AUC Spring recess: 9-17
- Eid Al Fitr 21-23

Geopolitics of Water Resources and Ethical Issues:

On April 4, you will attend the lecture with a Guest Speaker. The session will be recorded and shared on Blackboard.

Before you attend the lecture:

1-Read this article:

<https://www.nationalgeographic.org/article/freshwater-resources/>

2- Read the selected pages from the following book:

- Historical Background on page 1
- Legal Situation on page 3
- Ethiopia, Egypt and the Historical Struggle for the Nile's Water on page 31

This is the link to the pdf:

<https://www.dropbox.com/s/e3smt616jeap2te/Zeidanarticle2013.pdf?dl=0#>

3- Read this article which addresses the same issues with respect to the US

<https://www.wilsoncenter.org/article/bilateral-water-management-water-sharing-between-us-and-mexico-along-border>

Open discussion with the guest speaker

- 1- Where do we need to raise awareness?
- 2- What can we recommend to the two communities?
- 3- What are the factors that affect water quality and fair distribution among countries?

After the lecture, respond to this question:

Which environmental and geopolitical factors affect water quality in each country and how can water quality be improved?

Use this Padlet link to post your response:

Write about 250 words.

<https://padlet.com/lfadl2016/geopolitics-of-water-resources-and-ethical-issues-mxf6a3g7116wniqp>

Week 4: April 30 - May 8

Community-Based Experiential Learning Project:

Work with your peers to develop a survey for the two communities in Cairo and New York inquiring about people's awareness about clean water resources, environmental water issues and factors that affect quality of water in the two cities and/or countries. During the synchronous meeting, you will

1. Develop survey questions in a synchronous meeting
2. Finalize the questions for each community

The time for this synchronous activity will be announced on Blackboard. Please check the Blackboard notifications.

This activity will be conducting Synchronously on Zoom

Zoom link: <https://jjay-cuny.zoom.us/j/88023775610?pwd=VGx4RkZ4NDBBTFBFcjVQN1A2eC9Ndz09>

Meeting ID: 880 2377 5610

Passcode: 472478

Use your official first and/or last name to join the meeting. No students with nicknames will be admitted to the Zoom session.

Weeks 5: May 8 - May 15

During this week, you will conduct the surveys with your respective communities and collect the results. You will also have the opportunity to analyze the survey responses comparatively with your international peers using this Padlet link:

<https://padlet.com/lfadl2016/the-survey-analysis-prrxbva8933ffs6v>

Specific instructions will be provided.

Get ready to work on producing an Infographic flyer to involve your communities in finding solutions and to enhance the people's awareness about water sanitation and clean water resources issues.

Based on the analysis, develop an infographic/flyer for each class

Each class has to create an infographic through www.canva.com

Your instructor will provide the instructions and the methods.

Technology Platform: Padlet & Canva

Wrap-up

Outcomes and conclusion

The two classes will meet synchronously on Zoom to share their final product and prepare their conference presentation

Guidance for the conference presentation:

1-Highlighting the problem

2-Raising the community awareness and finding solutions

Announcements about the final conference and the asynchronous presentations.

Project conclusion

Technology Platform: Zoom

Conference presentation and Career Success workshop:

Students will attend synchronous conference presentations from other GSACS courses, and deliver their own presentation (if they decided to do so synchronously). They will also attend the career success workshop.

Post-Exchange Activities

Students complete a written or video reflection on their learning experience in GSACS. They will also receive a survey on email and be invited to GSACS alumni networks.