
LAND, RESOURCES, PEOPLE

By Shyla Doğan

Where do people in the Middle East and North Africa (MENA) live? Why and how have these locations changed over time? How are these locations determined by economic, political, and environmental factors? This chapter begins to answer some of these ongoing questions.

Aside from economic and political concerns, the natural environment allows human beings to live in certain areas based on both natural topography and resources. As natural resources are depleted and altered, the areas inhabitable by human beings change over time. In the Middle East both resources and inhabitable land are increasingly shrinking alongside enormous population growth. The region contains 10% of the world's land area, and increasingly faces desertification and a severe fresh-water scarcity. As such, populations are densely concentrated near bodies of water and in large urban centers. This urbanization comes with its own challenges as people from rural areas adjust to city life.

This chapter introduces readers to the natural resources of the Middle East, specifically covering water, agriculture and

Chapter Glossary

Desalination: Process of removing salt and minerals from saline water. The process helps to produce fresh water for agriculture and human consumption.

Desertification: A type of land degradation in which a relatively dry land region becomes increasingly arid, typically losing its bodies of water as well as vegetation and wildlife. It is caused by a variety of factors, such as climate change and human activities.

Green Revolution (Environmental): This term refers to a series of research-and-development and technology-transfer initiatives that occurred between 1940 and the late 1960s. These initiatives increased agricultural production worldwide, particularly in the developing world.

Refugee: A person who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”

Wastewater treatment: Process of converting wastewater into fresh water. Impurities are removed from the water.

oil. It discusses how people relate to this physical environment. It also explores how humans both impact and are impacted by their environment(s). Specific focus is given to rural to urban migration and the aftermath of violence on the region both in terms of the movement of refugee populations and environmental degradation caused by war.

The Natural Environment

Stereotypical images depict the Middle East as a mysterious desert landscape. However, in reality, desert only accounts for only one portion of the region's topography, and it is certainly not the area where the majority of the region's population actually lives. There are two primary deserts: the Empty Quarter (Rub al-Khali) of the Saudi Arabian peninsula and the Sahara Desert that divides North Africa and sub-Saharan Africa. Though much of the rest of the region also tends to be arid, the Middle East and North Africa is actually very geographically diverse.

Numerous mountainous areas traverse the Middle East and North Africa. They include the Atlas Mountains that run through Morocco, Algeria and Tunisia; the Taurus Mountains along the Mediterranean coast of Turkey; and the Zagros Mountains that run through Iran, to name a few. In addition, the region hosts a number of bodies of water, including but not limited to the Amu Darya River, Euphrates and Tigris Rivers, Indus River, Nile River, Caspian Sea, Mediterranean Sea, Black Sea, Arabian Sea, Red Sea, Persian Gulf and Gulf of Aden. This is not a comprehensive list of all the bodies of water in the MENA region but provides a reminder of the geographic diversity found in the area.



This classic image of the Middle East can be misleading. While the Sahara and Rub Al-Khali deserts are large, and much of the Middle East is arid or semi-arid, the bulk of the population actually live in the river valleys and coastal regions that sustain agriculture and provide adequate fresh water for civilization. Large cities have blossomed in these fertile areas for many centuries.

Image courtesy of Wikimedia Commons/



This map of the Middle East indicates a wide variation in the area's topography. We can see a range of lush coastal lands and river valleys as well as desert, semi-arid, and mountainous regions.

Map Courtesy of Wikimedia Commons

The region is also diverse in terms of climate and agriculture. The Black Sea coast of Turkey is known for rainfall and is lush with hazelnut trees, making Turkey the largest exporter of hazelnuts in the world. The relatively dry climate of other areas is perfect for crops such as olives, such that 95% of all olives in the world come from the MENA and Mediterranean areas. One may just as easily see snow as heat waves in the Middle East, depending on where the person is and the time of year it happens to be.

Water

Water is by far the most precious and scarce resource. The Middle East and North Africa contains just 1.4% of the world's renewable fresh water, while 12 of the world's 15 water-scarce countries in the world are located there. Some countries, such as Kuwait, have no renewable water resources and must depend on other nations to supply as much as 90% of their fresh water. Control over water resources has led to conflict. Major disputes plague Egypt and Sudan over the Nile River. Iraq, Turkey and Syria squabble over access to the Tigris and Euphrates Rivers and their tributaries. Unequal distribution of water throughout the Jordan River valley ecosystem has exacerbated the already high tensions between Israel, its neighbors, and the Palestinians. In the West Bank, water for human consumption is on average 22 cubic meters per year, or just 60 liters per person per day, while in Israel it is five times greater at 120 cubic meters a year, or 330 liters per person per day. According to the World Health Organization, the minimum consumption per person per day of water should be at least 100 liters, showing just how drastic the West Bank's water shortage is.

As elsewhere in the world, urban centers in the Middle East and North Africa historically emerged adjacent to waterways



A ski resort in Dizin, Iran (2007) is an oft-overlooked example of the climate variation in the region.

Image courtesy of Wikimedia Commons/Ali Majdfar



The mud plains near the famous salt water Dead Sea show some of the long-term environmental effects of water shortage. All this used to be under water, but the Dead Sea is "dying" as its tributaries are being overly diverted for agriculture and other human use.

Photo Courtesy of chadica.com

and in places where fresh water was in consistent supply. Cairo spans the banks of the Nile, Baghdad sprawls across the Tigris, and Istanbul dominates the rainwater-plentiful coasts of the Black, Aegean and Marmara Seas. Twentieth-century developments in transport, desalination, and other forms of technology enabled the growth and short-term sustainability of cities farther away from water/waterways, such as Tehran, Ankara, Sana'a, Amman, or Riyadh. These cities and many others continue to swell due to the influx of rural or international migrants as well as a rapidly increasing population. The region's population increased fourfold in the second half of the twentieth century and today is the second fastest-growing population in the world, behind sub-Saharan Africa.

Indeed, contrary to common misconceptions, 60% of the population of the region lives and works in large urban centers, rather than in deserts or rural villages. Where one lives is related to water and the need for economic stability that farming can not always provide. To preserve water, wastewater treatment and desalination have become popular methods. However, these measures are possible only for those nations with sufficient economic resources and technological advancement to support them. Those countries that do not have such advantages, such as Yemen, are forced to resort to other measures for water conservation. In many cases, nations have not prioritized water conservation in favor of more pressing crises. However, those nations will unfortunately and inevitably have to deal with the consequences of water scarcity in the near future.

Agriculture

Politics, identity, and communal habits affect crop preference in any given location as much as the natural environment does. For example, in *Altneuland*, or *The Old New Land*, Theodore Herzl describes a bountiful state for Jews, where high water consuming crops like wheat, barley, corn, poppy seed and tobacco would all be grown. The new homeland for Jews aimed to be a garden paradise. This vision cultivated a number of innovations to allow for the growth of a diversity of crops, regardless of their high water consumption. However, as water becomes more scarce in an already arid region, countries like Israel must temper such dreams to focus on alternative, less water-indulgent crops. Environmentalists regularly lobby Israel to reduce the subsidies it gives to farmers to incentivize the



These lush, green, qat fields (2006) are water-intensive crops, dissipating Yemen's fresh water supply beyond sustainability. An estimated 40% of Yemen's water supply goes to irrigating qat, with the trend in qat growth still increasing (and population increasing as well, thus increasing the demand for water).

Photo Courtesy of Flickr/loose_grip_99

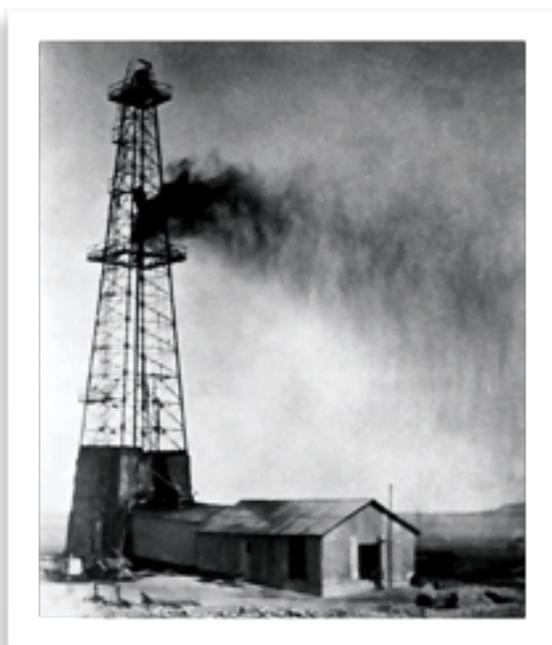
production of “thirsty” crops.

As some countries shift away from crops that are not viable with existing water resources, other countries are moving in the opposite direction. An example of this trend is evident in Yemen's lucrative market for *qat*, a water-needy flowering plant that, when chewed, produces a stimulant effect. As Yemeni farmers are unable to make a steady living at food crops, many switch to producing *qat* for its higher return. It is the most profitable crop grown in Yemen, as it is a very widely used narcotic throughout the country. Thirty percent of household income is used to purchase *qat* and approximately ninety percent of all adult men in the country are frequent *qat* users. While the cultivation of *qat* is not a good choice for the country in terms of conserving scarce water resources, farmers with few options turn to the crop as a means of supporting their families. These brief examples illustrate how water scarcity threatens agricultural production (and vice versa), and how environmental realities influence the types of jobs people have, the places where they live, and even the social activities they engage in, as in the case of *qat* use.

Oil and Natural Gas

Contrary to common perception, the countries of the Middle East and North Africa are not oil rich equally. While the region does contain a staggering 52% of the world's oil reserves and 42% of natural gas reserves, the majority of these reserves are located in the Gulf region. For example, the 12 member countries of the Organization of the Petroleum Exporting Countries (OPEC) include 8 countries in the MENA region: Algeria, Iran, Iraq, Kuwait, Libya, Qatar, Saudi Arabia and United Arab Emirates. Six of these nations are adjacent to the Persian Gulf. Oil accounts for 90% of Saudi Arabia's total annual revenues, 94% of Kuwait's and 96% of Iraq's.

Global and U.S. dependence on oil from the Middle East and North Africa is only increasing over time. This dependence reinforces U.S. ties to the leadership of Saudi Arabia, one of the world's largest oil exporters, and underpins U.S. interests in the governance of Iraq. In the 1970s, 30% of the U.S. oil supply came from diverse foreign sources, but by 2005, that number had jumped to 60%. Of 11 million barrels per day imported in 2005, 3 million were from Middle Eastern states. These economic interests that the U.S. continues to have in the region are often at



Dammam No. 7, the first commercial oil well in Saudi Arabia, which struck oil on March 4, 1938. Oil and natural gas, particularly in the nations surrounding the Persian Gulf, have been a critical part of the United States' relationship with the Middle East region throughout the 20th and 21st century.

Photo Courtesy of Wikimedia Commons

odds with social and political policies upheld by these various nations' governments.

Additionally, due to rural-to-urban migration and an overall population boom, many of the resources that were once exported are now being consumed regionally. Saudi Arabia is the sixth largest consumer of oil in the world to date, causing the country to lose profits (in-country extraction of oil in Saudi Arabia costs \$3-\$10 a barrel and can be exported at over \$100 per barrel). Oil reserves have also led the Gulf countries to have the most stable economies in the region. For example, Kuwait has one of the strongest currencies in the world due to its oil wealth. Yet, widespread economic diversity in the region is worth mentioning, as there is great contrast between oil-rich countries and those not rich in oil. Saudi Arabia's oil accounts for 90% of its annual revenue, making it one of the fastest growing economies in the region and a high-income economy, according to the World Bank. In contrast, oil accounts for just 25% of annual revenues for Saudi Arabia's southern neighbor, Yemen (ranked as a lower-middle-income economy by the World Bank). Though they share a border and the same peninsula, the two countries are vastly different in terms of resources and economic success.

The Middle East and North Africa also contains the largest amounts of gas reserves in the world, much of it still untapped. In 2011, the confirmed total of gas reserves amounted to 88 trillion cubic meters (tcm) of total world reserves of 208 trillion, i.e., 42% globally. Across the region, gas production doubled over the past decade, as did its global demand, which is now twice that of oil. Natural gas plays a huge role in the economies of MENA countries and its importance will only increase as supply is made more readily available and demand rises throughout the world.

Rural-to-Urban Movement

As the population of the Middle East and North Africa grew during the 20th century alongside rapid industrialization, rural populations flocked to urban centers. Cities provide more opportunities for work, superior healthcare, and better educational opportunities. Industrial developments during the Green Revolution in the 1950s (see Chapter Glossary) also made many farm techniques that once required human labor obsolete. For example, in Turkey, a million farmers were replaced by 40,000 tractors between 1953 and 1957. Violence in the rural regions of various countries also



This spectacular view of the Nile river at sunset in the megalopolis of Cairo, Egypt, reminds us that the majority of the Middle East's population lives in cities.

Photo Courtesy of Wikimedia Commons/Amkwi2014photo

plays a role in migration. For example, the Turkish government and Kurdish separatists engaged in a civil war for nearly 30 years, with tensions particularly high in the 1980s and 1990s. In the rural regions of Anatolia, villagers were threatened by violence from either side and thousands of rural people migrated to Istanbul.

Today, well over half of the population of the MENA region lives in cities. This trend began in the 1950s, when the urban areas of less developed countries quadrupled over just 30 years. For example, the United Nations Food and Agricultural Organization (FAO) documented that in 1956, 78% of the population of Saudi Arabia made their living from agriculture. This number has dropped drastically as more and more people move to large cities such as Riyadh. This rapid growth continues today throughout the region.

It is also important to note that the population of the MENA region, and therefore, in the cities is extraordinarily young. One in every three people in the region is between the ages of 10 and 24 and this dramatically increases the need for services and jobs. Poverty has risen in all urban centers as the demands on the cities' infrastructures rise; governments have been unprepared to accommodate such large numbers of people in their metropolitan areas. Add to this internal migration the various international refugee influxes that also dramatically affect the MENA region's cities, and the resulting picture is a crowded, underserved, and underresourced urban population.

Violence and its Aftermath

Violence in the MENA region, as in every part of the world, has long-term consequences for the people who live there. Violence clearly



The Tigris River (2011) passes east of Diyarbakir, Turkey, and flows below the 11th-century Ten-Eyed Bridge before turning southeast toward Baghdad, Iraq. The Tigris-Euphrates river system, a significant part of the “Fertile Crescent,” flows through modern day Turkey, Syria, and Iraq all the way to the Persian Gulf. Control of these waterways, as they sustain life in the region, is central to developments in today’s Iraq, Syria, and Turkey. Infrastructure related to these waterways (and the big dams that control their waters) has suffered damage and neglect during ongoing wars in Iraq and Syria.

Photo Courtesy of Wikimedia Commons/David Stanley

impacts the natural world but it also changes the built and social environments as well. Resources become rapidly depleted as large populations try to survive by any means necessary. Other resources are purposely destroyed as a means of inflicting harm or vengeance on the “enemy.” Refugee camps expected to disappear within a few months frequently become permanent. Countries with stretched resources swell with thousands of newcomers unable to adapt to the new society and usually suffering from psychological and physical trauma.

The Gulf War presents a unique example of the detrimental effects of war on the natural environment. Saddam Hussain threatened to burn Kuwait if his armies were forced to leave after their attempt at annexation on August 2, 1990. Thus, when the Iraqi army was forced to retreat from Kuwait, they set fire to over 600 oil wells. They also released 11 million barrels of oil into the Gulf, creating the largest oil spill in history. Accounts of these events rarely offer any discussion of the toll this type of violence and environmental destruction takes on the ongoing quality of human life in the region.

Conclusion

The MENA region is as complex and diverse geographically as it is socially and politically. There is water scarcity throughout the region, which threatens the agricultural industry that has already waned in the past several decades since the Green Revolution. The region is rich in oil and natural gas, although this wealth is concentrated in particular nations in the Gulf. Wealthier nations that possess the means to utilize desalination or import water have used these methods to address the problem of insufficient resources, while the majority of countries face depletion. The United States’ supportive relationships with regimes in oil-rich countries frequently undermine democratic reform.

The population of the Middle East tends to be city dwelling, regardless of the country being discussed. There are huge urban centers in every country of the Middle East. Rural to urban migration began in the 1950s and continues today as people move to cities in hopes of better opportunities for employment, healthcare, housing and education. However, violence in the Middle East continues to severely impact the natural environment as well as the human population of the region as refugee camps become permanent cities and the natural environment and urban infrastructure are taxed beyond their capacities.

Teaching Tool

The Jordan River Valley: A Case Study in Environmental Peacemaking

The Jordan River, which has holy significance for Jews, Christians, and Muslims, is a waterway that is today shared by Israel, Jordan, and the West Bank and that flows into the Dead Sea. Despite its historic character as a bridge between the peoples that lived on both sides of the river, today it serves as a tightly controlled border that separates them. It remains an invaluable source for water, as the region has limited water sources and a dry and arid climate. In the 1960s as each country scrambled for resources, Israel diverted the river near the Sea of Galilee and Jordan dammed the other water source for the Jordan River, the Yarmouk River. This overuse has depleted the river significantly, today reducing its flow to just 5% of its natural volume. Other factors increase the environmental crisis: Israel, Jordan and the West Bank all contribute to untreated sewage being dumped into the river bed.

Water shortages and shutoffs are not uncommon in Jordanian and Palestinian households. The Dead Sea is effectively “dying” as its waters recede at a quickening pace, leading to large mud flats and the emergence of dangerous sink holes. Furthermore, the political issues related to the Palestinian-Israeli conflict have prevented the actors involved from discussing ways to more appropriately share and maintain the resources the river has to offer. If something is not done about the condition of the river it could have dire consequences for both the environment and peace in the region.

Watch: “The Jordan River Needs Resurrecting”

http://content.time.com/time/video/player/0,32068,1757661578_0,00.html



Discussion Questions/Essay Topics:

1. What has caused the Jordan River to become polluted?

2. How do you think that the political issues between Palestinians, Israelis and Jordanians have contributed to the pollution of the Jordan River?
3. What effect does the pollution of the Jordan River have on the people living in the region? How does the pollution of the Jordan River lead to further conflict between nations?
4. What effect does pollution of the Jordan River have on the natural environment?
5. Why do you think that farmers in the region are growing tropical crops, such as bananas, in the arid region of the Jordan River valley? What are the likely results of growing these types of crops in the area?
6. What would be your solution to the pollution affecting the Jordan River?
7. Do you agree that the countries in the region would benefit more from using the river for ecotourism and outdoor activities as Gidon Bromberg suggests?
8. What are some potential conflicts that could arise from turning the river back to its original state?
9. What are some potential benefits that could arise from turning the river back to its original state?
10. If a Peace Park were to be created near the Jordan River, as suggested by the NGO Friends of the Earth Middle East, what long-term benefits might it have? Do you think that such a park would lead to a greater understanding between individuals in the region who may have differing political and religious ideologies? Why or why not?

Extension Activities:

Read/Watch:

The Red-Dead Canal or Back to Nature?

<http://m.jpost.com/Opinion/Columnists/The-Red-Dead-canal-or-back-to-nature#article=0QjY2RTI4NUIwMjgwRjAxQTVBQkM3ODdFNDhBODMxMjY=>

Can Desalination Help Save a Holy River?

<http://voices.nationalgeographic.com/2014/11/02/can-desalination-help-save-a-holy-river/>

The “Red-Dead” Canal: Israeli-Arab Efforts to Restore the Dead Sea

<http://fas.org/sgp/crs/mideast/RS22876.pdf>

Jordan Should Move Away from Unsustainable Agriculture

<http://www.zawya.com/mobile/default.cfm/actstory/sidZAWYA20140313063033>

Activity 1: Role-Play

Take a position on the situation surrounding the Jordan River as either an Israeli government official, Jordanian government official, or Palestinian representative from the West Bank by writing a speech or policy paper arguing the position the official would take on the issue. Provide support for your

position using the articles provided. Carefully consider the political factors that have thus far prevented a long-term solution to the pollution and overuse of the Jordan.

Activity 2: Solutions

Working in groups of three, represent either an Israeli government official, Jordanian government official, or Palestinian representative from the West Bank. Based on what you know about the conflicts in the region and the issues regarding the Jordan River, create a speech or policy paper that argues for a proposal for the Jordan River that will allow the river to be restored. Consider who will pay for cleaning up the river and think about how resources from the river will be divided between the three groups. Contemplate how the solution you come up with might be affected by the political problems between these neighbors. Use the map of the Jordan River provided above and supplement it with others you can find online as resources to help you with your proposal.

For Further Research:

Future Temperature in Southwest Asia Projected to Exceed Threshold for Human Adaptability

https://one.mit.edu/file/future-temperature-southwest-asia-projected-exceed-threshold-human-adaptability_

Middle East May be Uninhabitable this Century Due to Deadly Heat Study Finds

<http://www.sciencealert.com/middle-east-may-be-uninhabitable-this-century-due-to-deadly-heat-study-finds>

Food Security: The Basic Threat in an Overburdened Region

<http://www.mepc.org/journal/middle-east-policy-archives/food-insecurity-basic-threat-overburdened-region>

Water Insecurity, Climate Change, and Governance in the Arab World

<http://www.mepc.org/journal/middle-east-policy-archives/water-insecurity-climate-change-and-governance-arab-world>

Teaching Tool

Rural-to-Urban Migration, Poverty, and Turkey's Urban Landscape

There has been a rise in the number of people moving from Turkey's villages to the country's largest urban centers, such as Istanbul and Ankara. This is mostly due to economic factors, although politically motivated violence in the southeastern part of the country has also contributed to the rise in rural to urban migration. As the populations of cities have swelled, air and water pollution, as well as deforestation as a result of a lack of housing have all become major concerns. The natural environment is being depleted as condominium-style housing is built in order to accommodate the newcomers. Additionally, in cases where rural migrants cannot afford the condominium-style houses, they build temporary homes with whatever supplies are on hand. This leads to shantytown-type housing with improperly installed or non-existent plumbing and electricity. This has effects on the environment as sewage, for example, is mismanaged and flows into fresh waterways. Yet, it also takes a human toll due to the poor quality of life that is experienced by those living in such conditions. Villages that migrants leave behind are also affected by migration as buildings, such as schools, fall into decay due to a lack of residents to care for and utilize them.

Read: "The Hidden Side of Turkey's Urban Transformation, Told in 10 Pictures" by Jennifer Hattam

<http://www.citylab.com/politics/2014/04/hidden-side-turkeys-urban-transformation-told-10-pictures/8798/>

Discussion Questions/Essay Topics:

1. In your opinion, what does "revitalization" of impoverished neighborhoods mean in the context that the article uses the term?
2. What are the positive and negative effects of "revitalizing" impoverished neighborhoods in large cities, such as Istanbul?
3. Why would people be opposed to "revitalization" projects of impoverished neighborhoods?
4. What might be some of the reasons that the government would want to "revitalize" impoverished neighborhoods in large urban areas?
5. When rural migrants are evicted from their homes, where do you think they go? How might their new homes be similar or different to their former homes?
6. Melih Cevdet, a photographer interviewed in the article says, "In my mother's day, the village school had 20 students; now the population of the whole village is not even 20." What causes of people to leave the villages? What are the effects on the people that remain in the villages? (Think about the ways that social life and the community may change when large numbers of people leave).
7. Based on the photographs presented in the article, what might be some of the differences in lifestyle that rural to urban migrants have to deal with once they reach the cities?

8. What are some negative differences that might challenge rural migrants once they arrive in a city setting?
9. What are some positive differences that rural migrants might find once they arrive in a city setting?

Extension Activities

Istanbul and Urban Planning

Read:

An Urban Social Movement Challenging Urban Regeneration: The Case of Sulukule, Istanbul

<http://www.sciencedirect.com/science/article/pii/S0264275111000709>

The Conflicted City: Hypergrowth, Urban Renewal and Mass Urbanization in Istanbul

<http://realestate.washington.edu/wp-content/uploads/2013/03/ConflictedCity.pdf>

Activity 1

Imagine that an area of Istanbul is being prepared for demolition in order to build a condominium development. The rural to urban migrant families who formerly lived there will be displaced and will most likely not be able to afford the condominium housing. However, the area being demolished is a shantytown with a high rate of crime and is contributing to water pollution as raw sewage leaks into the Bosphorus due to improper plumbing. Compose a speech or policy paper that advocates for a position as a representative from the government or a representative from a Non Governmental Organization that serves the interest of rural migrants in Istanbul. Provide support for your position using the articles provided.

Activity 2

Imagine that you are a city planner for Istanbul and have been given the job of developing a condominium-style neighborhood near the Bosphorus strait. The neighborhood will most likely accommodate working-class rural to urban migrants. The land that will be utilized for this project is underdeveloped forestland that was once for military use only and has recently been rezoned for commercial development.

Create a map that shows your plan for the neighborhood. When developing the plan, try to spare as much of the natural environment as possible and think about ways to reduce air and water pollution while also keeping in mind that costs have to remain low to keep housing affordable for working-class migrants. Consider what features a new neighborhood might need, such as roads, a hospital, school, park, place(s) of religious worship. Compare your plan with that of your own neighborhood and reflect on and explain any differences and similarities.

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MEPC (Middle East Policy Council) Resources

“Water Insecurity, Climate Change and Governance in the Arab World” by Scott Greenwood

<http://mepc.org/journal/middle-east-policy-archives/water-insecurity-climate-change-and-governance-arab-world>

“Food Insecurity: The Basic Threat in an Overburdened Region” by Amal A. Kandeel

<http://www.mepc.org/journal/middle-east-policy-archives/food-insecurity-basic-threat-overburdened-region>

Common Core/Standards

Common Core/Standards/College, Career, and Civic Life (C3)

Anchor Standards Reading

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards Writing

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards Speaking and Listening

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards by Subject/Grade (9-10)

Reading: Informational Text » Grade 9-10

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative,

connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

History/Social Studies » Grade 9-10

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently

ELA Writing » Grade 9-10

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NCSS Themes

1. Culture

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

2. Time, Continuity, and Change

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.

3. People, Places, and Environments

This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

5. Individuals, Groups, and Institutions

Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

7. Production, Distribution, and Consumption

This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects.

9. Global Connections

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology.

NCSS C3 Framework

D2.Eco.1.9-12.

Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

D2.Geo.2.9-12.

Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics

D2.Geo.4.9-12.

Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.5.9-12.

Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12.

Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions

D2.Geo.7.9-12.

Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.10.9-12.

Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

D2.Geo.11.9-12.

Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.His.1.9-12.

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.4.9-12.

Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12.

Analyze how historical contexts shaped and continue to shape people's perspectives.

D4.3.9-12.

Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.6.9-12.

Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12.

Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.