

EnvS 144
California Wetland Controversies
Fall 2009; LEC 10:30-11:45; Tu, Th.
BBC 001; Code: 48446
4 units

Dr. Gary A. Klee

SYLLABUS

CATALOG DESCRIPTION:

Impact of agriculture, urbanization and other human land uses upon California coastal wetlands with emphasis on current environmental problems and controversies. State public agencies concerned with vital environmental problems and analysis of current environmental legislation. Prerequisite: EnvS1 **or consent of instructor.** May be repeated for a maximum of 8 units.

COURSE OBJECTIVES & HOW THE COURSE WILL OPERATE:

I currently have two 8-10 year book projects simultaneously underway, both on the topic of California Coastal Wetlands—one is a coffee-table style black & white photography book; the other is book designed for the general public, especially conservationists, birders, hikers, kayakers, photographers, and open-space enthusiasts. Both books have the goal of helping to conserve wetlands through environmental education (i.e., public awareness). Students that enroll must be interested in serving as *research assistants*—investigating, exploring, photographing, and providing feedback in seminar style to the rest of the research team. This is not your typical sit back, listen to a lecture, take an occasional note, prep for some exams, and write a simple ‘Internet-Cut-and-Paste’ term paper. Students are assigned 1-3 wetlands to investigate, depending on distance needed to travel (e.g., a student exploring a wetland in San Diego County only has to report on **1 wetland**, because of the long distance to travel; whereas a student that chooses nearby Santa Cruz County would need to investigate and report on a minimum of **3 wetlands**).

QUESTIONS YOU NEED TO ASK YOURSELF BEFORE ENROLLING:

(1) Are you an *academically mature student* (undergrad or grad) that likes direction, but doesn’t need your hand held through every step of the process? (2) Are you willing to get into your car and *travel at your own expense*, with a friend or family member to a designated coastal wetland, then explore it, photograph it, interview some officials about it, and report your findings (orally and in writing) back in seminar to the project team? (3) Since some of these sites may mean an overnight stay, are you willing to *camp or “motel-it” (at your own expense)* at a nearby accommodation so that you can at least be at the site for two days (e.g., Friday/Saturday or Saturday/Sunday or Sunday/Monday)? (4) Are you interested in coastal issues, particularly wetlands, and *enjoy getting outdoors*, away from the computer screen? (5) Do you like to walk and photograph a piece of land? (6) Do you like to do the *detective investigative work* (kind of like being a CSI Investigator) of finding out what you can learn from related topographic maps, historical photographs, and current aerial photographs? (7) Do you like the idea of being *part of a research team* working on an important conservation project? If you answer “Yes” to most of these questions, then EnvS 144 is for you!

ACTIVITY: The “Activity” part of this course will require approximately 4 hours per week. Fortunately for students, the where, when, and how you put in those hours is based on your own personal family, work, and job schedule. In other words, the geographic location you choose to

travel to (e.g., San Diego County), the day and number of times you must visit to accomplish your research (generally 2-3 times) is based on your success rate at accomplishing your chosen goal.

RECOMMENDED COURSE:

EnvS 144 is an excellent elective for undergraduate and graduate students pursuing an environmental restoration, wildlife resource management, water quality, open space & recreation, environmental education, or coastal resource management focus in the EnvS Department. The course is also strongly recommended for any student or general citizen that lives in California and has an interest in learning about [and hopefully working towards conserving/preserving] California's coastal environmental wetland heritage. It is also recommended for anyone interested in nature and conservation photography, because it provides you an opportunity to get out and further refine your photographic skills. I'll also be sharing with you my portfolio of wetland photographs that I have been working on for these books.

REQUIRED MATERIALS TO PURCHASE AT BOOKSTORE:

- (1) Spray, Sharon L. & Karen L. McGlothlin. 2004. *Wetlands*. New York: Rowman & Littlefield Publishers.
- (2) California Coastal Commission. 1987. *California Coastal Resource Guide*. Berkeley: University of California Press.
- (3) California Coastal Commission. 2003 (6th edition). *California Coastal Access Guide*. Berkeley: University of California Press.
- (4) Turabian, Kate. 2007 (7th edition). *A Manual for Writers of Term Papers, Theses, and Dissertations*.

OPTIONAL PURCHASE AT BOOKSTORE:

- (1) Burt, William. 2007. *Marshes*. New Haven: Yale University Press.
- (2) Mitsch, et al. 2009. *Wetland Ecosystems*. Hoboken: John Wiley & Sons.

EVALUATION:

Seminar Performance = 50%

[Includes 1-3 chapter presentations; overall contribution to seminar discussions and research strategy sessions; weekly progress report on project (s), and oral presentation of final report(s)].

1-3 (Depending on Distance Traveled) 4 page (single space, back-to-back) written report of a wetland(s) = 50%.

STATEMENTS REGARDING PLAGERISM AND DISABILITY: See Separate Handout.

OFFICE HOURS:

Office: WSQ: 115A; Voice Mail: (408) 924-5455; E-Mail: Kleegary@comcast.net; **PLEASE USE E-MAIL, NOT THE PHONE, UNLESS IT IS AN ABSOLUTE EMERGENCY. THE E-MAIL COMES TO MY HOME OFFICE. IF YOU USE E-MAIL, I'LL GET BACK TO YOU WITHIN 24 HOURS, OR I'LL BUY YOU A CUP OF COFFEE.** Office Hours: TBA: _____; There is a sign-up sheet on my office door; please plan your visits (i.e., sign up a week or two in advance). Note: If no one is signed up for the office time in advance, I often leave and work on other things.