

Environmental Studies 129 – Water Policy in the Western U.S.

Class Days/Times: Tuesday/Thursday, 1:30pm – 2:45pm

Location: Dudley Moorhead Hall 164

Instructor: Costanza Rampini, Ph.D.
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Office Hours: Wednesdays 1:30pm – 2:45pm, or by appointment

Important: Please sign up for office hours [here](#) 24 hours prior to your visit. Appointments are in 15 minute blocks. You may sign up for more than one consecutive time block.

COURSE DESCRIPTION AND OBJECTIVES: Water, or lack of it, is the defining characteristic of development in the Western United States. Using multiple analytical frameworks, including history, law, economics, environmental science, and sociology, we will investigate the interrelationships of key policies, players, and projects involved in Western water. More specifically, we will critically examine how important federal, state, and local water policies arose and how they affect different stakeholder groups (e.g., irrigators, environmentalists, indigenous peoples, the local citizenry, government entities, public water resource agencies). We will also learn about how stakeholder values and corresponding water policies have changed, or failed to change, over time. Case studies will form a large part of learning for the course. Our investigations will cover water development in California, the Colorado and Columbia river basins, and major projects such as the Central Valley Project, Hoover Dam, and the Grand Coulee Dam. Major areas of knowledge developed in this course include the following: water rights, the role of federal agencies in water resources development, cost-benefit analysis, the environmental impacts of water resources development, and potential solutions to resolving water-related conflicts. Skills you will develop or enhance in this class include writing, research, oral presentation, and critical thinking in the context of policy analysis.

Over the semester, you will:

- gain a working familiarity of major Western water policies and their underlying philosophies;
- learn how these policies have been applied through case studies;
- have an opportunity to explore in-depth a water policy of personal interest; and
- practice communicating your findings to others, orally and in writing.

Generally, we will meet twice weekly for lectures, in-class exercises and discussions. Outside of class homework assignments will include completing course readings and being prepared to discuss course materials, conducting web-based research, writing short essays, leading class discussions, online quizzes, working in small groups, and preparing and giving a presentation using a computer and presentation software.

REQUIRED COURSE MATERIALS: The following texts will form the basis of class discussions and assignments.

- 1) THE GREAT THIRST: CALIFORNIANS AND WATER—A HISTORY. Revised Edition. Norris Hundley, Jr. 2001. University of California Press: Berkeley.
 - 2) SUSTAINABLE WATER: CHALLENGES AND SOLUTIONS FROM CALIFORNIA. Allison Lassiter, Ed., 2015. University of California Press: Oakland.
- Available online via the MLK Library website.**

Other readings will be assigned and available via the class Canvas website under “Files > Readings”.

PERFORMANCE EVALUATION:

Grades for the course are based on the following assignments. Assignments are due at the beginning of class, unless otherwise stated.

- *Homework & class participation (20%)*: Students are expected to attend lectures, come to class prepared to engage with readings and class material, and actively participate in class discussions and activities. Student participation will be evaluated via online reading quizzes available on Canvas, as well as the submission of write-ups linked to in-class activities.
- *Reading Summary Presentation (Group grade, 10%)*: In groups of 2, students will lead 40-minutes of a class session by summarizing readings and facilitating class discussions and activities.
- *Federal Agency Analysis (15%)*: Students will individually write a 1,000 to 1,250-word essay explaining the prominent role that federal government agencies play in water resource management in the Western United States.
- *Midterm Exam (20%)*: Students will answer a series of multiple choice and short-answer questions to demonstrate their understanding of topics and concepts discussed in the readings and during class.
- *Group Policy Presentation (Group grade, 15%)*: In groups of 3, students will present in-class the research they have done for their policy paper.
- *Group Policy Paper (Group grade, 20%)*: In groups of 3, students will apply what they have learned in class to write a 3,000-word essay that analyzes an existing water-related program or policy in the West at the municipal, regional, state or multi-state level.
- *Extra Credit (up to 3%)*: The instructor may assign some optional extra credit assignments, which may include attending water-related events and watching class-related documentaries. Students can earn a maximum of 30 points in extra credit assignments, for a total of 3% towards their final class grade.

Letter grades will be assigned according to the following point scale:

A	92.5 to 100 percent	B-	79.5 to 82.4 percent	D+	66.5 to 69.4 percent
A-	89.5 to 92.4 percent	C+	76.5 to 79.4 percent	D	62.5 to 66.4 percent
B+	86.5 to 89.4 percent	C	72.5 to 76.4 percent	D-	59.5 to 62.4 percent
B	82.5 to 86.4 percent	C-	69.5 to 72.4 percent	F	0 to 59.4 percent

TIME EXPECTATIONS:

At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a 3 unit course, you can expect to spend at least **6 hours per week outside of class** completing class-related assignments and

readings. Assignments include analysis of one books; library and field research, site photography, and local interviews; 3 written assignments, and 2 power-point presentations. These assignments may require work beyond the minimum 6-hours of work outside the classroom. **Careful time management is required** to keep up and succeed.

LATE ASSIGNMENTS: Assignments, unless announced otherwise in class, are due on the date and time specified in the course's Canvas website and the Class Schedule. Late assignments are assessed a 20% penalty per each 24-hour period. Illness and extenuating family or personal circumstances are the only allowable excuses for late work. Extensions need to be requested in writing at least 24 hours in advance of the assignment due date and time. Assignments submitted or exams taken more than seven full days late will not be graded and will earn zero course points.

ELECTRONIC DEVICES: Cell phones and all instant-messaging programs must be turned off prior to class. NO text messaging or phone use is permitted in the classroom and laptops may only be used for taking notes. This will be strictly enforced.

OFFICE VISITS AND COMMUNICATION: I encourage all students to come visit me at least once during office hours to talk about the course, related environmental studies courses, and any other topic related to the field. It is especially important that you communicate with me, preferably in person, if you are experiencing a problem that is preventing you from performing well in the course.

EMAIL ETIQUETTE: Email to a professor should be treated like a business letter. Please follow these tips when emailing your professor: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>. Emails that do not follow this "netiquette" will not receive a response.

SJSU WRITING CENTER: The SJSU Writing Center is located in Room 126 in Clark Hall and is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Writing specialists have met a rigorous GPA requirement, and are well trained to assist all students at all levels become better writers. The Writing Center website is www.sjsu.edu/writingcenter.

ACADEMIC INTEGRITY: Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all

assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

EQUAL EDUCATIONAL ACCESS (CAMPUS POLICY IN COMPLIANCE): SJSU is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability, who requires adaptations or accommodations to achieve equal access in this course, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

LEARNING ASSISTANCE RESOURCE CENTER: The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring is available. Visit the LARC website for more information: www.sjsu.edu/larc/.

CLASS SCHEDULE

Readings & assignments need to be completed *before* class. For example, you should read Ch. 1 of Hundley (2001) *before* coming to class on 2/7. This schedule may be amended, with fair notice, to accommodate fieldtrips, guest lectures, & current events.

Date	Description	Readings & Assignemts
Thurs. Jan. 24 th	Course Introduction	
Tues. Jan. 29 th	Water Resources: A Review	Miller & Spoolman (2009), Ch. 13 <i>Group Reading Summary & Discussion Assigned</i>
Thurs. Jan. 31 st	Water-Energy-Climate Nexus	Lassiter (2015), Ch. 2
Tues. Feb. 5 th	Santa Clara Valley Water District	One Water Plan (2016), Ch. 1 & 5 <i>Federal Agency Analysis assigned</i>
Thurs. Feb. 7 th	Early Human Influences on the Watershed: California's Experience (Part I)	Hundley (2001), Chapter 1
Tues. Feb. 12 th	Early Human Influences on the Watershed: California's Experience (Part II)	Hundley (2001), Chapter 2 <i>Discussion led by Group 1</i>
Thurs. Feb. 14 th	Early Water Rights, Institutional Arrangements, and Players	Hundley (2001), Chapter 3, pp. 65-93 <i>Discussion led by Group 2</i>
Tues. Feb. 19 th	Early Water Rights, Institutional Arrangements, and Players	Hundley (2001), Chapter 3, pp. 93-120 <i>Discussion led by Group 3</i>
Thurs. Feb. 21 st	The Transformation of California (Part I)	Hundley (2001), Chapter 4, pp.121- 171
Tues. Feb. 26 th	The Transformation of California (Part II)	Hundley (2001), Chapter 4, pp.171-202 <i>Discussion led by Group 4</i>
Thurs. Feb. 28 th	The Great Projects (Part I)	Hundley (2001), Chapter 5 pp. 203-234 <i>Discussion led by Group 5</i>
Tues. March 5 th	The Great Projects (Part II)	Hundley (2001), Chapter 5, pp. 234-276
Thurs. March 7 th	Dams: Temples of Modernity	Escriva-Bou et al. (2017) Alexander (2018)
Tues. March 12 th	Federal Agency Analysis Discussion	<i>Federal Agency Analysis Due – Be prepared to discuss your results in class</i>
Thurs. March 14 th	Midterm Review	See study guide on Canvas
Tues. March 19 th	MIDTERM EXAM	

Thurs. March 21 st	Anadromous Fish	Lassiter (2015), Chapter 12 Discussion led by Group 6
Tues. March 26 th	Policy Paper Assignment	Each group must email me their paper topic by Friday 3/29 at 11:59pm
Thurs. March 28 th	Flooding and flood protection in Santa Clara County	SCVWD (2017), Pres. Day Floods FAQ Smith (2018)
April 1 - April 5: Spring Break		
Tues. April 9 th	Agricultural Water Use I	Hanak et al. 2017
Thurs. April 11 th	Groundwater	Intro to Special Issue of <i>California Agriculture</i> (2018) Interview with A. Renteria (2018) Discussion led by Group 7
Tues. April 16 th	Agricultural Water Use II	Lassiter (2015), Chapter 11 Discussion led by Group 8
Thurs. April 18 th	Public vs. Private Water	Starkman (2015) Worstall (2017)
Tues. April 23 rd	Attend Santa Clara Valley Water District Board Meeting (No class)	Field Observation: Attend the SCVWD Board Meeting Board Room, 6:00-8:30PM 5700 Almaden Expressway San Jose, CA
Thurs. April 25 th	Water Reuse & Recycling	Lassiter (2015), Chapter 10
Tues. April 30 th	Career Panel	See Canvas for details
Thurs. May 2 nd	Dam Decommissioning	Brewitt (2013) Board Meeting Write-Up Due at 11:59pm
Tues. May 7 th	Marijuana Farms & Water Use	Bauer et al. (2015)
Thurs. May 9 th	Final Group Presentations & Class Wrap Up	See Canvas for details
Fri. May 17th	Final Policy Paper due on Canvas at 2:00PM	