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GPHY 335.01: Water Policy

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GEOGRAPHY 335: WATER POLICY

~ The University of Montana, Fall 2018 ~
Tuesdays & Thursdays 12:30-1:50 p.m., Stone Hall 217

Instructor:

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COURSE DESCRIPTION

The purpose of this course is to provide an overview of the concepts, issues, and regulatory frameworks that shape water resource policy and management in the American West. Building upon a geographical perspective, the course will explore what it means to pursue sustainable water management. We will evaluate water-related issues, problems, and solutions as they have evolved over time in the West; study the scales of water control and influence (e.g., household, local, state, regional, tribal, national, and international); and establish spatial linkages between actions in places and impacts in others.

I have long-standing association with the American West and the startling array of issues and challenges of this arid region. The spectacular past and present alterations in western hydrology reflect an immensely complex story of human settlement, large-scale water diversions, the evolution of water policy and law, and expanding frameworks of water management. I have been engaged for a number of years in research and teaching on western water and related natural resource issues—always emphasizing the real-world policy implications of my findings and recommendations. My hope is that you will be challenged to think creatively about the issues, to look critically at diverse sources of information, and to develop an informed perspective to guide current and future learning and involvement in water policy and management.

OBJECTIVES & LEARNING OUTCOMES

A major objective of this course is to develop a framework for understanding and analyzing water-related goods and services, patterns of water-related problems, and policy challenges in the arid western landscape. Through this effort, you will develop skills in identifying a range of governance structures and behavioral choices/alternatives that might result in more fair, equitable, and sustainable uses of scarce resources such as water. I expect that you will come away from this course seeing water policy as more complex and multi-layered than you thought previously, but

also—I hope—a topic you are eager to explore further. In addition, a major objective of the course is providing experience in scientific research, writing and communication through the composition of a range of high-quality written works and through in-class discussion and presentation.

Thematic Learning Outcomes

In completing this course, the student should learn and be able to demonstrate the following:

- ✓ Describe the hydrologic cycle in terms of its components and linkages.
- ✓ Describe the manner in which different physical factors (i.e., climate, topography, landforms) shape the distribution of water resources in time and space.
- ✓ List and describe the various water-related goods and services desired by humans, and the manner in which they are provided by water resource managers.
- ✓ Discuss how the cultural, social, and economic characteristics of different places affects the demand for water related goods and services.
- ✓ Discuss the manner in which different human groups have modified the workings of the hydrologic cycle in order to produce water related goods and services.
- ✓ Discuss the ways in which western states have established policies and institutional arrangements, and the nature of these, to aid in the creation and delivery of water-related goods and services.
- ✓ Discuss how different levels of government have authority for water resources management, describe their management activities, and explain key features of Montana's system for allocating and enforcing water rights.
- ✓ Discuss how "water agreements" are made between states, states and tribes, and between federal agencies and states.
- ✓ Describe how interstate and international waters are managed by the U.S. and its neighbors.
- ✓ Discuss how structural economic change and demographic shifts influence water policy.
- ✓ Describe the elements of integrated water management.
- ✓ Identify a range of governance structures and behavioral choices/alternatives that might result in more fair, equitable, and sustainable uses of scarce resources such as water.

Advanced Writing Course Learning Outcomes

This is an approved advanced upper-division writing course, and upon its completion students should be more active, confident, and effective contributors to the body of knowledge and should understand geographical dimensions of inquiry. The course provides opportunities for engaging in frequent and regularly scheduled writing of reflections of/on assigned readings, and in the development of a research paper on a theme or topic germane to the course.

- ✓ Identify and pursue sophisticated questions for academic inquiry.
- ✓ Find, evaluate, analyze, and synthesize information effectively from diverse sources.
- ✓ Manage multiple perspectives as appropriate.
- ✓ Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.
- ✓ Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- ✓ Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.
- ✓ Develop competence in information technology and digital literacy.

READINGS AND RESOURCES

Required Text and Readings:

Turabian, Kate L. 2014. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th Edition. Chicago: The University of Chicago Press.

In addition to the above texts, readings and supplemental resources will be placed throughout the semester on the course's Moodle site. Readings on Moodle [M] and supplemental texts are included in the Course Schedule below and others will be announced over the course of the semester.

COURSE REQUIREMENTS & ASSESSMENT

Attendance, Reading and Participation:

In short: Read the assigned material and come to class prepared.

Students are expected to attend each scheduled class session since the lectures, presentations, films, and guest speakers will often cover material that is not found in the assigned readings. If you are unable to attend a class session, then you are responsible for contacting your fellow classmates to get the notes on the material covered during that session.

One of the objectives of the class sessions is to stimulate a meaningful exchange of ideas and thoughtful discussion; therefore, active involvement of students is expected. Class sessions should be regarded as opportunities for you to share your ideas and views on key issues raised by course material. I expect you to do the reading (there will be reading quizzes) and to take responsibility by showing up every class period prepared to learn and engage. Taking notes in class is strongly urged to supplement the readings and to assist in the preparation of assignments.

Examinations:

There will be two exams, which will cover the assigned readings, lecture material, films, and class discussions, including guest lectures. The exams will require written essay responses to short and long essay questions.

Reflective Essays:

You will have the opportunity to practice your essay writing skills in conjunction with your reading of selected items so that you may engage in more personal reflection. We will discuss each assignment, and I will post specific guidelines on Moodle approximately a week before each essay's due date. Please submit hard copies with double-spaced text on the due date. Because these are intended as reflection essays, they should articulate your own **informed** opinions, views, and ideas—not simply a summary of the assigned readings. For each essay, you should develop and defend a central thesis or view that concerns or follows from the material you have digested. Cite material as appropriate using the Turabian author-date style (see Chapter 18 and 19).

Research Paper and Presentation:

Research Paper: This is an approved writing course at UM, which implies that it is a writing-intensive course and the bulk of your grade is based on written work. As such, you are required to devote time and energy to the preparation of a research paper and will be provided with considerable feedback on a draft of the paper prior to your submitting a final version for a grade. In keeping with these expectations, we will devote some attention to the general topic of writing, you will be directed to the Writing and Public Speaking Center for assistance in the mechanics and organization, and we will have an orientation to the library's resources for research.

As explained in more detail in the Research Paper Guidelines, your paper should be 10 pages in length, carefully composed, printed in double-spaced 12-point font, and fully referenced using Turabian author-date style. At the beginning of the semester you will be requested to identify a research topic that is focused on a water issue of relevance to the American West. In order to help you carry out this project, you will be asked to submit your topic and research question, a prospectus, a reference list, and an outline of your paper in advance of the deadline for the first draft of the paper (see the course outline for due dates). The first draft will be due **November 1**. The paper will be evaluated and returned for revision. The revised paper, together with the first draft, is to be submitted on **December 4**. Research for the paper should cite at least six peer-reviewed scholarly articles, one contemporary news article, and one personal interview; your paper must include at least one map appropriate to the topic chosen. More details on this assignment will be provided in class, and we will have one class period devoted to environmental social science research in the Mansfield Library.

Evaluation of Writing: All of your writings will be read and critically reviewed with respect to spelling, grammar, composition, voice, and strength and depth of research (where appropriate). Critiques will include comments and corrections so that you can work to improve your reading, analysis, research, and writing skills as you progress through the course. You are expected to incorporate any corrections and/or suggestions for revision into future work with the aim of improving your writing skills. You should refer to the Turabian manual in reviewing the corrections and/or suggestions for revision, and are encouraged to visit with the instructor to discuss your reviewed works.

In-Class Research Presentation: Using appropriate visual aids (PowerPoint, maps) students will provide a short and well-organized 10-minute presentation of their research results. Specifically, each student is to highlight what the research objective was, where she/he found relevant information and data, what results were discovered, and the conclusions drawn from the work (please review separately posted Presentation Guidelines and Schedule). Grades will be assigned based on thoroughness and rigor of the research conducted as well as the professionalism of the presentation—and points will be deducted for going over the allocated time, so advance preparation is essential. Everyone is expected to attend all presentation sessions, as this is both respectful to your fellow classmates and an important opportunity to deepen and apply your understanding of water policy. For that reason, you will receive a separate grade for your attendance at the presentation sessions (50 pts for attending five out of six sessions).

Grading Summary:

The course grading breakdown to be employed is as follows:

Assignment:	Point Value	Percentage
Exams (2 @ 100)	200 points	20%
Reflective Essays (2 @ 100)	200 points	20%
Reading Quizzes (5 @ 20)	100 points	10%
Term Paper Research Project:		
Prospectus and references	50 points	5%
Annotated outline	50 points	5%
First Draft	100 points	10%
Final Draft	150 points	15%
Presentation	100 points	10%
Presentation Participation	50 points	5%
Total Final Grade	1000 points	100%

I will be grading using the plus/minus system as based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements. The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A's are rewards for Superior Performance, B's for Above Average Performance, and C's for Average Performance. *This class carries traditional grading and cannot be taken CR/NC.*

A = greater than 93.0%	A - = 90.0-92.9%	
B+ = 87.0-89.9%	B = 83.0-86.9%	B- = 80.0-82.9%
C+ = 77.0-79.9%	C = 73.0-76.9%	C- = 70.0-72.9%
D+ = 67.0-69.9%	D = 63.0-66.9%	D- = 60.0-62.9%
F = less than 59.9%		

Additional Policies:

Work is due at the start of class on day specified. Late work will lose one-half a letter grade (i.e., A to A-) for each weekday late. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Brief or occasional absences for reasons of illness, injury, family emergency, religious observance or participation in a University sponsored activity (for example, field trips, ASUM service, music or drama performances, and intercollegiate athletics) may be excused. Absences for reasons of military service, wildfire duty, or mandatory public service will be excused. I will not extend deadlines for individuals unless timely notice of the absence is given beforehand. Be prepared to provide **documentation** for events leading to absences if you wish extensions or to make up missed work. Similarly, makeup exams can only be administered if you have a legitimate and documented excuse for an absence or situation that constrains your ability to be present on exam day.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need

to be familiar with the Student Conduct Code, available for review online at http://life.umt.edu/vpsa/student_conduct.php. Note in particular that the Student Conduct Code defines plagiarism as “representing another person's words, ideas, data, or materials as one's own.” Assigned readings in Turabian also provide guidance on proper citation of sources.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.

COURSE SCHEDULE

(Please note: Subject to revision; watch Moodle for announcements!)

DATE	TOPIC	READINGS & ASSIGNMENTS
Aug. 28	Overview and expectations for the course, including the writing emphasis	Review syllabus and resources posted on Moodle
Aug. 30	Water in the American West: History, law and policy	Readings [M]; Turabian Ch. 1 <i>No class meeting</i>
Sept. 4	Hydrologic cycle and freshwater availability; perceptions towards and uses of water today	Readings [M]; Turabian Ch. 2 <i>Reflective Essay 1 due</i>
Sept. 6	Surface water hydrology & restoration initiatives	Readings [M]; Discussion of research topics
Sept. 11	Water development for human use; policy choices and their consequences	Readings [M]
Sept. 13	Water allocation systems – Foundations of western water law; federal, state, and tribal authority	Turabian Ch. 3-4
Sept. 18	<i>Field Trip:</i> Milltown Dam Overlook	Readings [M] <i>Research prospectus due</i>
Sept. 20	Montana water rights	<i>Water in the U.S. American West and Water Rights in Montana</i>
Sept. 25	Groundwater and exempt wells	Readings [M]
Sept. 27	Montana water policy issues	Readings [M] <i>Reflective Essay 2 due</i>
Oct. 2	<i>Field Trip:</i> Missoula's Wastewater Treatment Plant	Readings [M]
Oct. 4	Geographic scales of water management and overlapping legal mandates	Readings [M]; <i>Research paper outline with annotations due</i>
Oct. 9	EXAM I	

Oct. 11	Water quality issues and policy choices	Cech Chapters 5 and 11
Oct. 16	Restoring the Upper Clark Fork River	“Introduction,” <i>The River We Carry With Us</i> and other selections
Oct. 18	Watershed and river basin planning continued: The Columbia River Treaty	Readings [M] including <i>State of the Columbia River</i>
Oct. 23	Federal and Indian reserved water rights	“Protecting Indigenous Rights and Interests in Water” chapter <i>In Search of Sustainable Water Management</i>
Oct. 25	Tribal water rights and concerns	Readings [M]; Report on Water Rights Compact
Oct. 30	Watershed governance and other old ideas worth revisiting	Readings [M]
Nov. 1	Watershed governance and other old ideas worth revisiting	Readings [M]; <i>First draft of research paper due!</i>
Nov. 6	Election Day ~ No class meeting	
Nov. 8	International dimensions of western water conflict & cooperation	“Local Water” chapter in <i>Blue Revolution</i>
Nov. 13	Student Presentations	Paper revision
Nov. 15	Student Presentations	Paper revision
Nov. 20	Student Presentations	Paper revision
Nov. 22	Thanksgiving Holiday	<i>No class meeting</i>
Nov. 27	Student Presentations	Paper revision
Nov. 29	Student Presentations	Paper revision
Dec. 4	Water ethics and policies for sustainable watershed	<i>Final draft of research paper due</i>
Dec. 6	Synthesis and Reflection	Readings [M]
Dec. 10	EXAM II – 10:10-12:10	