

Geography 4501-09 Water Resources and Management in the U.S. West

University of Colorado, Boulder
Spring Semester 2009

Guggenheim Geography Room 205
2:00- 2:50 M-W-F

Instructor: Dr. Paul Lander
Phone: 303. 893-2992

Email: plander@colorado.edu
Office: Gugg Room 203 by appt.

Course Description

Water is a fundamental resource that is, and has been, a key factor in the political and social development of the western U.S. The unique distribution, timing, quantity, and quality of western water all have combined to create a dynamic tension in the management of this resource so critical to the future sustainability of the region.

The objective of this course is to provide an overview of the concepts, issues and problems of western water resources and management so that students can understand the issues and institutions of western water. Topics to be addressed include:

1. The physical attributes of water resources, including:
quality, quantity, timing, and distribution
2. The social attributes of water management:
values, law & policy, scales of control, science, economics

Material for the course will be presented through lectures, multi-media, and guest speakers and analyzed through group interaction, book reviews, and student presentations. Students are encouraged to participate actively during discussion periods.

Readings: 1) Course Reader and 2) weblink readings

Additional readings may be placed on reserve during the semester.

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Grading

Examinations: there will be a midterm and a cumulative final, both of which will be a combination of multiple choice and short essay questions.

Resource summary: there will be one resource summary assignment, to be completed by each student and due at the end of the fourth week of class. The purpose of this project is to analyze one particular resource's presentation of a western water issue: book; scientific article of at least 10 pages; video of 30 min or more; Each report is to include:

- * Main message(s)
- * Primary audience.
- * Author/director's perspective/background/experience on the issue.
- * 50% of content: What the work contributes to the understanding of western water resources.

* Your report is to be a minimum of 1000 words and a maximum of 1100 words, including at least three citations/quotes from the book/article/video.

Presentations: Each student will participate in a group presentation of a water issue from one western state. Each 20-minute, team presentation will include:

- * The state: geography and water resources
- * The current water issue you're addressing
- * Background information (scope of issue, history, stakeholders, etc.)
- * 50% of content: Your group's suggestion of how to best address the issue.
- * 5-page paper summarizing the project and findings.

ALL MEMBERS are to participate in both elements of the project.

Grading scheme

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|-------------------|-----|-----------------------|
| • Midterm exam | 30% | *Extra Credit Blog 5% |
| • Final exam | 30% | |
| • Presentation | 25% | |
| • Resource report | 15% | |

Academic Dishonesty: It is my policy to penalize anyone who engages in "academic dishonesty" with course failure. Academic dishonesty includes, among other offenses, plagiarism of the writing of others, cheating on exams, falsification and fabrication of data, and submitting the assignments or papers of others as your own.

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Disabilities Assistance

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak to me no later than the end of the second full week of classes.

The College will make reasonable accommodations for persons with documented disabilities. Students should notify the Counselor for Students with Disabilities, Disability Services Office, located in Willard 322 (phone 303-492-8671) and their instructors of any special needs. If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services Office in Willard 322 (phone 303-492-8671).

This University abides by Section 504 of the Rehabilitation Act of 1973 which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include but are not limited to learning disabilities and hearing, sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me or the Coordinator of Services to students with disabilities in the Disability Services Office, Willard 322 (phone 303-492-8671), so that such accommodations may be arranged.

I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury and attention deficit/hyperactive disorder, psychiatric disabilities, to discuss with me, after class or during my office hours, appropriate accommodations.

Religious Observances

If conflicts arise between class meetings, assignment deadlines, or examinations and holidays or celebrations observed by your religion, please notify me during the first week of the class so that suitable schedule accommodations can be made.

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Blogging Exercise

1. Point Value per blog: Up to 100 points
Total Blog Points: Up to 500 points (up to 5% extra credit)
Blogging begins Monday, January 19th and ends on Friday, April 24th.
2. Each student is required to post five original (new) blogs. This original blog will contain at least one citation (i.e., newspaper or magazine article) that other students and the instructor can access (preferably web-based citations). Students will post their new blogs by Wednesday in the week in which it is due (see the blog calendar below).
3. Each student will offer at least one reply (or response) to one new blog of your choice each week by Sunday in the week in which the new blog was posted.
4. Each new post will contain at least 250 words.
5. Each new reply will contain at least 150 words.
6. Each new post should be on a western water topic of interest (that will hopefully generate a significant amount of meaningful discussion).
7. Grades will be determined by the instructor (see the Blog Grading Rubric below).
8. The instructor reserves the right to remove and disqualify any new blog or reply.
9. **BOTTOM LINE**, I want this to be a fun learning exercise. I want you to take the tools and information we discuss in this class and apply them to real world issues.

Blogging Schedule

	<u>Post by Wed:</u>	<u>Reply by Sun:</u>
Blog 1	Jan 28	Feb 1
Blog 2	Feb 11	Feb 15
Blog 3	Feb 25	Mar 1
Blog 4	Mar 11	Mar 15
Blog 5	Apr 8	Apr 12

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Blog Grading

BLOG GRADING RUBRIC: Each new post carries a possible 10 points (up to 50 points possible). Each reply carries a possible 10 points (up to 50 points possible).			
	Subject Knowledge	Quality of Interaction, Organization, Creativity and Insight	Mechanics (Punctuation, Sentence Structure and Spelling)
Outstanding	4 points Student demonstrates knowledge of topic and is able to relate marketing issue(s) to AREC 310 materials with explanations and elaboration.	3 points Student brings unique thought, insight and depth by providing justification and supporting examples. Student maintains professional courtesy.	3 points Post is free of mechanical errors.
Average	2-3 points Student is at ease with some or most aspects of the topic.	2 points Student provides some insight, but does not provide adequate support for ideas.	2 points Post has some mechanical errors.
Below Average	0-1 points Student does not demonstrate an understanding of the topic.	0-1 points Student does not provide insight and/or fails to maintain professional courtesy.	0-1 points Post has many mechanical errors.

***Note:** Late postings in blog discussions will not be accepted for credit.