

**University of Waterloo**  
**School of Environment, Resources and Sustainability**  
**Social History of Water (Fall 2017)**

*This syllabus is a contract between each of you and the course professor. If you have any questions, please speak to me by September 20<sup>th</sup>, 2017.*

## 1. INFORMATION

Professor: Sarah Wolfe  
Seminar: Wednesdays 10:30am-12:20pm in DWE 2527  
Office Hours: Wednesdays 1:00-2:00pm in EV2 2011  
Learn Available; class announcements; all assignments submitted as paper and e-copies to Learn dropboxes.  
Contact: Office hours are often best for a chat. My email is: [sewolfe@uwaterloo.ca](mailto:sewolfe@uwaterloo.ca)  
*I am not available to respond to work-related emails between 5pm - 9am the next day because of my family responsibilities. I will respond asap or please come to office hours to discuss.*

## 2. TEACHING APPROACH

Romans aqueducts, Medieval Britain's hygiene and public health crises, 1800s American cities' water supplies, urban-rural development along riverscapes, and conflicts around segregated swimming pools in the 1960s. All this and more in a grand tour of the social history of water.

In this course, we explore ideas about the history of water and the concept of a 'hydraulic society' – its definitions, debates and possible contributions – over time and geographic place. The premise is that by exploring societies' evolving histories, perspectives on, relationships with and decisions about water we can better understand and address future water uncertainty.

*But this isn't your standard "sage on the stage" or "regurgitate and forget" lecture course.*

This course is designed as a seminar so we mix it up every week with interactive learning – fieldtrips (both outside and virtual<sup>1</sup>), brain builds, team projects, discussions, scrambles, presentations – to really dig in to water history and think about the implications for contemporary water management issues.

For people who aren't quite as comfortable with class participation, I use a mixed methods approach to teaching so that everyone has a chance to contribute in their own ways. Also note that every activity – in class or assignment – has a specific knowledge or skill development purpose - I don't create or assign work for you just to fill time. Finally: reading. To do well in this course, i.e., better than a C, you will need to read and think about what you are reading.

## 3. LEARNING OBJECTIVES

Although there is no prerequisite for ERS 265, you will strengthen and extend the skills you developed in ERS 111 if you've already taken it. Upon completion of ERS 265, I expect you to have the following content and skills:

### 200-level Content

- *Understand and explain the roles of, and challenges associated with, environmental history in general and water history specifically, along with the 'hydraulic society' concept in particular;*
- *Articulate critical concepts/theories, debates and events over time, as they relate to water and rural/agriculture, urban/infrastructure and culture/leisure.*

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<sup>1</sup> Ok, yes, these are just videos but they are my way of taking you around the world and back through time when airfare is expensive and time travel, unfortunately, is still impossible.

- Be able to discuss with some nuance the relationship between humans and water and the implications of that relationship for contemporary water management issues

#### 200-level Skills

- Critically analyze and evaluate academic and public scholarship from different disciplinary perspectives using a case study approach;
- Demonstrate your understanding of the conventions and requirements of scholarly research and communication (e.g., academic integrity, adequate referencing, and effective writing);
- Communicate complex environmental (water-focused) ideas in different formats, including in-class debates, multi-media, critical reviews and presentations; and,
- Prove your ability to work, and meet deadlines, in a professional team environment on a task that you are unlikely to have encountered before.

#### 4. BOOKS & ARTICLES

<b>Required Books</b> Available through the UW bookstore (lots of used copies of Postel available).	<b>Finished reading?</b>	<b>Notes Taken?</b>
1. Strang, Veronica (2015). <u>Water: Nature and Culture</u> . Reaktion Books		
2. Postel, Sandra (2000). Pillar of Sand: Can the irrigation miracle last? W.W. Norton and Company. New York.		
<b>Required Articles and Chapters</b> These are all available as pdfs through the library course reserve.	<b>Finished reading?</b>	<b>Notes Taken?</b>
1. Hamlin, C. (2000). 'Waters' or 'water'? - master narratives in water history and their implications for contemporary water policy, <i>Water Policy</i> , 2(4-5), 313-325.		
2. Miedema, Gary (2008). When the rivers really ran: water-powered industry in Toronto. Chapter in: Reeves, W and C. Palassio (Eds). <u>Toronto's water from Lake Iroquois to lost rivers to low-flow toilets</u> . Coach House Books, Toronto, Canada.		
3. Myllyntaus, Timo (2005). A line drawn in the water: Historical Perspectives on Technology and the Environment. <i>Public Works Management and Policy</i> . 9(4): 278-286.		
4. Smith, Virginia (2007). Chapters: 4, 8 and 9 In: <i>Clean: A history of personal hygiene and purity</i> . Oxford University Press. Oxford, UK.		
5. Tvedt, Terje and Eva Jakobsson (2006). Introduction: Water History is World History. In: T. Tvedt and E. Jakobsson (Eds). <i>A history of water: Water Control and River Biographies</i> . I.B. Tauris and Co. Ltd. New York.		
6. Williamson, Ronald F. and Robert I. MacDonald (2008). A resource like no other: understanding the 11 000 year relationship between people and water. Chapter in: Reeves, W and C. Palassio (Eds). <u>Toronto's water from Lake Iroquois to lost rivers to low-flow toilets</u> . Coach House Books, Toronto, Canada.		
7. Wiltse, J. (2010). Introduction: "Just don't touch the water". In <i>Contested Waters: A social history of swimming pools in America</i> . University of North Carolina Press.		
8. Winiwarter, Verena, G. Haidvogel, S. Hohensinner, F. Hauer, M. Burkner (2016). The long-term evolution of urban water and their nineteenth century transformation in European cities. A comparative environmental history. <i>Water History</i> . 8:209-233		

#### 5. COURSE ASSIGNMENTS

The full assignment descriptions – along with the evaluation rubrics – will be available through Learn. Note that the book review and presentation must be done with a partner. These teams are final and the assigned grade is equally allocated regardless of effort. You are strongly encouraged to attend and participate in the

seminar as it will provide you with deeper and broader insights as you write your assignments. All assignments are to be submitted to Learn (.docx) on the due date. Video and presentation content will be included in the test.

ASSIGNMENTS	PURPOSE	VALUE	DUE DATE
Readings Summaries  4 of the 8 articles or chapter readings; 5% per reading; 1 single spaced page per critical summary	<ol style="list-style-type: none"> <li>1. “Encourage” you to do the readings in preparation for class discussions</li> <li>2. Help prepare you for tests and larger book review assignment.</li> <li>3. Distribute grade allocation across projects and semester timeline for less stress and better workflow</li> </ol>	20%	Anytime throughout the semester but latest submission by last day of class at 5pm. ( <i>highly recommend spacing them out</i> )
Fieldtrip Reflective Journal  1 page or creative equivalent	<ol style="list-style-type: none"> <li>1. Give the fieldtrip some “intellectual” legitimacy</li> <li>2. Creativity option</li> </ol>	4%	Sept 28: Day after fieldtrip by noon
Fieldtrip Social Media  E.g., photo, short blog post, tweet	<ol style="list-style-type: none"> <li>1. Engagement and because the School and Faculty like to see what we are up to.</li> <li>2. Ask permission before posting; respectful please.</li> </ol>	1%	Sept 27: During or just after fieldtrip @envwaterloo @ers_uw @SarahWolfePhD
Foundations Test (in class)	<ol style="list-style-type: none"> <li>1. Test key concepts around environmental and water history.</li> <li>2. Confirm knowledge of terms/definitions.</li> <li>3. Provide me with baseline for tracking your writing and analytical skills.</li> </ol>	15%	October 4 <sup>th</sup>
Mid Term Test (in class)	<ol style="list-style-type: none"> <li>1. Encourage you to do the readings in preparation for class discussions/engagement</li> </ol>	20%	October 25 <sup>th</sup>
2-Person TEAM: Book Review  Five single-spaced pages	<ol style="list-style-type: none"> <li>2. Skill development: critical reading analysis and writing; team work; time management</li> </ol>	15%	November 15 <sup>nd</sup>
2-Person TEAM: Book Review Presentation of Strang and course literature  Approx 15-20 minute presentation, optional PP and facilitated class discussion	<ol style="list-style-type: none"> <li>1. Skill development: public presentations and collaboration; communicating complex ideas, prioritizing messages</li> <li>2. Creativity option</li> </ol>	5%	November 15 <sup>th</sup> and 22 <sup>nd</sup>
Final Test (in class)	<ol style="list-style-type: none"> <li>1. Test the application of key concepts and progression of ideas about water history.</li> <li>2. Confirm content knowledge across multiple cases/themes.</li> <li>3. Provide me with comparison for Test 1 to assess your writing and analytical skills.</li> </ol>	20%	November 29 <sup>th</sup>

## 6. COURSE PLAN and READINGS

DATE	TOPIC & READINGS
Week 1 (Sept 13)	Course introduction and admin details <i>Video Fieldtrip</i> : Hot Rocks, Part 5: Water <i>Short Lecture</i> : Foundation 1 <i>Readings</i> : Hamlin, C.; Tvedt and Jakobsson; Williamson and MacDonald
Week 2 (Sept 20)	<i>Video Fieldtrip</i> : A Journey in the History of Water, Part 3 (Myths) <i>Short Lecture</i> : Foundation 2 <i>Readings</i> : Hamlin, C.; Tvedt and Jakobsson; Williamson and MacDonald
Week 3 (Sept 27)	<i>Fieldtrip</i> : Rural-urban riverscape history fieldtrip (Grand River) <b>DUE</b> : Fieldtrip Journal (1 page) by noon the next day <b>DUE</b> : Fieldtrip Social Media (e.g., photo, post, tweet) during the trip or just after
Week 4 (Oct 4)	<b>DUE</b> : In class test (Weeks 1, 2 and 3) <b>DUE</b> : sign up for book review team
<b>Fall Break October 10-11, 2017</b>	
Week 5 <b>(Fri Oct 13)</b>	<i>Video Fieldtrip</i> : Cadillac Desert, Episode 1 (Mulholland's Dream) <i>Lecture</i> : Rural water history and agriculture <i>Readings</i> : Postel <b>** reschedule from Fall Break missed day</b>
Week 6 (Oct 18)	<i>Video Fieldtrip</i> : Cadillac Desert, Episode 2 (American Nile) <i>Discussion/Activity</i> : Rural water history and agriculture <i>Readings</i> : Postel
Week 7 (Oct 25)	<b>DUE</b> : in class test (Weeks 5 and 6)
Week 8 (Nov 1)	<i>Video Fieldtrip</i> : Lost Rivers <i>Lecture on urban water history</i> : urbanization and infrastructure; technology, economic development and pollution issues <i>Readings</i> : Miedema; Strang (2015); Winiwarter et al.
Week 9 (Nov 8)	<i>Lecture</i> : Water history, culture and "leisure" <i>Readings</i> : Smith (2007); Strang (2015); Wiltse (2010)
Week 10 (Nov 15)	<b>DUE</b> : Urban water and cultural history reviews and presentations (discussions) based on Strang's book and course content
Week 11 (Nov 22)	<b>DUE</b> : Urban water and cultural history reviews and presentations (discussions) based on Strang's book and course content ( <i>overflow from last week</i> ) <i>Discussion/Activity (if there is time)</i> : "what do we know about water history, and what more do we need to know and how might we learn it?"
Week 12 (Nov 29)	<b>DUE</b> : In class final test (Weeks 8 and 9)

## 7. THE STUDENT'S RESPONSIBILITIES

As a student at the University of Waterloo, you have the following responsibilities. Contact me to discuss any concern you have regarding your responsibilities as outlined below.

**Communication:** It is your responsibility to check the course web page for information and updates. Also, as per university regulations, e-mail is the official route of communication between the University and its students. You are required to check your uwaterloo.ca e-mail account regularly (at least once per day). If you use another e-mail service, it's your responsibility to ensure that mail sent to your university account is forwarded. All communication with students must be through either the student's University of Waterloo

email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

**When You Cannot Meet a Course Requirement:** If you cannot make an in-course requirement because of medical, psychological or compassionate reasons, please advise me in writing (preferably by e-mail), with your name, student ID number, and e-mail contact information. Where possible, this should be done in advance of the assignment due date, but otherwise as soon as possible after the due date. As a rule, you must provide appropriate documentation, for example, a note from your doctor indicating the dates during which you were ill, and describing the severity of your illness. You are required to attend (and participate in) all of the class meetings and field trips. Assignments must be submitted in UW-Learn on the designated day and time.

**Manage your time carefully:** Pressure of work alone is not an acceptable reason for seeking an extension without penalty. See the undergraduate calendar for additional information on regulations and procedures for Academic Consideration.

**Laptop policy:** Developing an ability to listen attentively is an important aspect of your university education and, for that matter it is an important life skill. **Laptops undermine that learning objective.** If it is absolutely necessary for you to use a laptop then please use one only for taking course-related notes. Please refrain from surfing, chatting, downloading video on your laptops, smartphones, iPads etc. as it distracts your classmates and detracts from everyone's learning process.

**Recording lectures:** Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. **I do not give that permission.**

- If allowed, video recordings may only include images of the instructor and not fellow classmates.
- Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

## 8. ASSIGNMENT SUBMISSION AND LATE PENALTIES

**All assignments must be submitted on the UW-Learn website before class time on the day they are due.** Unless you have made advance arrangements with me – based on medical or family emergencies – late assignments will be penalized at **5 percent (5%) of the value of the assignment per day, including Saturday and Sunday.** I will not accept assignments more than 5 days after the due date unless there are exceptional circumstances and with advance notice.

**Copies of Assignments:** Please keep copies of all out-of-class assignments and evaluation forms. You may be asked to resubmit work at any time, including after the end of the course.

**Unclaimed course assignments:** any unclaimed assignments will be stored in my office until July 1<sup>st</sup>, 2016. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

## 9. ACADEMIC INTEGRITY

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/). Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at: <http://www.lib.uwaterloo.ca/ait/>

**Categories other than plagiarism (defined as varieties of cheating):**

- Submission of work not written and prepared by you.
- Copying or stealing the work of another student.
- Paying for the creation of work by a commercial service or by an acquaintance to be submitted by you.

- Purchasing already existing written work.
- Using an essay for submission by you, which was found, on one of the free internet essay sites.
- Writing a paper for course submission by another student.
- ‘Recycling’ and submitting an essay, report, or assignment when a major portion has been previously submitted or is being submitted for another course without the expressed permission of all instructors involved.

### Consequences of Academic Offences:

*In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here:*

<http://uwaterloo.ca/academicintegrity/>

*ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students:*

<http://uwaterloo.ca/academicintegrity/Students/index.html>

*Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage:*

<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

*When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,*

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

*Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance:*

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check Guidelines for Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm)

### 10. Other Issues

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments **consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counseling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counseling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

**Religious Observances:** Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Co-op interviews and class attendance:** Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. **When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview.** CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from JobMine) should there be a need to verify class absence due to co-op interviews.