

FINAL
University of Waterloo
Department of Environment and Resource Studies
Social History of Water (W'16)

This syllabus is a contract between each of you and the course professor. If you have any questions, please speak with Sarah Wolfe by January 12th, 2014.

1. INFORMATION

Professor: Sarah Wolfe

I am not always available to respond to course-related emails between 5pm - 9am the next day because of my family responsibilities. I will respond as soon as I can or please come to office hours to discuss.

Lecture: Tuesdays 10:30-12:20pm in DWE 3519

Office Hours: Tuesdays 1:00-2:00pm in EV2 2011

D2L Available; class announcements; all assignments submitted as paper and e-copies to D2L

Contact: Office hours are often best for a chat. My email is: sewolfe@uwaterloo.ca

2. TEACHING APPROACH

Romans aqueducts, Medieval Britain's hygiene and public health crises, 1800s American cities' water supplies, and conflicts around unsegregated 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, ideas 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.

We mix it up every week with interactive learning – brain builds, team projects, scrambles, presentations – to really dig in to water history and what the implications are for contemporary and future water management issues.

For people who aren't quite as comfortable with public participation, I used 'mixed methods' approach to teaching so that everyone has a chance to contribute in their own ways.

We also go on 'virtual fieldtrips'; these are my way of taking you around the world and back through time when airfare is expensive and time travel, unfortunately, is still impossible.

3. LEARNING OBJECTIVES

In ERS 265, you will strengthen and extend the skills you developed in ERS 111. Upon completion of this course, you should be able to:

- Understand and explain the roles of, and challenges associated with, environmental history in general and water history and 'hydraulic society' concept in particular;
- Be able to articulate critical concepts/theories, debates and events over time, as they relate to water and rural/agriculture, urban/infrastructure and culture/leisure.
- Begin to 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, reports and presentations; and,
- Demonstrate your ability to work, and meet deadlines, in a professional team environment.

4. REQUIRED TEXTS & ARTICLES

BOOKS (available for purchase online):

Postel, Sandra (2000). *Pillar of Sand: Can the irrigation miracle last?* W.W. Norton and Company. New York. Chapters: 1-5; 11 (\$13 online estimate)

Reisner, M. (1993). *Cadillac Desert: The American west and its disappearing water* (revised, illustrated ed.) New York, N.Y., U.S.A.: Penguin. (\$15 online estimate)

ARTICLES (a course reader available for purchase Dana Porter Library):

Hamlin, C. (2000). 'Waters' or 'water'? - master narratives in water history and their implications for contemporary water policy, *Water Policy*, 2(4-5), 313-325.

Myllyntaus, Timo (2005). A line drawn in the water: Historical Perspectives on Technology and the Environment. *Public Works Management and Policy*. 9(4): 278-286.

Smith, Virginia (2007). *Clean: A history of personal hygiene and purity*. Oxford University Press. Oxford, UK. Chapters: 4, 8, 9

Tvedt, Terje and Eva Jakobsson (2006). Introduction: Water History is World History. In: T. Tvedt and E. Jakobsson (Eds). *A history of water: Water Control and River Biographies*. I.B. Tauris and Co. Ltd. New York.

5. COURSE ASSIGNMENTS ***50% individual grade; 50% group grade*

ASSIGNMENTS	VALUE	DUE DATE
Team Report and “conference” presentation: Rural water history and agriculture	25%	February 2 nd , 2016
In-Class Midterm Test	25%	February 9 th , 2016
Team Report and “grant pitch” presentation: Urban water history, technology and infrastructure	25%	March 8 th , 2016
In-Class Final Test	25%	March 29 th , 2016

The full assignment descriptions – along with the evaluation rubrics – are available through D2L. You are strongly encouraged to attend and participate in the seminar activities. All assignments are to be submitted to D2L (as .docs) and as hardcopies the beginning of class on the due date.

By January 12th you will need to connect with your project team members. This team is final and can only be changed under exceptional circumstances.

6. COURSE PLAN and READINGS

DATE	TOPIC & READINGS
Week 1 (Jan 5)	Course introduction and admin details Video Fieldtrip: Hot Rocks, Part 5: Water Short Lecture: Foundation 1 Readings: Hamlin, C.; Tvedt and Jakobsson
Week 2 (Jan 12)	Video Fieldtrip: A Journey in the History of Water, Part 3 (Myths) Lecture: Foundation 2 Readings: Hamlin, C.; Tvedt and Jakobsson.
Week 3 (Jan 19)	Video Fieldtrip: Cadillac Desert, Episode 1 (Mulholland’s Dream) Lecture: Rural water history and agriculture Readings: Postel; Reisner.
Week 4 (Jan 26)	Video Fieldtrip: Cadillac Desert, Episode 2 (American Nile) Discussion/Activity: Rural water history and agriculture Readings: Postel; Reisner.
Week 5 (Feb 2)	DUE: Group Reports and “Conference” Presentations: Rural water history and agriculture
Week 6 (Feb 9)	DUE: In Class Midterm Test (Weeks 1-5 inclusive)
READING WEEK (FEB 15-19, 2016)	
Week 7 (Feb 23)	Lecture: Urban water history, technology and infrastructure Readings: Myllyntaus; Smith Chapters 8 and 9.

Week 8 (March 1)	Video Fieldtrip: Flush it. Discussion/Activity: Brain Build #2 “What do we believe?” about urban water history, technology and infrastructure Readings: Myllyntaus; Smith Chapters 8 and 9.
Week 9 (March 8)	DUE: Group Reports and “Research Grant Pitch” Presentations: Urban water history, technology and infrastructure
Week 10 (March 15)	Video Fieldtrip: Roman Bath Lecture: Water history, culture and “leisure” Readings: Smith Chapter 4
Week 11 (March 22)	Lecture: spillover content Discussion/Activity: Brain Build #1 “what do we know about water history and how can this knowledge be applied to current water problems?”
Week 12 (March 29)	DUE: In Class Final Test (Weeks 7-11 inclusive)

- Video and presentation content will be included in the midterm and final test questions.

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.

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-D2L 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.

8. ASSIGNMENT SUBMISSION AND LATE PENALTIES

All assignments must be submitted on the UW-D2L 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 1st, 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/. Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at: <http://www.lib.uwaterloo.ca/ait/>

Research Ethics: Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see: www.research.uwaterloo.ca/ethics/human/

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.

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 the OPD at the beginning of each academic term.

Religious Observances: Please 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.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt, please contact your Undergraduate Advisor for details.

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. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals). See: www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Consequences of Academic Offences: ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office (see: <http://uwaterloo.ca/academicintegrity/Students/index.html>).

Turnitin: Plagiarism detection software (Turnitin) may be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented.