

University of Waterloo
Department of Environment and Resource Studies

ERS 365 Water Governance

Winter 2015

Dr. Rob de Loë

Tuesdays/Thursdays 9:00 AM to 10:20 AM
RCH 206

1. MY CONTACT INFORMATION

Office:	EV2 2029	Office	• Tuesdays and Thursdays for drop-ins
Telephone:	519-888-4567 x38648	Hours:	(see schedule on course web site)
E-mail:	rdeloe@uwaterloo.ca		• By appointment

Teaching Assistant

Your teaching assistant is Bereket Negasi Isaac. Bereket will have office hours each week (*times and locations to be determined*) to help you with reading reviews and seminar reports, and to provide additional advice regarding the essay assignment. He will be primarily responsible for marking the reading reviews and seminar reports, and will play a major role in evaluating the final essay.

2. ABOUT THE COURSE

The term “water governance” refers to the processes and institutions through which societies make decisions and take actions that affect water. A profound, world-wide shift in the nature of water governance is occurring. Increasingly, people recognize that governments cannot be – and should not be – the sole source of decision making authority regarding water. Instead, through mechanisms that range from markets to collaborative arrangements, actors such as non-government organizations and corporations now play key roles in water governance alongside governments.

The emergence of governance as a major concern in the water field during the past decade reflects the fact that many water challenges can be traced back to institutional and behavioural problems. These include fragmented authority, limited capacity, and an unwillingness to respect natural limits. These kinds of problems often do not have technological solutions. Instead, it is becoming clear that we must find ways to resolve them through improving governance.

In this course we will explore major water governance challenges in Canada, and we’ll assess different ways of addressing or resolving them. We’ll examine contemporary approaches to water governance in Canada and around the world, and we’ll consider their strengths and weaknesses. A key aim in the course is to explore how water problems are influenced by decisions made in other sectors. This will allow us to better understand the extent to which those concerned about effective water governance need to address key external drivers.

3. APPROACH

Learning in this course occurs through a mix of approaches.

- Lectures are used to introduce basic ideas, to stimulate your interest in the topic, and to draw your attention to key areas where self-directed learning has to take place.
- Seminar discussion sessions scheduled during class time allow for deeper engagement with issues raised during lectures.
- Assigned readings provide essential background material, and will give you the depth of understanding that can't be achieved through lectures and seminars.
- The major assignment is an opportunity for self-directed study and engagement with principles and concepts introduced in lectures, seminars and readings.
- Real world examples of governance are used throughout the course to provide concrete examples of concepts, challenges, and solutions.

4. WHAT YOU CAN EXPECT FROM THE COURSE

By the end of the course, you should have acquired the following:

- Current knowledge of Canada's water resources, water problems, and major governance approaches and challenges.
- Understanding of contemporary principles and theories of governance pertinent to water.
- An ability to evaluate the strengths and weaknesses of current and emerging approaches to dealing with water-related governance challenges.
- Practical understanding of water governance in selected real-world settings.
- Improved research, writing and critical thinking skills.

5. REQUIRED READINGS

Instead of a text book, we will be using reports, journal articles and selected book chapters that you will access through the LEARN site. Required and recommended readings are identified on the course's LEARN web site.

Assigned readings are critical to learning in this course. Much of what you'll need to learn is contained in the readings rather than in the lectures. The final examination covers all course material, especially the readings.

It is not possible to do well in this course without completing the scheduled readings on time.

6. PROVISIONAL SCHEDULE

A detailed weekly schedule showing topics and due dates is available on the course web site.

Dates for lecture and seminar sessions, and the linked “reading review” and “seminar report” assignments, may be changed by me with advanced notice. Always check the schedule published on the course web site to confirm due dates for reading reviews and seminar reports.

7. EVALUATION

Details regarding graded course components are provided in separate handouts available on the course web site. This section provides a brief overview.

Major Essay (40 Percent)

Your task in this individual assignment will be to explore the extent to which successful achievement of a societal goal for water that you choose is determined or influenced by external considerations. Detailed instructions are contained in separate documents available on the course web site. The assignment has two components:

- A Detailed Plan, worth 10 percent of the course grade, is due on February 12, 2015.
- The Final Essay, worth 30 percent of the course grade, is due on March 31, 2015.

Seminars (15 Percent)

Five class sessions will involve seminars instead of lectures. During each seminar session we'll focus on a few key questions I'll pose in advance. Students will submit a brief position statement in advance of the class (the “Seminar Report”), and must come prepared to discuss the issues raised. Your grade in the seminar portion of the course will be based on the quality of your submissions.

Each of the five Seminar Reports is worth 3 percent of the course grade. Seminar reports must be submitted to the appropriate drop box on the course web site *before class* on the date noted. *Late submissions will not be accepted.*

Reading Reviews (15 Percent)

Assigned readings are essential to understanding in this course. In preparation for the major modules in the course, you will submit brief reading reviews of 250 words or less using a template that I provide. In your reviews, you will address the implications for water governance of the assigned readings. Reading reviews are graded based on the quality and originality of your insights.

Five reading reviews are worth 3 percent each. You must submit at least one reading review from Groups A, B, C and D (each of which has two); you may submit both of the reviews for these groups and I'll use the best grade. There is only one reading review for Group E. See web site. Reading reviews must be submitted to the appropriate drop box on the course web site *before class* on the date noted. *Late submissions will not be accepted.*

Final Examination (30 Percent)

The final examination covers all of the course material. This includes all assigned readings, and all material discussed during lectures and seminars.

Check the exam schedule to ensure that you do not have a conflict. Special arrangements will not be made except where medical or personal circumstances supported by appropriate documentation exist.

8. RIGHTS AND RESPONSIBILITIES

This section is divided into two parts: (1) my personal policies regarding consultation, email, late assignments, etc., and (2) generic University policies that you need to understand. Contact me to discuss any concern you have regarding your rights and responsibilities as outlined here.

(1) My Personal Policies

Consultation

Feel free to visit or phone me on *Tuesdays* and *Thursdays* during my scheduled office hours; check the schedule on the course web site for times when I'm likely to be in the office. If I'm with someone else or on the phone when you drop by, please wait until I'm finished before knocking.

On the remaining days of the week, I'm going to be busy with administrative tasks, course preparation and marking, other classes, research projects, graduate student supervision, writing, scheduled appointments and other tasks. Please don't disturb on these days unless it's a dire emergency.

If you need to see me in person outside of my scheduled office hours, I'm always happy to make an appointment.

Laptops, Tablets and Mobile Phones

Mute your phone before class and do not make or receive calls, texts or emails. You may use your laptop or tablet to make notes or to access course materials during class sessions, but do so discretely. Checking email, browsing web sites, posting comments on Twitter, updating your Facebook page, etc. during class time is unprofessional and disruptive.

Email Policy

Email is an excellent way to contact me about straightforward problems and questions – and you don't have to wait for my Tuesday or Thursday consultation time. I will respond to your emails as promptly as possible. However, please be aware that I usually receive 50 or more emails per day that require a response. Therefore, it may take me a day or two to reply to your message.

Note that email is the official channel of communication between the University and its students. You are required to check your *uwaterloo.ca* email account regularly; I recommend that you check for course-related emails at least once per day. *If you use another email service (e.g., GMail), it is your responsibility to ensure that mail sent to your uwaterloo.ca account is forwarded to your other account.*

Course LEARN Web Site

The following material is available on the course web site:

- Announcements
- Schedule of dates (topics, assignment due dates, readings)
- A schedule of my general availability
- Instructions and handouts (e.g., detailed instructions for the assignments)
- Week-by-week overview of topics covered, along with copies of slides from lectures
- Resources (e.g., links to key web sites, lists of journals, feedback on assignments)

It is your responsibility to learn how to use the course web site, and to check regularly for information and updates.

Login to LEARN via: <http://learn.uwaterloo.ca/> Use your WatIAM/Quest username and password. Documentation is available through the LEARN website.

When You Cannot Meet a Course Requirement Due to Illness or Other Reasons

If you find yourself unable to meet an in-course requirement because of medical, compassionate or other reasons, please advise me *in writing by email*; make sure to include your name and student ID number in your message. Where possible, you must contact me 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.

Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.

Assignment Submission and Late Penalties

Assignments must be submitted through the course web site by the time and date specified in the instructions for that assignment. I will not accept assignments submitted any other way, e.g., in hard copy, or sent as attachments to my email address.

Unless I have indicated otherwise, I will accept late assignments. However, late assignments normally will be penalized at the rate of 5 percent 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 we have a prior arrangement.

Required Style Guide

Subject to special instructions contained in supplementary course material, assignments for this course must be completed according to the instructions in the following booklet. I will provide you with a paper copy of the booklet. An electronic copy of the booklet is available through the course web site.

de Loë, R. 2009. *Writing Effective Essays and Reports*. 6th edition. Waterloo, ON: University of Waterloo.

Group Work and Collaboration

Discussing assignments with your colleagues is an excellent way to learn from your peers and to test your ideas. However, unless otherwise noted, you must complete assignments individually.

Use of Turnitin

Turnitin is a software systems used at the University of Waterloo. Some instructors use it only to check for plagiarism. That's a useful function, and I'll be using it to verify that materials and sources in assignments are documented properly. Note that if you do not want your assignment screened using Turnitin, you may opt out with conditions (see instructions below).

Turnitin also is a very useful teaching tool. As I explain in my writing booklet (see above), plagiarism can take many forms. Learning how to use sources properly – and thus to avoid a charge of plagiarism – can be challenging. Turnitin is a tool that you can use to identify problems. Thus, I've made it possible for you to submit your assignments to Turnitin multiple times so that you can see how the software has analyzed your writing, and so that you can make adjustments if portions of your text are flagged as being problematic. In this way, I'm not using Turnitin simply as a tool to detect plagiarism. Instead, it's also a tool that you can use to improve your writing.

You may request an alternative to the use of Turnitin. If you do not want your work to be evaluated using Turnitin, then you must notify me by email no later than the end of the first week of class. Additional requirements for students choosing to opt out of Turnitin will be established by me for each assignment. Please bear in mind that you will not be able to use Turnitin to check your own work for problems if you request this option.

(2) Generic University of Waterloo Policies

The following policies apply to all students and are pertinent to all undergraduate courses at the University of Waterloo.

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. See <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/>

Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work.

Research Ethics [Standard Policy Not Typically Pertinent to ERS 365]

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, please contact the course instructor for guidance and see:
<http://iris.uwaterloo.ca/ethics/>

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 me before the end of the first week of class if you need me to make special accommodations for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievances

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, <http://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 offence, or who needs help in learning how to avoid offences (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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>. For typical penalties, check Guidelines for Assessment of Penalties, <http://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 <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Consequences of Academic Offences

Students are strongly encouraged to review the material provided by the university's Academic Integrity office. See <http://uwaterloo.ca/academicintegrity/Students/index.html>