

University of Waterloo  
Department of Environment and Resource Studies

**ERS 365 Water Governance**

**Winter 2016**

Dr. Rob de Loë

Wednesday/Friday 2:30 PM to 4:00 PM  
ENV2-2002

**1. CONTACT INFORMATION**

<b>Office:</b>	EV2 2029	<b>Office</b>	• Wednesdays and Fridays for drop-ins
<b>Telephone:</b>	519-888-4567 x38648	<b>Hours:</b>	(see course web site for details)
<b>E-mail:</b>	rdeloe@uwaterloo.ca		• Otherwise by appointment

**2. ABOUT THE COURSE**

*How do societies make decisions and take actions to protect and restore water resources? What works and what doesn't? Can we count on governments? What role is there for citizens?*

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. As a result, 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.

Governance has become a central concern during the past decade because many water problems are not being resolved – effectively, or at all. This failure is being traced back to institutional and behavioural problems such as 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 linked to concrete cases 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.
- An overview of global water issues, and how Canada is positioned relative to other countries.
- Understanding of contemporary principles and theories of governance pertinent to water.
- Skills and knowledge needed 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 for each theme are identified on the course's LEARN web site; see the schedule of classes (web site) for topics and dates.

*This is a reading-heavy course.* Each week you can expect to read, on average, two to three book chapters, journal articles or reports.

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 analyze a water governance challenge that you have chosen. 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, 2016.
- The *Final Essay*, worth 30 percent of the course grade, is due on March 31, 2016.

### ***Reading Reviews (15 Percent)***

Assigned readings are essential to understanding in this course. You will submit brief reading reviews of 250 words or less using a template that I provide through the course web site. 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 and writing.

You must submit a minimum of four (4) reading reviews, but you may submit up to the maximum of nine (9). I will count the best four towards your grade for the Reading Reviews assignment.

Reading reviews must be submitted to the appropriate drop box on the course web site *before class* on the date noted in the schedule. *Late submissions will not be accepted.*

### ***Seminar Reports (15 Percent)***

Four class sessions will involve seminars that are linked to water governance cases. During each seminar session we'll focus on a few key questions I'll pose in advance. Using a template provided through the course web site, you will submit a brief position statement in advance of the class (the "Seminar Report"). During the seminar, we'll discuss the issues raised. Your grade in the seminar portion of the course will be based on the quality of your submissions.

You must submit all four Seminar Reports. Individual reports will be graded out of 10 points during the term; the mark for all submissions will be converted to a total grade out of 15 at the end of the course. Additional instructions are on the course website, including a schedule of due dates.

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.*

### ***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. TEACHING ASSISTANT**

A teaching assistant will be available to help you with reading reviews and seminar reports, and to provide additional advice regarding the essay assignment. The TA will be primarily responsible for marking the reading reviews and seminar reports, and will play a major role in evaluating the final essay.

The name and contact information for the TA will be available on the course website at the start of class.

## **9. RIGHTS AND RESPONSIBILITIES**

This section is divided into two parts: (1) my personal policies regarding consultation, use of computers and tablets during class, email, late assignments, etc., and (2) specific 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 during my scheduled office hours (see page 1); 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, shopping, posting comments on Twitter, updating your Facebook page, etc. during class time is unprofessional and disruptive.

#### **Recording During Class**

With prior permission from me, you may record *audio* during class for your personal use only. You may not make video recordings. Violation of these rules may be deemed academic misconduct under University of Waterloo Policy 71.

#### **Email Policy**

Email is an excellent way to contact me about straightforward problems and questions – and you don't have to wait for my scheduled 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
- 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 readings and 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 *by email*; make sure to include the course number and name, 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 email attachments.

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. 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) University of Waterloo Policies***

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

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

### **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, the 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. 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. For typical penalties, check Guidelines for Assessment of Penalties.

### **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).

### **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>