

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-139-156

URP 4820 – California Water

General Education Committee

Date: 05/10/2017

Executive Committee
Received and Forwarded

Date: 05/10/2017

Academic Senate

Date: 05/17/2017
First Reading

BACKGROUND:

This is a revisioned course for the semester calendar.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the attached ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-139-156, URP 4820 – California Water (See attached ECO).

URP - 4820 - California Water

D. Course - Modify/Delete General Education

General Catalog Information

Choose action* Modify Delete

Modification

Summary* Title unchanged; changed units from 4 units to 3 units; same subject area; new catalog number 4820.

College/Department

Urban and Regional Planning

Semester
Subject Area

URP

Semester 4820
Catalog Number

Quarter Subject
Area

URP

Quarter Catalog 482
Number

Course Title California Water

Units

(3)

C/S
Classification

C-02 (Lecture Discussion)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component

Lecture

Instruction Mode

Face-to-Face

Grading Basis

Graded Only

Repeat Basis

May be taken only once

If it may be
taken multiple
times, limit on
number of
enrollments

1

**Cross Listed
Course Subject
Area and Catalog
Nbr (if offered
with another
department)**

**Dual Listed
Course Subject
Area and Catalog
number (If
offered as
lower/upper
division or
ugrd/grad)**

**Choose appropriate
type(s) of
course(s)***

- Major Course
- Service Course
- GE Course
- None of the above

**General
Education Area /
Subarea***

D4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/Documents/GE%20Semester%20Program%20Revised31.pdf>

I. Catalog Description

**Catalog
Description**

Review of the history of the water system and water policy in California, including the major social, political, and environmental issues. The course also introduces water law for non-lawyers and applies concepts of sustainability to water policy.

II. Required Coursework and Background

Prerequisite(s)

A1, A2, A3, D1, D2, and D3 (all lower division A and D) or graduate standing

Corequisite(s)

**Pre or
Corequisite(s)**

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.

By successfully completing the course students will be able to:

Explain California Water History, including the way water has been viewed by different groups historically, the development of the major water projects, and the political struggles locally and statewide.

Explain basic California water law, including riparian and appropriative rights, the public trust doctrine, and the major environmental laws.

Explain and take reasoned positions concerning major water

issues including environmental protection, inequalities in the central valley, new infrastructure projects, and the advent of an era of conservation and recycling of the water resource. Demonstrate critical and original thinking that analyzes assumptions and limitations of ideas regarding the different groups responsible for the historical development of the water system in California.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

The department assessment guide includes a matrix detailing how major-specific courses align with the BSURP and MSURP mission, goals and objectives.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

URP 4820 focuses on a deeper understanding of the synthesis of social, cultural, political, environmental and historical factors that have built the extensive water system in California. Legal, social justice and environmental issues are explored and a basis is established for understanding global water issues. The present set of problems, including climate change and continued drought are elaborated. This course synthesizes the approaches of political studies, geography, ethnic studies, economics, and law to the water system and water issues in California.

Describe how these outcomes relate to the associated GE Learning Outcomes. Refer to mapping link below.

- Ia. Students will develop their abilities to write effectively for various audiences in five short papers and several in-class response papers.
- Ib. Students will develop their abilities to speak effectively to various audiences during in-class small-group and focused discussions.
- Ic. Students will develop their abilities to find, evaluate, use, and share information effectively and ethically in five short papers.
- Id. Students will develop their abilities to construct arguments based on sound evidence and reasoning to support an opinion or conclusion in several in-class response papers. These papers will draw on (in the case of in-class response papers) lecturer material, and require students to examine controversies relating to California Water—such as fracking, water rights in California compared to other states, watersheds v. political boundaries, etc.
- IId. Students will develop their abilities to integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions during small-group discussion and in five short papers. These papers will require students to integrate political, ecological, and planning-specific theories and knowledge. The complexity of California water issues provides fertile ground for such integration and synthesis.

IIIa. Students will demonstrate their abilities to analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies on quizzes, in short papers and several in-class response papers. On quizzes, students will demonstrate knowledge of the historical development of California's physical and political water infrastructure. In two of the five short papers, students will demonstrate deeper knowledge of specific facets of the state's water history, culture, and administration. Papers may focus on historical aspects, such as Native American water practices or the role of water in urbanization patterns in various parts of the state.

IIIb. Students will demonstrate their abilities to analyze principles, methods, value systems, and ethics of social issues confronting local and global communities in short papers and several in-class response papers. In response to readings and lectures, students will examine ethical dilemmas posed by water shortage, water contamination, and water management practices in in-class response papers. In two of the five short papers, students will demonstrate deeper understanding of how different value systems manifest in how a society or community manages its water resources.

**General
Education
Outcomes**

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional
Materials**

The primary sources of material and texts for the course are:

Hundley, Norris. (2001) *The Great Thirst*. Berkeley: University of California Press.

Lassiter, Allison. (2015) *Sustainable Water*. Berkeley: University of California Press.

Additional secondary readings include:

Ingram, Lynn and Frances Malamud-Roam. (2013) *The West Without*

Water. Berkeley: University of California Press.

State of California Delta Plan Executive Summary.

Water Education Foundation Water Guides.

Online readings from the State of California, Public Policy Institute of California, and the Water Education Foundation.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material

Course Textbooks, access to the internet

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities

Classroom, Computer Labs, Library, Course management software (e.g. Blackboard)

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

The course is organized around ten sections, the first six covering history of water policies and water law development and the final four sections cover aggregated current water issues:

1. Plumbing 101, The California Water System Introduction

Major dams, aqueducts, reservoirs, pumping stations, and the basic transfer systems.

Major local, regional, state, and federal agencies.

2. Changing Cultures and Changing Rights

Native American philosophy and use of water

Spanish and Mexican settlement and water systems

Coming of Americans and transformation of the waterscape

3. Water Rights

Review of riparian and prior appropriative rights

California Constitutional Provisions

Public Trust Doctrine

4. Tale of Two Cities

San Francisco and the Hetch Hetchy Controversy

Los Angeles, Mulholland, and Owens Valley

5. The Great Water Projects

Colorado River and the Metropolitan Water District

Federal Central Valley Project

State Water Project

6. Hydraulic Society on the Defensive

Rise of environmental movement, Mono Lake Controversy

The end of the big water projects

7. Climate Change and Drought

Conservation

Recycling

Alternate sources

8. The Bay Delta and Central Valley Issues

Bay Delta Plans and controversies

Equity issues in the Central Valley

The future of California agriculture

9. Groundwater, Fracking, and Contamination

10. Colorado River, Salton Sea, and Colorado Delta Issues

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

**Instructional
Methods**

A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

1. Lecture
2. Discussion of assigned reading
3. Small group activities
4. In class and online presentations
5. Student feedback on in class and online presentations

There may be a course management component (e.g. Blackboard) to this course. If so, students will be expected to check the course management site regularly, contribute to online discussions, and get course information and submit course work through the site.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.

WE	Written exam (# and IC or OL)
OE	Oral exam (# and IC)
PE	Problem solving exam (# and IC or OL)
QU	Quiz (# and IC or OL)
DIS	Discussion (# and IC or OL)
ACT	Activities (# and IC or OL)
LAB	Laboratory exercises (# and IC or OL)
CP	Class participation (IC or OL)
DE	Design exercises (#)
DP	Design projects (#)
CR	Client-based reports (#)

SP Short papers or analyses (#)

TP Term papers

Learning outcome	Assessment tools	
	Individual	Group
1) Explain California water history	SP, DIS, QU	CP
2) Explain basic California water law	SP, DIS, QU	CP
3) Construct arguments on current issues	SP, DIS, QU	CP
4) Demonstrate critical thinking on water issues		
etc (add as needed)		

Describe the meaningful writing assignments to be included.

The format for the course is lecture discussion. The lectures will complement the readings and several videos will be presented. These will be interwoven with questions from the instructor and students and discussion of the issues. The course will also utilize a number of collaborative techniques, including small group discussions, in class papers, and focused discussions. The small group discussions will concern issues raised by the instructor who will meet individually with the groups during the discussion period. Small group discussions will be followed by presentations by group members of the position taken by that group on the assigned issues. The larger, focused discussions will be led by the instructor on issues raised by the readings and lectures.

The grade for the course will be based on five short paper assignments together worth 75% of the grade and participation, in class response papers worth 25%. The papers will require explanation of issues and analysis of water policies through different stages of the course. The instructor will return assignments with grades and comments before assigning the next paper, providing the students with the opportunity to review their writing before another assignment is given.

Describe how these evaluation methods align to the course and program outcomes, as appropriate. Alternatively, you may include or attach a matrix to align the methods to the outcomes.

Review of course syllabi, review of course products by faculty and accreditation teams, and consideration of comments derived from focus groups with class cohorts.

You can attach the matrix by clicking  located underneath the Proposal Toolbox header

Discuss how these methods may be used to address the associated GE Learning Outcomes listed above. Include or attach a matrix to align the evaluation methods to the outcomes.

Assessment Method	Ia	Ib	Ic	Id	Ie	IIId	IIIa	IIIb
Short papers	x	x	x		x	x	x	
In-class response papers					x		x	
Quizzes							x	
Discussion		x			x			

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.