Instructor: Dr. Joanna Endter-Wada  
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Office Hours: Thursday, 1:45-3:15 pm (or by appointment)  
Course Time: Tuesday and Thursday, 12:00-1:15 p.m.  
Location: BNR 360

COURSE DESCRIPTION

Overview. This graduate seminar course is designed to give students an overview of water law and policy, focusing primarily on the Western United States and using the Bear River and the Bear River Migratory Bird Refuge (BRMBR) as a case study.

Objectives: Our objectives are to explore the influences that various historical, political, economic, social, cultural, scientific, and technological factors have had on shaping the laws and institutions by which people value, allocate, distribute, use, and preserve water resources. Students also will be introduced to analytical frameworks for understanding water policy issues. The regional focus in this class will be informed by an understanding of water issues in a more global context.

Case Study and Course Collaboration. This semester we will focus on a comparative case study of wetlands in Great Salt Lake. This focus takes advantage of an interdisciplinary learning opportunity in conjunction with students in Wetland Ecology and Management (WATS 4310/6310) taught by Dr. Karin Kettenring. Through focusing on a local case study and integrating perspectives from both water policy and wetland ecology, the classes will learn about water resource management challenges and dilemmas. We will seek to understand how the ecology and management of Great Salt Lake wetlands is affected by water variability and by other water uses in the watershed. Understanding the water needs of wetlands will also challenge us to consider water law and policy innovations that work to balance needs of people and nature and that cross the boundaries of different realms of natural resource policy (e.g. water and wildlife policies).

Meeting Locations. Our class is scheduled to meet in BNR 360 and WATS 4310/6310 is scheduled to meet in BNR 113. We will jointly share these rooms depending on activities planned for each session.

Stress on Analytic and Communication Skills. This course involves a variety of communications skills: reading; listening; speaking; and writing. There are two main reasons for this. First, I personally agree with USU’s policy of strengthening students' communication skills by reinforcing them throughout the university curriculum, because these skills and competencies are important for professionals in all fields today. Second, I believe that analytic and communicative clarity are highly interrelated, i.e. clear thinking is easy to articulate while muddled thinking is hard to elucidate. Working on expressing yourself clearly is also an avenue for refining your ability to think clearly.
Engagement and Participation. This course is designed as a graduate seminar with a high level of engagement and participation from all students expected. Complete assigned readings before coming to class and be prepared to be involved in class discussions and activities. In class, listen attentively to the other course participants (professors, guest speakers, and fellow students). Please feel free to ask questions, discuss issues, and debate points of view as opportunities arise to do so.

Canvas: This course will be facilitated through Canvas (available through MyUSU). Other readings, class materials, and assignments will be posted there. You will submit your assignments through Canvas and can view your progress in the course on this site. To access Canvas, go to MyUSU (a tab at the top of the USU home page), Login with your A-number and password (your USU “strong password”), and select Canvas.

COURSE READINGS

Textbook (available at the USU Bookstore):

Other Class Materials: Students are responsible for all material handed out in class, posted on Canvas, or distributed via email.

ASSIGNMENTS AND GRADING

While you will be asked to memorize some information, the assignments in this class are primarily designed to assess your abilities to think critically and creatively, conduct policy-oriented research, synthesize and integrate information, substantiate viewpoints, and communicate clearly and concisely.

Grades will be given for the following assignments:
- Class Participation and Preparedness (points given in each part): 15%
- Independent Projects: 25%
- Field Trip / Field Trip Report: 10%
- Midterm – Part I: 10%
- Midterm – Part II: 20%
- Final Exam/Assignment: 20%

All students will be expected to attend the Saturday field trip scheduled for March 19.

COURSE POLICIES

Responsibilities of the Instructor: I am generally responsible for facilitating your learning. My specific responsibilities include: designing the course, being prepared for and helping to facilitate each class session, coordinating class activities and making individual assignments, providing constructive feedback on your work, and evaluating your performance. I am available to help you succeed in this course. I have set office hours, am available via email, and am more than happy to meet with you so please take advantage of these opportunities.

Responsibilities of the Students: Students are responsible for attending class and completing all assignments. Assigned readings are to be completed before the class session for which they are assigned. This course involves a variety of individual and group activities and assignments. Students are expected to come prepared in order to be actively engaged in learning and to be responsible to classmates who may depend upon one another in group exercises. Students' active participation will make the course more interesting and rewarding.

Professionalism: Students will be expected to conduct themselves in a professional manner in this course. Such conduct includes exhibiting respect for other class members, contributing regularly and productively in class and discussion sections, and being responsible to fellow students in completing group assignments. Students will be required to abide by all codes of conduct and policies pertaining to students at Utah State University and...
in the College of Natural Resources. Students are responsible for knowing university policies, which can be found in the student catalog. Policies of the College of Natural Resources are available upon request. Please note that since plagiarism and other blatantly unprofessional behavior violate these policies, they will be cause for failing this course and other disciplinary action.

**Special Classroom Accommodations:** This University is required by law to help disabled students participate fully in all programs, activities, and services. Any student with a disability that requires accommodations should contact the instructor to make arrangements for the provision of course materials in alternative formats. Please note that the disability must be documented by the Disability Resource Center.

**COURSE SCHEDULE**

**PART I: COURSE OVERVIEW AND CASE STUDY INTRODUCTION**

Week 1:
1.A. ~ Jan. 12 ~ Course and Case Study Introduction ***
1.B. ~ Jan. 14 ~ Science Perspectives: wetland ecology ***

Week 2:
2.A. ~ Jan. 19 ~ Science Perspectives: water law and policy ***
2.B. ~ Jan. 21 ~ Bear River Watershed Context: wetlands perspectives ***

Week 3:
3.A ~ Jan. 26 ~ Bear River Watershed Context: water policy perspectives ***
3.B. ~ Jan. 28 ~ Management Perspectives: Great Salt Lake Wetlands ***
   Assignment: Part I Class Participation - Grade Assigned Jan. 28
   Assignment: Part I Midterm DUE - Feb. 1 at 5:00 pm

**PART II: WATER LAW AND POLICY ENVIRONMENT**

Week 4:
4.A. ~ Feb. 2 ~ Overview of Water Law
4.B. ~ Feb. 4 ~ Riparian System

Week 5:
5.A. ~ Feb. 9 ~ Prior Appropriation System
5.B. ~ Feb. 11 ~ Public Interests and Access

Week 6:
6.A. ~ Feb. 16 ~ No Class - Monday classes meet on Tuesday
6.B. ~ Feb. 18 ~ Reserved Water Rights

Week 7:
7.A. ~ Feb. 23 ~ Water Quality and Environmental Protection
7.B. ~ Feb. 25 ~ Government Control and Development of Water

Week 8:
8.A. ~ March 1 ~ Treaties and Interstate Allocation of Water
8.B. ~ March 3 ~ Local Water Institutions

*Spring Break: March 7-11*

Week 9:
9.A. ~ March 15 ~ Summary Water Law Session
9.B. ~ March 17 ~ Part II Exam/Assignments
Assignment: Part II Class Participation - Grade Assigned March 17
Assignment: Part II Midterm - DUE March 17 at 5:00 pm

PART III: WATER AND WETLAND MANAGEMENT ISSUES

March 19: Saturday Field Trip to Bear River Migratory Bird Refuge ***

Week 10:
10.A ~ March 22 ~ Field Trip Debrief and Discussion ***
Assignment: Field Trip Report DUE - March 23 at 5:00 pm
10.B. ~ March 24 ~ Optimization of Water Use in Existing Systems ***

Week 11:
11.A. ~ March 29 ~ Wetland Protection under the Clean Water Act ***
11.B. ~ March 31 ~ Instream Flows and Water Rights for Great Salt Lake

Week 12:
12.A. ~ April 5 ~ Spring Run-Off Conference
12.B. ~ April 7 ~ Water Banking

Week 13 (Tuesday):
13.A. ~ April 12 ~ Water Conservation
Assignment: Part III Class Participation - Grade Assigned April 12

PART IV: CONTEMPORARY CONTEXT OF CHANGE ~ CASE STUDY AND ISSUES ANALYSES

Week 13 (Thursday):
13.B. ~ April 14 ~ Climate Change ***

Week 14:
14.A ~ April 19 ~ Water Transfers and Reallocation ***
14.B. ~ April 21 ~ New Water Infrastructure ***
Assignment: Individual Projects DUE - April 22 at 5:00 pm

Week 15:
15.A. ~ April 26 ~ Case Study Synthesis and Preparation for Final ***
15.B. ~ April 28 ~ Case Study Synthesis and Preparation for Final ***
Assignment: Part IV Class Participation - Grade Assigned April 28

FINALS WEEK:
Assignment: Final Exam DUE - May 3 at 12:00 pm

Note: *** indicates joint session with Wetland Ecology and Management class