

Envir. St. 400, Section 1: Water in American Society

Tue. & Thurs. 6:00-7:15
140 Science Hall

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Have you ever wondered about the connections between that old waterwheel you saw one summer vacation, news reports of floods on the Mississippi, the movie *Chinatown*, and contemporary critiques of large dams? If so, this is the class for you. This course will explore the history of water resources development in the United States. We will approach the topic through four units: Water Use in Early Industrial New England; the Army Corps of Engineers, Flood Control, and the Mississippi River; California—America's Water Empire; and Water Development and the Post-War Environmental Movement. We will study these subjects with an eye toward the following questions: How have Americans used water resources? What technologies enabled water use? How have new technologies been tied to changing use of water resources? Who—particular individuals, groups, institutions—made water development or preservation decisions? What cultural or scientific ideas about resource use shaped those decisions? Who has benefited from water development?

Assignments

The assignments for this course are readings, a readings journal, and four short (4-6 pgs.) papers.

Reading Assignments

Reading assignments are given in the course schedule. Reading must be completed before each class so that discussion can draw on your knowledge of the readings. The texts are as follows:

Text	Available
Hays, Samuel P. <i>Conservation and the Gospel of Efficiency: The Progressive Conservation Movement, 1890-1920</i> . Harvard: Harvard University Press, 1959	University Book Store; College Library Reserves
Hundley, Norris. <i>The Great Thirst: Californians and Water--A History</i> . Rev. Ed. ed. Berkeley: University of California Press, 2001.	University Book Store; College Library Reserves
IES 400, Section I, Reader	Life Sciences Communication Fast Copy (B-25 Ag. Eng.); IES Reading Room
Steinberg, Theodore. <i>Nature Incorporated: Industrialization and the Waters of New England</i> . Amherst: University of Massachusetts Press, 1991.	University Book Store; College Library Reserves

Journals

One of your responsibilities for this class will be to keep a journal. Informal writing about course themes, readings, and ideas can be invaluable in helping you clarify your thoughts, prepare for discussions, and see the connections between course themes and the rest of your life. The journal is an informal place for you to consider the readings and course material—it lets you explore ideas without worrying about my response and your classmates' response. Formal papers are for developing arguments and persuading a critical reader. Journals are the place for much more fluid, open-ended writing. Both kinds of writing are important. Writing is not just a way of communicating ideas to others; it's a way of discovering what you think. Most importantly, journal-writing engages you with the material—it gives you a chance to argue with it, agree with it, and transform it so it's useful to you.

In the journal, I want you to prepare for discussions and respond to the readings. This isn't a personal diary. You have three basic choices about how to create journal entries: (1) you can state the argument of one of the class readings in one paragraph and develop a brief critique of it; (2) you can find quotes in the readings and respond to them; (3) you can create your own questions about the readings and suggest answers.

(1) Learning to identify and concisely state the argument of any text is one of the most important building blocks of historical scholarship. The task is also harder than you think. Journals are a great place to practice understanding each text as a whole and responding to aspects of that synthesis that particularly please or trouble you. After you summarize an argument, consider questions like: Does the evidence given in the text support the author's claims? Does the argument hang together logically? How does the argument relate to those of other class readings? Is the argument novel? Has the author missed something you think is critical?

(2) Another way of keeping the journal is to start by copying down quotes that especially strike you from the readings—and then write what you think the author is trying to convey. Why does the quote strike you? Do you agree? Do you strongly disagree? How does the passage illuminate themes of the course?

(3) A third possibility is to create your own questions about the readings, and suggest some answers to those questions. Again, focusing on themes of the class or connecting one reading to others will be most productive.

Journal mechanics are as follows:

- I will accept journal entries on a given reading only before or on the day that we discuss that reading. Days on which we view a film, instead of discussing readings, will be an exception. You may prepare a journal entry on any film and submit it at the beginning of the following class.
- Journal entries should be typed, double spaced, and 300 to 600 words long. (Please include a word count at the end of each entry.)

- You should submit five journal entries during each three week period. Since there are six class periods each three weeks, this means you will submit entries for five out of six class periods.
- I won't grade these journal writings on structure, grammar, or syntax; I will, however, grade them on your considered and honest responses to the reading.
- I will review journal entries once every three weeks. I will return journal entries on 9/10 (everyone must turn in an entry on 9/6), 10/2, 10/23, 11/13, 12/4, and 12/13.

Papers

For each paper, you will define your own question and respond to it. Question must be approved at least 5 days prior to the paper's due date. No research beyond materials assigned for class is required. Due dates are given in the class schedule.

Evaluation and the Fine Print

Grades will generally be calculated as follows:

- Readings journal, 40%
- Four papers, 15% each

Thoughtful contributions to class discussions will weigh heavily in the mediation of boarder-line grades.

I only accept late assignments in university approved or dire circumstances. These include traveling with a sports team, major and documented illnesses, personal or family crises, etc. Should any of these arise, you are responsible for discussing the circumstances with me ASAP, before the work is missed if at all possible. I reserve the right to require work more difficult than the work it replaces.

Likewise, incompletes will only be given in extraordinary circumstances. To receive an incomplete, you and I would prepare a written agreement specifying how and when all work for the course would be completed. This agreement would have to be signed before I submit grades at the end of term.

Disabilities

If you have a significant disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) and want to arrange reasonable accommodations, you must contact me at the beginning of the semester.

Academic Integrity

You are expected to express your ideas and to sustain arguments in your own words. Failure to do so is plagiarism. It is unethical and often illegal. Plagiarism ranges from the blatant—purchasing a term paper or copying on an exam—to the subtle—failing to credit another author with the flow of ideas in an argument.

Properly acknowledging the use of the words of others and avoiding excessive quotation of the work of others will eliminate most plagiarism problems. If you want to quote from a published work (including a web page), you must put the passage in quotation marks and provide a citation.

Simply changing a few words from the writings of other authors does not alter the fact that you are essentially quoting from them. Paraphrasing of this sort, where you use the words of another almost verbatim without acknowledging your source, is the most common form of plagiarism among undergraduates. When you state another author's viewpoint, theory, or hypothesis—especially when it is original or not generally accepted—you must also include a reference to the published work. In general, citations are unnecessary when the information is considered common knowledge or a matter of widespread agreement. Common knowledge can often be identified by its appearance in several of the assigned readings for class.

All papers prepared outside of class must have a bibliography at the end. This provides readers with a complete list of sources consulted, regardless of whether you quoted directly from them, and serves to acknowledge your intellectual debts to them.

Another common and related problem may arise from working with another student in studying and carrying out assignments. Such collaboration is encouraged, but the work that you submit must be in your own words, and not jointly written or copied.

If you are unclear about collaborating, paraphrasing, quoting, or the need to indicate sources, I will be glad to speak with you and can recommend additional materials for clarification.

Failure to maintain academic integrity in any portion of the academic work for the course shall be grounds for awarding a grade of F for that assignment.

Course Schedule

9/4	Introduction. Film: "A Man, A Plan..."
9/6	Steinberg, <i>Nature Incorporated</i> , Chs. 1-3.
9/11	Steinberg, <i>Nature Incorporated</i> , Chs. 4-5.
9/13	Steinberg, <i>Nature Incorporated</i> , Chs. 6-7.
9/18	Morison, <i>From Know-How to Nowhere</i> , Chs. 2 and 3, pp. 16-71.
9/20	Morison, <i>From Know-How to Nowhere</i> , Chs. 2 and 3, pp. 16-71. Cain, "Raising and Watering a City," pp. 69-88.
9/25	Hunter, <i>Steamboats on the Western Rivers</i> , Ch. 1, pp. 3-60.
9/27	Shallat, "Building Waterways," pp. 18-50.
10/2	Reuss, "Andrew A. Humphreys," pp. 89-121. Pabis, "Delaying the Deluge," pp. 421-454. Paper 1 Due.
10/4	Film: "Secrets of a Master Builder."
10/9	Pearcy, "Flood Control Act of 1917," pp. 133-159.

	Reuss, "Flood-Control Politics," pp. 131-148.
10/11	Reuss, "Art of Scientific Precision," pp. 292-323.
10/16	Robinson, "Army Corps and Environmental Community," pp. 1-41.
10/18	Layton, "Mirror-Image Twins," pp. 229-247. Layton, "Through the Looking Glass," pp. 594-607.
10/23	Hundley, Chs. 1-2 (Aboriginal & Hispanic).
10/25	Hundley, Ch. 3 (19 th C). Paper 2 Due.
10/30	Hundley, Ch. 4 (LA).
11/1	Hundley, Ch. 4 (SF).
11/6	Hays, <i>Gospel of Efficiency</i> , Chs. 2, 6, and 13.
11/8	Hughes, <i>Networks of Power</i> , Ch. 10, pp. 262-284.
11/13	Film: "Hoover Dam." Hundley, Ch. 5 (Hoover Dam).
11/15	Hundley, Ch. 5 (Central Valley & State Water Plan).
11/20	Worster, "Hydraulic Society," pp. 503-515.
11/22	Thanksgiving
11/27	Hays, "Decades of Environmental Politics," pp. 19-79. Paper 3 Due.
11/29	Film: "Cadillac Desert." Hundley, Ch. 6 (voices against development).
12/4	Hundley, Ch. 7 (environmental disasters).
12/6	Berkman and Viscusi, <i>Damming the West</i> , Ch. 4, pp. 78-102 and 254-265.
12/11	Porter, <i>Trust in Numbers</i> , Ch. 7, pp. 148-189 and 250-262.
12/13	Wrap-up
12/18	Exam Period. Paper 4 Due, in my office, at end of exam period.

