

San José State University
College of Social Sciences
Department of Environmental Studies

HOW THE COURSE WILL OPERATE: There will be class discussions via Zoom on most Wednesdays. **Part I** Introduction (3 weeks); **Part II** Wetland Signups and Independent Field Research (4 weeks); **Part III** Student Photo/Video Field Project Presentations (6 weeks); **Part IV** Reflecting Back: Comparisons, Analysis and Conclusions (1 week). You will be evaluated on Seminar Performance (45%); Photo/Video Field Project Presentation (45%); and Intangibles (10%). **Although there will be no written paper, your Photo/Video Field Project Presentation will require the same level of research, organization, and detailed analysis that would go into a written project.**

QUESTIONS YOU NEED TO ASK YOURSELF BEFORE ENROLLING:

(1) Are you an *academically mature student* (undergrad or grad) that likes direction your hand held through every step of the process? (2) Are you willing to get into your car and *travel at your own expense*, with a friend or family member to a designated wetland, then explore it, photograph it, interview some officials about it, and report your findings orally back to the class? (3) Since some of these sites will mean an overnight stay for 1-2 nights, are you willing to *camp or "motel-it" (at your own expense)* at a nearby accommodation so that you can at least be at the site for two-three days? The

(4) Are you interested in wetland issues, and *enjoy getting outdoors*, away from the computer screen? (5) Do you like to hike and photograph water landscapes, plants, and birds? (6) Do you like to do the *detective investigative work* (kind of like being a CSI Investigator) of finding out what you can learn from related topographic maps, historical photographs, and current aerial photographs? (7) Do you like the idea of doing research independently as opposed to working in a team with 3-4 other students? If you answer

Dr. Klee suggests you talk to your advisor about substituting another class.

RECOMMENDED COURSE:

ENVS 144 is an excellent course for undergraduate and graduate students pursuing an *environmental restoration, wildlife resource management, energy, water quality, open space & recreation, environmental education, or coastal resource management* focus in the ENVS Department. The course is also strongly recommended for any student or general citizen that lives in California and has an interest in learning about [and hopefully working towards conserving/preserving] California's environmental wetland heritage. It is also recommended for anyone interested in *nature and conservation photography*, because the course provides you an opportunity to get out and further refine your photographic skills.

Course goals and objectives:

To introduce students to the subject of wetlands, specifically the types & location of California coastal wetlands.

To introduce students to the range of perspectives on wetlands—from the social science perspective of the geographer, urban planner, economist, & political scientist, to the science perspective of the biologist, botanist, and restoration ecologist, and to the artistic perspective of the nature photographer and landscape painter.

To introduce students to the city, county, state, & federal government agencies involved with protecting wetlands, as well as the environmental and non-profit key players.

To introduce students to the environmental issues and conservation strategies associated with wetlands.

Upon successful completion of this course, students will be able to:

Define the meaning of “wetlands,” provide an extensive list of wetlands in California, and describe the value of these lands to biodiversity and human society in a way that would engage a wide audience.

Describe the range of public and private ownership and management of California wetlands, discuss the history of wetland protection, discuss the policies associated with wetland protection, and describe the implications of different types of ownership on wetland conservation.

Understand photographic and digital mapping tools wetland managers must know to implement conservations, tools such as photography, aerial photos and images, topographic maps, and GPS.

Convey an understanding of wetland conservation by:

- a) Preparing a detailed field analysis of a particular site that incorporates appropriate peer-reviewed and grey literature and critically analyze agency policies & conservation strategies, and*
- b) Presenting this information in a comprehensive, interesting, & credible photo/video presentation.*

Texts/Readings/Supplies

REQUIRED READINGS:

All files on [nvas](#) page.

Spray, Sharon L. & Karen L. McGlothlin. 2004. *Wetlands*. New York: Rowman & Littlefield Publishers. ISBN: (1) -7425-2569-4. [This is an excellent undergraduate level introductory book on wetlands for ENVS majors. Why? Because it provides a well-balanced discussion between the sciences and social sciences. Download **Kindle version** from Amazon. The Kindle version is approximately \$38.00. You can also buy less expensive used paperback versions from Amazon.

RECOMMENDED READINGS:

Mitsch, William J. and James G. Gosselink. 2015 (5th Edition). *Wetlands*, Hoboken, New Jersey: John Wiley and Sons. [This book probably still remains the very best overall book

- *Would he write you a letter of recommendation if requested?*
- *Would he offer you a job if he had a chance?*

Classroom Protocol

Students are expected to Zoom class on time. So that I can start the class exactly on time, it would be especially appreciated if you actually arrive 5-10 minutes early. I will have the Zoom room open 15 minutes prior to the hour, and be available for Q&A. Cell phone ring tones are to be turned off. And, without question, being courteous and respectful to all classmates is absolutely mandatory.

STATEMENT REGARDING REQUIRED HOURS FOR A 4-UNIT, IN PERSON COURSE. At SJSU, students are expected to spend at least two hours outside of class for every 1 hour of in-person class time. Because this is a 4 unit course, you can expect to spend a minimum of **8 hours per week** completing class-related assignments in addition to the in-person class meeting. For additional details, see file “
on my faculty web page.”

ENVS 144/California Wetland Controversies/Course Schedule

The schedule is subject to change with fair notice. Students will be informed of any changes within a class period or via email.

Date	Activity	Assignment Due
Wed. 1/26	<p>PART I: INTRODUCTION</p> <p>A. Course description <i>144 Syllabus</i> <i>144 Term Grade (Remote)</i> <i>144 Reports to Date</i> <i>144 Biography Sheet and Self-Photo</i></p> <p>[IMPORTANT: <u>PRIOR TO WEDNESDAY OF NEXT WEEK, YOU MUST EMAIL ME YOUR BIOGRAPHY SHEET AND SELF-PHOTO</u>]</p> <p><i>[Students: Items in italic are Canvas files]</i></p>	<p>Order from Amazon: (1) Spray & McGlothlin book (Kindle Version)</p> <p>Have downloaded all 144 Canvas files to your laptop and/or phone.</p>

Wed.
2/2

- B. Gary Checks your Biography Sheet and Self-Photo
- C. Student Introductions
- D. Additional

Date	Activity	Assignment Due
Wed. 2/9	<p>E. Report on initial student wetland signups (1st come/1st serve)</p> <p>F. Some useful Canvas files for your research <i>144 Sources to Checkout</i> <i>144 California Coastal Project Aerial Photos</i> <i>144 National Wetlands Inventory Map— Directions to Find Map</i> <i>144 Interview Questions You Should Cover</i> <i>144 Presentation Day Guidelines (Photo Essay)</i></p> <p>E. Gary provides more examples of wetlands from his own field research over the years (slide show).</p>	<p>Spray & McGlothlin: Ch. 1 & 2</p> <p>Have emailed Gary 3 preferred wetlands (including county) in ranked</p>

Date	Activity	Assignment Due
Wed. 5/4	(1) _____ (2) _____ (3) _____	REMAINING STUDENTS MUST BE PREPARED TO PRESENT TODAY. TODAY'S PRESENTATERS WILL BE PICKED FROM A HAT.
Wed. 5/11	<p>PART IV: REFLECTING BACK: WETLAND COMPARISONS, ANALYSIS & CONCLUSIONS</p> <p><u>EVERY</u> STUDENT WILL HAVE <u>3 MINUTES</u> TO MAKE SPECIFIC OBSERVATIONS AND COMPARISONS ABOUT THE WETLANDS DISCUSSED IN THIS CLASS.</p> <p>Note: During the summer, all are welcome to bring a friend and sail Monterey Bay. See Canvas file: <i>Sailing the Monterey Bay, L. Dock</i></p>	