

**San José State University**  
**College of Social Sciences**  
**Department of Environmental Studies**  
**ENVS 144 California Wetland Controversies, Section #1, Spring 2022**  
**(Remote)**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Gary A. Klee
<b>Office Location:</b>	Normally WSQ 115A, but home office during remote semester
<b>Mobile Phone:</b>	(408) 674-1736 (For Emergency Use Only)
<b>Email:</b>	<a href="mailto:klegary@comcast.net">klegary@comcast.net</a> You can reach me day, night, <u>and weekends</u> , and get a “ <u>same day</u> ” response, often within a couple of hours. Please do <u>not</u> use my SJSU e-mail site or SJSU office phone.
<b>Office Hours:</b>	No specific office hours during remote semester. Just email me any day, night, and or weekend at <a href="mailto:klegary@comcast.net">klegary@comcast.net</a> . <u>You can also host a ZOOM session</u> , but you must first email me so that we can agree on a day and time.
<b>Class Days/Time:</b>	Wednesdays, 1:30 PM – 4:15 PM
<b>Zoom Link:</b>	<a href="https://sjsu.zoom.us/j/89215821959">https://sjsu.zoom.us/j/89215821959</a>
<b>Classroom:</b>	Presentations via Zoom, plus independent field research & photography.
<b>Prerequisites:</b>	ENVS 1 or consent of instructor

**Course Format**

This is an undergraduate field course. Students may take ENVS 144 to fulfill *4-8 units toward the Department's field requirement*; graduate students (with their advisor and Graduate Coordinator approval) may also take this course to satisfy the “Application Science” component of their MS program.

**Faculty 144 Canvas Page and MYSJSU Messaging** Students are responsible for regularly checking MYSJSU Messaging, and Dr. Klee's 144 files on Canvas.

**Course Description**

CATALOG DESCRIPTION:

Impact of agriculture, urbanization and other human land uses upon California coastal wetlands with emphasis on current environmental problems and controversies. State public agencies concerned with vital environmental problems and analysis of current environmental legislation. Prerequisite: ENVS 1 or consent of instructor. Ideally however, it would be best if you first had ENVS 10, 100W, and 117. **May be repeated for a maximum of 8 units.**

**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, but doesn't need 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 best days to be on site are mid week because you won't find any agency people working on weekends. (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 "Yes" to most of these questions, then ENV5 144 is for you! If the answer is "No," then Dr. Klee suggests you talk to your advisor about substituting another class.

**RECOMMENDED COURSE:**

ENV5 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 ENV5 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 Dr. Klee’s 144 Canvas 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 ENV5 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 (5<sup>th</sup> Edition). *Wetlands*, Hoboken, New Jersey: John Wiley and Sons. [This book probably still remains the very best overall book

on wetlands. However, the book is better suited for advanced or graduate level students that already have some background in the subject of wetlands. Furthermore, it is very expensive, approximately \$115.00. In sum, I only recommend this book if you are very, very serious about studying wetlands. You do not need this book to get an “A” in this “intro” class.

### Course Requirements and Assignments

- Seminar Performance . . . . . **45%**  
[Includes **daily participation & serious interaction** with the class. Daily participation is recorded by Dr. Klee or his T.A.]
- Photo/Video Field Project Presentation . . **45%**
- Intangibles . . . . . **10%**  
[Attitude, initiative, motivation, dependability, punctuality, and helpfulness to others.]

[See Canvas file, *144 Term Grade (Remote)*, and other Canvas files related to this project.

### **A SPECIAL CAUTIONARY NOTE ABOUT PARTICIPATION:**

In this class, one simply does not arrive late nor miss class. Furthermore, participation means “engaging” in the class discussion and student presentations, not just sitting in your chair. Dr. Klee expects you to behave like a mature university student. While he cannot fire you the way a boss could, he can definitely determine your Seminar Grade accordingly. More importantly, your performance in ENVS 144 will determine whether he writes, or does not write, *a letter of recommendation* on your behalf for graduate school or a job.

### Final Examination or Evaluation

On the last day of class, every student will be evaluated on their comprehension and analysis of the course material. Their 3 minute final oral presentation will be part of their Seminar Performance Evaluation.

### Grading Information

On Dr. Klee’s 144 Canvas page, see *144 Term Grade (Remote)*. See above for how the three major criteria (Seminar Performance, Photo/Video Field Project Presentation, and Intangibles) are weighted.

### Determination of Term Grade

- The points from your *Seminar Performance (45%)* and *Photo/Video Field Project Presentation (45%)* are first tallied.
- Then, Dr. Klee may (or may not) raise or lower the subtotaled points based on the following important *Intangibles* as your attitude, improvement over the semester, initiative, motivation, dependability, and ability to work with fellow colleagues (10%). In other words, he is always asking himself the following:
  - *Would he want to work with you as a colleague?*

- *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 attend and “engage” daily, and arrive 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 *“University Guidelines for Units/Workload” on my faculty web page.*

STATEMENT REGARDING DISABILITY: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with the Accessible Education Center (AEC). Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. *[If you are aware of a disability now, register within the first three weeks of class. Do not wait until an assignment is due].*

STATEMENTS REGARDING CHEATING & PLAGERISM: It is the **student’s responsibility** to be familiar with SJSU policies on cheating & plagiarism. See SJSU Home>CS 100W: Technical Writing>SJSU Policies: Prerequisites. You must also be familiar with the ENV5 100W Instructor’s Handbook on Plagiarism and Academic Integrity.

One example of cheating: 1.1.3.: “Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.”

One example of plagiarism: 1.2.1.: “The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another’s work, without giving appropriate credit, and/or representing the product as one’s own work.”

THERE ARE MANY OTHER EXAMPLES. STUDY THE ABOVE DOCUMENTS, OR BE CAUGHT IN ONE OF THE GREATEST SINS YOU CAN COMMIT IN ACADEMIA, AND WATCH YOUR GRADE AND MORE IMPORTANTLY, YOUR REPUTATION, GO DOWN IN FLAMES. If you have questions, always ask prior to submitting any written document to me.

## 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><b>PART I: INTRODUCTION</b></p> <p>A. Course description</p> <ul style="list-style-type: none"> <li>▪ <i>144 Syllabus</i></li> <li>▪ <i>144 Term Grade (Remote)</i></li> <li>▪ <i>144 Reports to Date</i></li> <li>▪ <i>144 Biography Sheet and Self-Photo</i></li> </ul> <p style="text-align: center;"><b>[IMPORTANT: <u>PRIOR TO WEDNESDAY OF NEXT WEEK, YOU MUST EMAIL ME YOUR BIOGRAPHY SHEET AND SELF-PHOTO</u>]</b></p> <p><i>[Students: Items in italic are Canvas files]</i></p>	<p>Order from Amazon: (1) Spray &amp; McGlothlin book (Kindle Version)</p> <p>Have downloaded all 144 Canvas files to your laptop and/or phone.</p>
Wed. 2/2	<p>B. Gary Checks your <u>Biography Sheet and Self-Photo</u></p> <p>C. Student Introductions</p> <p>D. <u>Additional</u> explanation of field research, photo/video presentation, and term grade criteria</p> <ul style="list-style-type: none"> <li>• <i>144 Reports to Date</i></li> <li>• <i>144 Term Grade (Remote)</i></li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><u>DUE PRIOR TO NEXT CLASS:</u></b> Have emailed Gary 3 preferred wetlands in ranked order (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) Example:</p> <p>(1) Smith River, Del Norte County</p> <p>(2) Arcata Marsh &amp; Wildlife Sanctuary, Humboldt County</p> <p>(3) Big River, Mendocino County</p> </div> <p>E. If class time remaining, Gary's <u>Coastal Wetland Book Project</u> (slide show)</p>	<p>Biography Sheet and Self-Photo</p>

Date	Activity	Assignment Due
Wed. 2/9	<p>E. Report on initial student wetland signups (1<sup>st</sup> come/1st serve)</p> <p>F. Some useful Canvas files for your research</p> <ul style="list-style-type: none"> <li>• <i>144 Sources to Checkout</i></li> <li>• <i>144 California Coastal Project Aerial Photos</i></li> <li>• <i>144 National Wetlands Inventory Map—Directions to Find Map</i></li> <li>• <i>144 Interview Questions You Should Cover</i></li> <li>• <i>144 Presentation Day Guidelines (Photo Essay)</i></li> </ul> <p>E. Gary provides more examples of wetlands from his own field research over the years (slide show).</p>	<p>Spray &amp; McGlothlin: Ch. 1 &amp; 2</p> <p>Have emailed Gary 3 preferred wetlands (including county) in ranked order (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) <b>prior</b> to this date.</p>
Wed. 2/16	<p><b>PART II: WETLAND SIGNUPS &amp; INDEPENDENT FIELD RESEARCH</b></p> <p>A. Signups Finalized</p> <p>B. Final Q&amp;A Regarding Field Research &amp; Photo/Video Presentation</p>	<p>Spray &amp; McGlothlin: Ch. 3 &amp; 4</p>
Wed. 2/23	<p><b>NO ZOOM CLASS—EXTRA TIME FOR FIELD WORK &amp; PHOTO/VIDEO PREPARATION</b> (However, you can still email, phone, or host a Zoom private session on any day but Thursday)</p>	<p>Spray &amp; McGlothlin: Ch. 5 &amp; 6</p>
Wed. 3/2	<p><b>NO ZOOM CLASS—EXTRA TIME FOR FIELD WORK &amp; PHOTO/VIDEO PREPARATION</b> (However, you can still email, phone, or host a Zoom private session on any day but Thursday)</p>	<p>Spray &amp; McGlothlin: Ch. 7 &amp; 8</p>
Wed. 3/9	<p><b>NO ZOOM CLASS—EXTRA TIME FOR FIELD WORK &amp; PHOTO/VIDEO PREPARATION</b> (However, you can still email, phone, or host a Zoom private session on any day but Thursday).</p>	

Date	Activity	Assignment Due
Wed. 3/16	<b>PART III. PHOTO/VIDEO PROJECT PRESENTATIONS BEGIN [25 minutes/student]</b>  (1) _____ (2) _____ (3) _____	<b>ALL STUDENTS MUST BE PREPARED TO PRESENT TODAY. TODAY'S PRESENTATERS WILL BE PICKED FROM A HAT. ONE HALF LETTER GRADE OFF YOUR SEMINAR GRADE (E.G., A- to B+; C to C-, etc.) IF I CALL UPON YOU AND YOU ARE NOT PREPARED TO PRESENT. THE SAME WILL HOLD TRUE FOR THE FOLLOWING PRESENTATION DAYS.</b>
Wed. 3/23	(1) _____ (2) _____ (3) _____	<b>REMAINING STUDENTS MUST BE PREPARED TO PRESENT TODAY. TODAY'S PRESENTATERS WILL BE PICKED FROM A HAT.</b>
Wed. 3/30	<b>SPRING BREAK—CAMPUS CLOSED</b>	
Wed. 4/6	(1) _____ (2) _____ (3) _____	<b>REMAINING STUDENTS MUST BE PREPARED TO PRESENT TODAY. TODAY'S PRESENTATERS WILL BE PICKED FROM A HAT.</b>
Wed. 4/13	(1) _____ (2) _____ (3) _____	<b>REMAINING STUDENTS MUST BE PREPARED TO PRESENT TODAY. TODAY'S PRESENTATERS WILL BE PICKED FROM A HAT.</b>
Wed. 4/20	<b>EARTH DAY WEEK: NO ZOOM CLASS</b>	
Wed. 4/27	(1) _____ (2) _____ (3) _____	<b>REMAINING STUDENTS MUST BE PREPARED TO PRESENT TODAY. TODAY'S PRESENTATERS WILL BE PICKED FROM A HAT.</b>

Date	Activity	Assignment Due
Wed. 5/4	(1) _____ (2) _____ (3) _____	<b>REMAINING STUDENTS MUST BE PREPARED TO PRESENT TODAY. TODAY'S PRESENTATERS WILL BE PICKED FROM A HAT.</b>
Wed. 5/11	<p><b>PART IV: REFLECTING BACK: WETLAND COMPARISONS, ANALYSIS &amp; CONCLUSIONS</b></p> <p><b><u>EVERY</u> STUDENT WILL HAVE <u>3 MINUTES</u> TO MAKE SPECIFIC OBSERVATIONS AND COMPARISONS ABOUT THE WETLANDS DISCUSSED IN THIS CLASS.</b></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>	