

ESM 225: Water Policy

Bren School of Environmental Science and Management

Course Information and Syllabus

Winter 2025

Instructor: Cora Snyder

Class Time: Friday 12:30 PM – 3:00 PM

Class Location: BH 1510 (Sycamore)

Office: TBD

Office Hours: Fridays 10:00 AM – 12:00 PM or by appointment

Email: cora.snyder@bren.ucsb.edu

Course Description:

Water policy broadly comprises the structures, processes, rules, and institutions that we use to manage water resources. This course will provide an overview of water policies at global, national, statewide, and local scales, across public and private sectors. The course will look back into history at how and why these policies were developed, and forward into the future at how they can be improved to meet 21st century realities, particularly climate change. This course will be a combination of lectures, guest speakers, and class activities and discussions. Students are expected to actively participate and contribute to the learning experience of the whole class.

Learning Outcomes:

- Students attain high-level knowledge of the historical, social, political, and ecological drivers of water issues and management approaches from global to regional scales.
- Students understand a broad spectrum of perspectives on water management and policy, with an emphasis on historically marginalized or ignored perspectives.
- Students leave the class with a sense of interest and agency in addressing water challenges.

Grading:

Class Participation	20
Assignment #1	15
Assignment #2	15
Assignment #3	15
Assignment #4	15
Assignment #5	20
Total	100

Class Expectations:

- This course uses a variety of in-class approaches to support learning, including instructor lectures, guest lectures, group discussion, group activities, and field trips.
- Students are expected to come to class having done the required reading and ready to ask questions, answer questions, and engage in discussion with the instructor and fellow students.
- Slides will be used in most classes. I do not share my slide decks, so students should be prepared to take notes. I do my best to provide references for data and information on the slides.

Required Readings:

- *A Twenty-First Century U.S. Water Policy*, Christian-Smith et al. ([Amazon link](#))
- All other readings will be free to access online and provided via links in the syllabus

Recommended Resources:

- *Cadillac Desert*, Marc Reisner
- Sign up for California Department of Water Resources 'Water News' daily email by [visiting the DWR email subscription page and selecting the 'Water News' topic](#)
- [Maven's Notebook](#)
- [Pacific Institute](#)
- [Circle of Blue](#)
- [PPIC Water](#)
- [US Water Alliance](#)
- [Alliance for Water Efficiency](#)
- [Water Education Foundation](#)
- [Water Talk](#) podcast
- [Ripple Effect](#) podcast
- Global Water Partnership News Flow [newsletter](#)
- UC Davis [water blog](#)
- *The Dreamt Land*, Mark Arax
- *The Water Knife*, Paolo Bacigalupi (fiction)

Summary Course Calendar

Week	Date	Topic
1	Jan 10	Course Introduction & Global Water Policy
2	Jan 17-13	US Water Policy **Adjusted class time on Monday, January 13 from 10:30-12:30 to accommodate NEPA/CEQA workshop attendees**
3	Jan 24	US Water Rights Law Assignment #1: US water policy memo
4	Jan 31	Colorado River Basin
5	Feb 7	California Water Assignment #2: Colorado River water strategy memo
6	Feb 14	The Water-Energy-Climate Nexus Assignment #3: California water policy speech
7	Feb 21	Water and Social Equity <i>Guest Speaker TBD</i> Extra Credit: Attend City of Santa Barbara Water Commission meeting on Thursday, February 20, 9:00 – 11:00 AM, in person at 630 Garden St., Santa Barbara. SantaBarbaraCA.gov/WC
8	Feb 28	Corporate Water Stewardship <i>Guest Speaker TBD</i> Assignment #4: Water and social equity memo
9	Mar 7	Water Policy and Management in Santa Barbara – Field Trip Guest Speaker: Dakota Corey, City of Santa Barbara **Extended class time 11AM-3PM to accommodate field trip**
10	Mar 14	Final Presentations and Course Wrap-Up Assignment #5: Santa Barbara water management presentation

Summary of Assignments

More detailed instructions will be provided in class.

1. **US Water Policy Priorities Memo. Due January 24, submit on Canvas and bring copy to class.**
You have been asked to come up with recommendations for US domestic water policy priorities. Write a three-page memo outlining what the high-level policy priorities should be, and why.
2. **Colorado River Water Policy Memo. Due February 7, submit on Canvas and bring copy to class.**
You have been asked to advise the US Bureau of Reclamation Commissioner on long-term strategies to sustain the Colorado River Basin. Select one of ten strategies provided and write a two-page memo explaining the strategy and its pros and cons.
3. **California Water Policy Priorities Presentation. Present in class, February 14.**
California recently published the 2023 state water plan. Prepare a two-minute speech to the Department of Water Resources arguing for one solution that should be prioritized and why. Be prepared to answer questions. No slides allowed.
4. **Water and Social Equity Memo. Due February 28, submit on Canvas and bring copy to class.**
Revisit one of your past three assignments and consider how equity and environmental justice could be better incorporated into the policies you recommended. Write a two-page addendum memo laying out the equity and/or environmental justice considerations of the policy, both from a historical and future-looking perspective, and how they should be addressed.
5. **Santa Barbara Water Commission Presentation. Present in class, March 14.**
You have been asked to give a presentation to the City of Santa Barbara Water Commission. Prepare a 5-minute presentation with slides. Be prepared to answer questions. Topic TBD.

Notes on Assignments

- You must complete all assignments to pass the course, even if skipping an individual assignment would not result in a non-passing grade by percentage.
- Late assignments lose 1 point after one day, and 0.25 points per day after that.
- All written assignments must have citations. Reference style is up to your best judgment given the assignment format, and citations must be consistent throughout the document.
- To contest a grade, please come to office hours. I am open to revisions for higher grades on a case-by-case basis.

Course Overview

Class 1, January 10 – Introduction to Water Policy and Global Water Governance

This class will focus on introducing the course, getting to know each other, an overview of the global water crisis, and a dive into global water governance based on the framework of the United Nations Sustainable Development Goals.

Required Readings:

- Review syllabus

Other Good Resources:

- Summary Progress Update 2021: SDG 6 – water and sanitation for all, UN Water, 2021. https://www.unwater.org/app/uploads/2021/12/SDG-6-Summary-Progress-Update-2021_Version-July-2021a.pdf
- Global Water Governance in the 21st Century, Cooley et al, 2014. <https://worldwater.org/wp-content/uploads/2013/07/ww8-ch1-us-water-policy.pdf>
- SDG 6 Data Portal, UN Water. <https://www.sdg6data.org/>
- UN World Water Development Report Archives. https://www.unwater.org/publication_categories/world-water-development-report/
- The World's Water: Water Data, Pacific Institute. <https://www.worldwater.org/water-data/>
- Water Conflict Chronology – Interactive Mapping Tool. <http://www.worldwater.org/conflict/map/>
- Ending Conflicts Over Water: Solutions to Water and Security Challenges, Gleick et al, 2020 - Executive Summary (pages 3-12). <https://pacinst.org/publication/ending-conflicts-over-water/>
- Transboundary Water Management, Black and Kauffman, OECD, 2013. https://read.oecd-ilibrary.org/governance/international-regulatory-co-operation-case-studies-vol-3/transboundary-water-management_9789264200524-4-en#page24

Class 2, January 13 – US Water Policy

****Adjusted class time on Monday, January 13 from 10:30-12:30 to accommodate NEPA/CEQA workshop attendees****

This class will focus on the legal and institutional underpinnings of water policy in the United States, including water law, key federal water policies, and recent federal bills passed affecting water resources.

Required Readings:

- *A Twenty-First Century U.S. Water Policy*, Chapter 1, 2, and Appendix.
- Bipartisan Infrastructure Law: A Historic Investment in Water. US EPA.
<https://www.epa.gov/system/files/documents/2021-11/e-ow-bid-fact-sheet-final.508.pdf>

Other Good Resources:

- The U.S. Infrastructure Plan: Water Components, Pacific Institute, 2021. <https://pacinst.org/the-u-s-infrastructure-plan-water-components/>
- Waters of the United States (WOTUS), River Network, 2023 (updated regularly).
<https://www.rivernetwork.org/connect-learn/resources/clean-water-act-owners-manual/waters-of-the-united-states-wotus-definition/>
- Revised Definition of “Waters of the United States,” United States Federal Register, 2023. Summary and Executive Summary (pages 3004-3007 of the [PDF version](#)).
<https://www.federalregister.gov/documents/2023/01/18/2022-28595/revised-definition-of-waters-of-the-united-states>
- White House Global Action Plan on Water Security. https://www.whitehouse.gov/wp-content/uploads/2022/06/water-action-plan_final_formatted.pdf

Class 3, January 24 – US Water Rights Law

Assignment #1: US water policy memo due in class

This class will focus on the legal structure for allocating water resources in the United States, and how environmental water needs are (or are not) included in that structure.

Required Readings:

- Restoring the Public Interest in Western Water Law, Mark Squillace, 2020.
<https://dc.law.utah.edu/ulr/vol2020/iss3/2/>

Other Good Resources:

- *Cadillac Desert*, Introduction and Chapter 1
- *Water Law in a Nutshell*, 5th Edition.
- Outline of California Water Rights, Water Education Foundation.
https://www.watereducation.org/sites/main/files/file-attachments/outline_of_california_water_rights.pdf?1433873704
- Updating California Water Laws to Address Drought and Climate Change, 2022.
<https://www.pcl.org/media/2022/02/Updating-California-Water-Laws-to-Address-with-Drought-and-Climate-Change.pdf>
- Water Rights: Issues and Perspectives, California Legislative Analyst Office, 2009.
https://lao.ca.gov/handouts/resources/2009/water_rights_issues_perspectives_031009.pdf
- California Tribal Water Rights, Water Education Foundation.
https://www.watereducation.org/sites/main/files/file-attachments/california_tribal_water_rights.pdf?1406308941#:~:text=There%20are%20ten%20tribes%20comprising,Tribe%20of%20the%20Fort%20Yuma
- Public Trust Doctrine, Mono Lake Committee.
<https://www.monolake.org/learn/aboutmonolake/savingmonolake/publictrust/>
- Working Out an Environmental Ethic: Anniversary Lessons from Mono Lake, Craig Anthony Arnold, 2007. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1025857
- California Water Rights and Water Law Basics, Gallery & Barton Law.
<http://www.gallerybartonlaw.com/basics.php>

Class 4, January 31 – Colorado River Basin

This class will provide a high-level overview of the Colorado River Basin – its history, geography, water infrastructure, key players, and current issues.

Required Readings:

- Management of the Colorado River: Water Allocations, Drought, and the Federal Role, 2021. <https://sgp.fas.org/crs/misc/R45546.pdf>
- 10 Strategies for Climate Resilience in the Colorado River Basin: Synopsis. https://www.tenstrategies.net/files/ugd/a4c8f1_868ca40efe4d47a18305b98a2549106c.pdf?index=true

Other Good Resources:

- *Cadillac Desert*, Chapters 4 and 8
- Colorado River in Crisis: A Times series on the Southwest's shrinking water lifeline, LA Times, 2023. <https://www.latimes.com/environment/story/colorado-river-in-crisis>
- Tipping Point: The Colorado River Basin – PBS News Hour, 2021. <https://www.youtube.com/watch?v=RjU40VX7NXQ> (video)
- Who's really using up the water in the American West? Vox, 2022. <https://www.youtube.com/watch?v=f0gN1x6sVTc>
- Colorado River, Stolen by Law, High Country News, 2022. <https://www.hcn.org/issues/54.3/indigenous-affairs-colorado-river-stolen-by-law>
- Ten Tribes Partnership (peruse website). <https://tentribespartnership.org/>
- Colorado River, Water Education Foundation, 2018. <https://www.watereducation.org/aquapedia/colorado-river>
- Colorado River Basin Focus Area Study, USGS, 2018. <https://www.usgs.gov/mission-areas/water-resources/science/colorado-river-basin-focus-area-study#:~:text=The%20Colorado%20River%20is%20about,Nevada%2C%20Utah%2C%20and%20Wyoming.>
- Colorado River Water Supply and Demand Study, USBR, 2012. <https://www.usbr.gov/lc/region/programs/crbstudy.html>
- Sharing Colorado River Water: History, Public Policy and the Colorado River Compact, Gelt, 1997. <https://wrrc.arizona.edu/publications/arroyo-newsletter/sharing-colorado-river-water-history-public-policy-and-colorado-river>

Assignment #2: Colorado River water strategy memo due in class

This class will provide a high-level overview of California water, including its history, hydrology, geography, infrastructure, key players, and current events.

Required Readings:

- California Water Plan Update 2023. Executive Summary. <https://water.ca.gov/-/media/DWR-Website/Web-Pages/Programs/California-Water-Plan/Docs/Update2023/Final/California-Water-Plan-Update-2023.pdf>
- California's Water Supply Strategy, 2022. Pages 1-5. <https://resources.ca.gov/-/media/CNRA-Website/Files/Initiatives/Water-Resilience/CA-Water-Supply-Strategy.pdf>
- Priorities for California's Water, PPIC Water Policy Center, 2024. <https://www.ppic.org/wp-content/uploads/priorities-for-californias-water-november-2024.pdf>
- Untapped Potential of California's Water Supply, Pacific Institute, 2022. Executive Summary. <https://pacinst.org/publication/california-urban-water-supply-potential-2022/>

Other Good Resources:

- *Cadillac Desert*, Chapters 2 and 10
- California Water Resilience Portfolio, 2020. https://waterresilience.ca.gov/wp-content/uploads/2020/07/Final_California-Water-Resilience-Portfolio-2020_ADA3_v2_ay11-opt.pdf
- California Water Timeline, Water Education Foundation. <https://www.watereducation.org/aquapedia/california-water-timeline>
- How can California boost its water supply? Rachel Becker, CalMatters, 2022. <https://calmatters.org/explainers/california-water-solutions/>
- California Water Plan 2018, Department of Water Resources. <https://water.ca.gov/-/media/DWR-Website/Web-Pages/Programs/California-Water-Plan/Docs/Update2018/Final/California-Water-Plan-Update-2018.pdf>
- Floods, Droughts, and Lawsuits: A Brief History of California Water Policy, PPIC Water Policy Center, 2011. https://www.ppic.org/wp-content/uploads/content/pubs/report/R_211EHChapter1R.pdf
- California's Water, PPIC Water Policy Center, 2018. <https://www.ppic.org/wp-content/uploads/californias-water-november-2018.pdf>
- History of Water Development and the State Water Project, CA DWR. <https://water.ca.gov/Programs/State-Water-Project/SWP-Facilities/History>
- Managing California's Water: From Conflict to Reconciliation, PPIC Water Center, 2011. https://www.ppic.org/wp-content/uploads/content/pubs/report/R_211EHR.pdf

Assignment #3: California water policy speeches in class

This class will cover the water-energy-climate nexus, and opportunities for more integrated management to increase benefits and reduce trade-offs across water, energy, and climate change policy decisions and management actions.

Required Readings:

- *A Twenty-First Century U.S. Water Policy*, Chapter 9
- The Future of California's Water-Energy Nexus, Pacific Institute, 2021. Executive Summary. <https://pacinst.org/publication/the-future-of-californias-water-energy-climate-nexus/>
- UN World Water Development Report: Water and Climate Change, 2020. Executive Summary. <https://unesdoc.unesco.org/ark:/48223/pf0000372985.locale=en>

Other Good Resources:

- *A Twenty-First Century U.S. Water Policy*, Chapter 10
- Fifth National Climate Assessment: Water. 2023. <https://nca2023.globalchange.gov/chapter/4/>
- The estimated impact of California's urban water conservation mandate on electricity consumption and greenhouse gas emissions, Spang et al, 2018. <https://iopscience.iop.org/article/10.1088/1748-9326/aa9b89>
- High and Dry: Climate Change, Water, and the Economy, World Bank Group, 2016. <https://openknowledge.worldbank.org/handle/10986/23665>.
- Climate Change and the Aridification of North America, Overpeck and Udall, PNAS, 2020. <https://www.pnas.org/content/117/22/11856>
- 'Megadrought' and 'Aridification' — Understanding the New Language of a Warming World, Tara Lohan, 2020. <https://therevelator.org/megadrought-aridification-climate/>
- Methodology for Analysis of the Energy Intensity of California's Water Systems, and an Assessment of the Multiple Potential Benefits Through Integrated Water-Energy Efficiency Measures, Robert Wilkinson, 2000. <http://large.stanford.edu/courses/2012/ph240/spearrin1/docs/wilkinson.pdf>
- Water/Energy Nexus Programs, California Public Utilities Commission. <https://www.cpuc.ca.gov/industries-and-topics/electrical-energy/demand-side-management/energy-efficiency/water-energy-nexus-programs>
- Energy versus Water: Solving Both Crises Together, Scientific American, 2008. <https://www.scientificamerican.com/article/the-future-of-fuel/>

Class 7, February 21 – Water and Social Equity

This class will focus on the intersections between water and social equity.

Required Readings:

- An Equitable Water Future: A National Briefing Paper, US Water Alliance. Pages 1-23. http://uswateralliance.org/sites/uswateralliance.org/files/publications/uswa_waterequity_FINAL.pdf
- *A Twenty-First Century U.S. Water Policy*, Chapter 4

Other Good Resources:

- *A Twenty-First Century U.S. Water Policy*, Chapter 3
- A History of Water Rights and Land Struggles, Owens Valley Indian Water Commission. <http://www.oviwac.org/water-crusade/>
- Plumbing the Depths: Californians Without Toilets and Running Water, Feinstein and Daiess, 2019. <https://pacinst.org/publication/plumbing-depths/>
- The Aqueduct Between Us, 2020. <https://www.youtube.com/watch?v=V3xwN3nKDUg> (video)
- Chinatown, 1974 (movie). <https://www.youtube.com/watch?v=20FfiP7g4tU>
- Ensuring Safe Drinking Water for California's Native American Communities, PPIC Water Center, 2021. <https://www.ppic.org/blog/ensuring-safe-drinking-water-for-californias-native-american-communities/>
- Map of state-designated disadvantaged communities in California: <https://oehha.ca.gov/calenviroscreen/sb535>
- Community Water Center. <https://www.communitywatercenter.org/>
- The Human Right to Water in California. <https://oehha.ca.gov/water/report/human-right-water-california>
- US Water Alliance's equity resources and Water Equity Network. <http://uswateralliance.org/initiatives/water-equity>

Class 8, February 28 – Corporate Water Stewardship

Assignment #4: Water and equity memo due in class

This class will cover the topic of corporate water stewardship, including water-related risks to business and the role that corporations can play in supporting water resilience.

Required Readings:

- Treading Water: Corporate Responses to Rising Water Challenges, CDP, 2018. Pages 1-33.
https://cdn.cdp.net/cdp-production/cms/reports/documents/000/004/232/original/CDP_Global_Water_Report_2018.pdf?1554392583
- Valuing Water Finance Initiative Benchmark, Ceres, 2023.
<https://assets.ceres.org/sites/default/files/Valuing%20Water%20Finance%20Initiative%20Benchmark%20-%20Key%20Findings.pdf>

Other Good Resources:

- The Future of Water Resilience in the US, JP Morgan & ERM, 2024.
https://www.jpmorgan.com/content/dam/jpm/cib/complex/content/investment-banking/erm-jpm-water-report/JPM_ERMSI_Report_Future_of_water_resilience.pdf
- High and Dry: How Water Issues are Stranding Assets, CDP, 2022. https://cdn.cdp.net/cdp-production/cms/reports/documents/000/006/321/original/High_and_Dry_Report_Final.pdf?1651652748
- Water Stewardship 101: The Basics, CEO Water Mandate.
<https://university.ceowatermandate.org/university/101-the-basics/lessons/global-water-crisis-and-its-connections-to-climate/>
- CEO Water Mandate. <https://ceowatermandate.org/>
- Alliance for Water Stewardship (AWS) Standard. <https://a4ws.org/the-aws-standard-2-0/>
- Aqueduct Water Risk Atlas, WRI. <https://www.wri.org/applications/aqueduct/water-risk-atlas/>
- Water Risk Filter, WWF. <https://waterriskfilter.org/>
- Water – CDP. <https://www.cdp.net/en/water>
- Water – Ceres. <https://www.ceres.org/our-work/water>
- Water Action Hub. <https://wateractionhub.org/>
- California Water Action Collaborative: www.cawateraction.org

Class 9, March 7 – Water Management in Santa Barbara

*This class will be a **field trip** focused on local Santa Barbara water policy and management.*

****Extended class time 11AM-3PM to accommodate field trip****

Required Readings:

- City of Santa Barbara Enhanced Urban Water Management Plan, 2020. Executive Summary. <https://santabarbaraca.gov/sites/default/files/documents/Public%20Works/Water%20Vision/Final%202020%20Enhanced%20Urban%20Water%20Management%20Plan.pdf>

Other Good Resources:

- City of Santa Barbara Water Conservation Strategic Plan, 2020. <https://www.santabarbaraca.gov/civicax/filebank/blobdload.aspx?BlobID=230311>
- Not a Drop to Spare: Sustainable Water Management Solutions for the South Coast of Santa Barbara County, Cochran et al, 2016. <https://bren.ucsb.edu/projects/not-drop-spare-sustainable-water-management-solutions-south-coast-santa-barbara-county>
- Videos of Santa Barbara water infrastructure:
 - [100th Anniversary of Gibraltar Reservoir](#)
 - [State Water Project](#)
 - [Santa Barbara Desalination Plant: The Supply Nearby](#)
 - [Aerial Video of Gibraltar Reservoir and Lake Cachuma August 2015](#)
 - [Cachuma Reservoir Aerials September 2016](#)
- City of Santa Barbara Water Resources. <https://www.santabarbaraca.gov/gov/depts/pw/resources/default.asp>
- Water Wise in Santa Barbara County. <http://www.waterwisesb.org/>
- Central Coast Water Authority. <https://www.ccwa.com/>

Class 10, March 14 – Final Presentations

Assignment #5: Final presentations in class

This class will include student presentations on Santa Barbara water management and course wrap-up.

Required Readings:

- None

Other Good Resources:

- *Finish A Twenty-First Century U.S. Water Policy*
- <https://www.joshwaterjobs.com/>

Policies and Procedures

I am committed to creating a safe and inclusive learning environment for all students. I am available to talk if you have any concerns. Below are many of the policies and resources that you might need. Please feel free to be in touch if you have questions.

AI Assistance on Writing Assignments

AI is pretty good at writing memos, and it can be a useful tool in your professional life. However:

- It tends to make factual errors that are hard to detect unless you already know the subject well
- It tends to repeat the same thing in slightly different ways
- The quality of its citations is often poor (old, non-credible sources)
- Using it for this class will reduce the educational benefit of mastering a skill (writing) and topic (water policy) through practice

If you want to use AI to help you write your memos, you must submit the following in addition to your final paper:

- Which AI platform you use
- The prompt(s) you enter
- The original version that AI creates
- A tracked-changes version of your edits to the original so that I can see how you interacted with and modified the AI version to get to your final product

Use of AI assistance to write your papers for this class without disclosure is plagiarism.

Individual Differences and Accommodations

UCSB is committed to providing reasonable academic accommodations to students with disabilities (<http://www.ada.ucsb.edu>). If you anticipate having trouble in this course for any reason, please consult with me at the beginning of the course. Any student wishing to receive accommodations for a verified disability should request academic accommodations through the Disabled Students Program (<http://dsp.sa.ucsb.edu>, 805-893-2668) as soon as possible.

Academic integrity/Responsible Scholarship

Honesty and integrity in all academic work are essential for a valuable educational experience. The Office of Judicial Affairs has policies, tips, and resources for proper citation use, recognizing actions considered to be cheating or other forms of academic theft, and students' responsibilities, available on their website at: <http://judicialaffairs.sa.ucsb.edu>. Students are responsible for educating themselves on the policies and to abide by them. Assignments with plagiarism will be given zero points.

Religious Observances

UCSB is committed to providing reasonable academic accommodations to allow students observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances.

Copyright and Course Recording Policy

All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See <http://policy.ucop.edu/doc/2710530/PACAOS100>).

Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. In addition, students and class visitors may not make audio or visual recordings of lectures, class discussions, or class presentations without the advance written consent of the instructor.

Approved recordings are to be solely used for the purposes of individual or group study by students enrolled in the class. If the recordings are to be used in any other manner, including any form of reproduction or distribution on the Internet or any other media, then in addition to the advance written consent of the instructor, the person making the recording shall obtain written consent from any student whose words or likeness appear in the recording. Inherent within this policy, instructors recognize that they must take into consideration and make accommodations to students who require access to course materials in compliance with the University's obligations under the Americans with Disabilities Act (ADA).

Discrimination and Sexual Harassment

As faculty members and instructors, we are required to report discrimination, sexual harassment, or sexual violence involving students. All UC employees including faculty and supervisors (except those specifically identified as confidential employees) are required to notify the Title IX office if anyone in the University community brings information about, or an employee becomes aware of, a possible incident of discrimination, sexual violence, or sexual harassment. Such reports are not confidential, and all parties must be named.

The Title IX Compliance and Sexual Harassment Policy Compliance Office (TIX/SHPC) provides assistance in preventing and resolving and investigating complaints of sexual harassment/sexual violence and gender discrimination. It is also illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. <http://www.oeosh.ucsb.edu/>

If you believe you may be experiencing discrimination, exclusion from or denial of benefits of any program at UCSB, on the basis of your sex, gender or gender presentation, the TIX/SHPC is available to receive and respond to your complaint. If you would like confidential support, the CARE: Campus Advocacy, Resources, and Education program can provide confidential emotional support, connect you with medical care, give you options for filing a report, help you understand your legal rights, facilitate housing needs, and connect survivors to campus and community funding sources. Resources can be found at: <http://sexualviolence.ucsb.edu/get.help/>

Distressed Students

UCSB is committed to providing a quality learning environment for its students. It is not uncommon for students to encounter emotional and mentally stressful challenges over the course of their studies. If you would like to talk with a counselor, please reach out to Counseling and Psychological Services (CAPS) at 805-893-4411. If you know of someone else in distress who may need help, please encourage them to contact CAPS or submit a referral online. UCSB's Student Wellbeing site and the Bren School's Student Resources website includes other links to resources that can help you take care of yourself and others in our community.