MAF 100 – Human Use and Management of the Marine Environment
(Introduction to Marine Affairs)
Professors Amelia Moore and Elizabeth Mendenhall
East Hall Auditorium: TuTh 11:00AM - 12:15PM

Office Hours

Dr. Moore:	Tuesdays 1pm to 3pm (CIK 220) or by appointment via email/Starfish
Dr. Mendenhall:	Wednesdays 1pm to 3pm (CIK 210) or by appointment via email
Lindsay Brubaker:	Wednesdays 3pm to 4pm (CIK 202)
Mandy Watson:	Wednesdays 3pm to 4pm (CIK 202)

Course Description

Everyone has a relationship to the world's oceans, even if they have never seen them. What different kinds of relationships do people have with the ocean, and how does the way the ocean is imagined and used reflect those relationships? How have these relationships changed over time? What are the potential impacts of particular ocean uses on other people and on the rest of the living world? How can we influence the use, management, and imagination of the ocean to reduce or eliminate harmful relationships and enhance and encourage beneficial relationships?

In this course, we will address these questions by exploring historical, legal, economic, cultural, social, and political relationships to coastal and marine systems, with an emphasis on both international and American domestic relationships. Throughout the semester, you will become familiar with some of the different ideas, policies, and practices that have been developed to manage ocean relationships, and you will develop your own capacity to think critically about different approaches to ocean governance.

The ethical management of coastal and marine relationships requires creative thinking and the awareness that there are rarely simple solutions to complex problems. As we spend time examining past, present, and future management issues together, we encourage you to think about how we might improve upon the conventional ways of dealing with these issues. Be prepared to share your thoughtful and creative ideas during class discussions and in your coursework!

In the first part of the course, you will learn about many different kinds of ocean relationships, and about some of the most prevalent concepts and problems that now shape mainstream understandings of ocean management in Rhode Island, the United States, and internationally. In the second part of the course, we will explore specific examples of marine science, management, and governance in more detail. Throughout the course, weekly and daily topics will typically be accompanied by example case studies. Topics will be explored using a variety of sources, including informative lectures, written reports, academic and newspaper articles, websites, photos, film and videos, podcasts, social media, and invited guest speakers.

Learning Objectives

At the end of this course, you will be able to:
*Identify important ocean locations
*Demonstrate awareness of prevalent ideas, terms, concepts, and management practices related to the world's oceans and coasts
*Identify both mainstream and marginalized actors involved in marine policy, management, and governance
*Articulate how climate change affects ocean relationships
*Recognize the diversity of values, interests, and ideas influencing how different populations of people imagine, understand, use, and manage ocean spaces
*Begin to critically examine and compare different ideas and practices related to coastal and marine management
*Articulate initial ideas and critical thoughts about marine and ocean governance in writing and other creative formats

Land/Sea Acknowledgement

The University of Rhode Island is a Land Grant Institution. This means URI is a direct part of the systemic history of territorial appropriation from the Indigenous people of North America, in this case the Narragansett Tribe. We must acknowledge Narragansett Tribal sovereignty on this land and in the surrounding coastal waters. We must also acknowledge that Southern Rhode Island was the site of the largest African slave holdings in New England, and that the region continued to profit from the slave trade long after the practice was abolished in the North. URI's campus and some of its early benefactors are therefore part of the dark history of genocide, enslavement, and indenture that comprises a portion of our nation's legacy. We hope that together, the members of the Marine Affairs department can continue to acknowledge, educate, and act to address this history and its subsequent effects on our research, teaching, and communal work.This class is one small step towards the evolution of an anticolonial and antiracist department and institution, and we encourage our students to engage in this necessary collective effort to learn from our history, interrogate our present, and build a better future.

Required Materials

Students are not required to purchase additional materials for this course. All assigned readings will be available as PDFs via **Brightspace** and/or through materials accessible via the campus library. Students are expected to have a printed or virtual copy of assigned texts available during class discussions. Students will also be expected to take notes during class, either by hand or electronically.

Technology in the Classroom

Laptops are allowed in this class, but should be used only to support your note-taking and participation. Students using their laptops in a distracting manner will be asked to put them away. Smartphones should not be used during class, and students who violate this policy will be asked to put away their phones and/or leave the class.

Assessment

Below you will find the list of assignments and breakdown of how your grad will be calculated.

5%   Vocabulary List/Glossary (Draft list due Nov. 10; Final list due Dec. 1st)
This assignment asks you to maintain a list with your own definitions of key concepts and terminology used in our exploration of ideas, interests, values, and policies related to the ocean.

15%   Content quizzes
These weekly quizzes (due on Thursdays) require you to demonstrate that you have prepared for class in the manner requested, including doing and taking notes on assigned course content.

15%   Short Research Project – Information page (Topic approval Oct. 25; Final due Nov. 22)
You will create a 1-page informational summary of a topic or problem of your choosing related to marine social science, law, and/or policy.

25%   Participation - in class activities
You will periodically complete in class activities that require you to hand in something that demonstrates your participation (such as a short writing reflection or a small group activity). Some class days may have multiple participation activities, some may have none.

20%   Midterm - short essays

20%   Final - exam, gradable

Important Dates

September 8th	First day of class
October 13th	Midterm Review
October 18th	Midterm Exam
November 8th	No class, Election Day
November 10th	Draft Vocabulary List Due
November 22nd	Research Page Due
November 24th	No class, Thanksgiving Day
December 1st	Final Vocabulary List Due
December 13th	Last day of class, Final Review
December 15th	Final Exam

Daily Schedule and Content

Thursday, September 8 - WELCOME to class!
　　　　Who are we? Brief background and skill set and office hours
　　　　Teaching Assistants (TAs) and their role
　　　　Communicating with your professor
　　　　Brightspace
　　　　What is "Marine Affairs"? What can you get out of this class?
　　　　What is critical thinking?
　　　　Course expectations and assignments (Syllabus discussion)

WEEK 1 – How to be a student of marine affairs

Tuesday, September 13 – How to be a successful student
　　　　Staying engaged during class time; asking questions
　　　　Note-taking: what, why, how?
　　　　Reading for retention
　　　　Plagiarism
　　　　No phones
　　　　Meeting assignment expectations: vocabulary list, research page, quizzes
　　　　Introduce Research Page Assignment
　　　　Introduce Vocabulary List Assignment
　　　　How to take a quiz

Thursday, September 15 – What is the ocean?
　　　　[QUIZ #1]
　　　　Concepts: ocean(s), seas, marine, coastal, maritime, oceanic
　　　　Liminal coastal places
　　　　Ocean/atmosphere interface (oceans and climate change)
　　　　Depth zones and ocean circulation
　　　　Seabed topography
　　　　Ocean biomes and biodiversity
　　　　Mapping as cultural practice

WEEK 2 – Ocean relationships

Tuesday, September 20 – Ocean mediums
        Ocean art
        Ocean literature
        Ocean music
        Your ocean relationships

Thursday, September 22 – Ocean meanings
        [QUIZ #2]
        Ocean love
        Ocean as memorial/archive
        Ocean as medicine
        Ocean stakeholders?
        The technocratic ocean

WEEK 3 – Marine ecosystems

Tuesday, September 27 -- Ecosystem as concept
        Origins and assumptions
        "Textbook definition" and problematizations
        Ecosystem features, functions, processes
        Ecosystem-based management vs. single species or resource-based management, etc.
        Socio-ecological systems
        Systems thinking pros and cons

Thursday, September 29 - Marine ecosystems
        [QUIZ #3]
        Polar, temperate, and tropical ecosystems
        Coastal wetlands - marshes, mangroves, mudflats, salt ponds, seagrass beds
        Coral reefs
        Ecosystems and depth
        Depth stratification: euphotic zone, meso-pelagic, benthic and demersal
        Socio-ecological marine systems?
        Changing marine ecosystems (climate change, other forms of degradation, positive changes)

WEEK 4 – Marine resources

Tuesday, October 4 – Resources as concept
        Categories of resources
        Pros and cons of "resource thinking"
        Capitalism/neoliberalism – meaning, origins, false naturalization, commodification
        Consequences of resource thinking - extractivism and conservation

Thursday, October 6 – Things that have been "resourced" in the sea
        [QUIZ #4]
        [15 min] Kaylyn Keane, URI Energy Fellows
        Industrialization - fish, whales, shellfish, furs, minerals, kelp, genetic materials, carbon sinks
        Non-industrial economies and subsistence relationships
        Sink resources and pollution (ships vs. land; point vs. non-point)
        Renewable energy - waves, wind, and geothermal?
        Marine natural resource management

WEEK 5 – Ocean sustainability and review

Tuesday, October 11 – What is sustainability?
        Sustainable for whom? For what? Who benefits?
        "Textbook definition" and problematizations
        How do you know if an activity is sustainable?
        Sustainability as governance concept
        Sustainability as justice concept
        Sustainability and climate change?

Thursday, October 13 - Midterm review
        [QUIZ #5]
        Bring all notes to class

WEEK 6- Ocean justice and midterm

Tuesday, October 18 – MIDTERM

Thursday, October 20 - Ocean justice
        [QUIZ #6]
        What is justice?
        Environmental justice? Climate justice? Ocean justice?
        Related concepts: equity, equality, inclusion, reparation
        'Common heritage of mankind' principle vs. histories of dehumanization and exclusion
        "Stakeholder" concept

WEEK 7 – Marine science

Tuesday, October 25 – What is Marine Science?
  Midterm grades due in
  History - capitalism and imperialism, natural history to labs
  Professionalized oceanography as 'late-breaking'
  Challenger expedition and US Ex. Ex. expedition
  Marine biology, Deep ocean science, Climate change

Thursday, October 27 – Current dramas
  [QUIZ #6]
  How is marine science funded? Who are marine scientists?
  Marine genetic resources, Ocean data mining
  Marine geo-engineering
  Traditional knowledge, alternative ecologies, 'best available science', science-based management

WEEK 8 – Ocean and coastal governance

Tuesday, November 1 – Sovereignty
  Concepts: state, nation, territory, tribe, sovereignty
  International system: conflict and cooperation
  Political geography of the ocean
  Global commons

Thursday, November 3 – Federal/state/tribal/local government relationships
  [QUIZ #7]
  [15 min] Brian Smith USCG Auxiliary University Program
  United States - constitutional, democratic, republican, liberal, federal
  History of state/tribe relationship - expropriation; treaties; DOI, BIA
  Who manages Rhode Island waters?

WEEK 9 – Key terms and concepts

Tuesday, November 8 – NO CLASS, election day

Thursday, November 10 – Vocabulary list day
  [QUIZ #8]
  Draft Vocabulary Lists due
  TA check in
  Vocab list small group activity

WEEK 10 – Cases from the Pacific and New England

Tuesday, November 15 - Guest speaker, Joe Enlet (URI MAF PhD Program)
        (Pacific) Small Island Developing States (what are SIDS?)
        Colonialism in the Pacific
        Micronesia and the Compact of Free Association
        Traditional knowledge and marine resource management

Thursday, November 17 – Guest speaker, Kaytee Canfield (URI MAF PhD and RI EPA)
        [QUIZ #9]
        Community engagement and environmental justice
        Pollution on Cape Cod
        The Port of Providence

WEEK 11 – TBD

Tuesday, November 22 – Guest speaker TBD
        Information page due

Thursday, November 24 - NO CLASS, Thanksgiving break

WEEK 12 – Coastal zone management

Tuesday, November 29 – Federal management
        Where is the US coastal zone?
        Coastal zone Management Act
        Federal government agencies: NOAA, Dept of Interior, BOEM, EPA
        Protected areas
        Cultural heritage

Thursday, December 1 – State management
        [QUIZ #10]
        Where are Rhode Island waters?
        State government agencies: RIDEM, Sea Grant, CRMC
        Protected areas
        Commercial fishing, offshore wind, and aquaculture

WEEK 13 – Narragansett sovereignty and course summary

Tuesday, December 6 - Narragansett Tribe
      Who are the Narragansett? Past, present, and future
      Legal, political, and social questions around tribal status and tribal sovereignty
      Coastal dispossession access rights

Thursday, December 8 - Course summary exercise

WEEK 14 – The End of the Beginning

Tuesday, December 13 – FINAL REVIEW – Bring all your notes

Thursday, December 15 – FINAL EXAM – 8am, our usual classroom

Syllabi Statements

COVID/Viral Illness Precautions Statement: The University is committed to delivering its educational mission while protecting the health and safety of our community. As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe.
• Masks are required in all classrooms, laboratories, and spaces where direct academic instruction and research are taking place, unless the instructor or staff member expressly waives that requirement.
• We strongly recommend surgical or higher grade masks where face coverings are required. Masks should be properly worn, well-fitting, and high quality.
• Students who do not comply with the classroom/lab masking requirement will be asked to leave class and will be reported through the Student Conduct process.
• Students who are experiencing symptoms of viral illness should NOT go to class/work. Those who test positive for COVID-19 should follow the isolation guidelines from the Rhode Island Department of Health and CDC.

If you are unable to attend class, please notify the TAs prior to the start of class.

Anti-Bias Syllabus Statement: We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Disability, Access, and Inclusion Services for Students Statement: Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

Academic Enhancement Center: The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support **beginning Monday, September 12th, 2022**. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM-related courses through drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one Academic Skills Consultations offer strategies for improving studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, uri.edu/aec.

• **STEM Tutoring** helps undergraduate students navigate a variety of 100 and 200 level STEM courses and a limited selection of BUS, STA, ECN, and CSC courses. The STEM Tutoring program offers free peer tutoring in-person and online. Students can select **occasional or weekly tutoring sessions** through the TracCloud system or visit the Drop-In Center, located in

the Carothers Library lower level room LL004. The TracCloud application is available through URI Microsoft 365 single sign-on and more detailed information and instructions can be found at uri.edu/aec/tutoring.

• **Academic Skills Development** programs teach students how to manage time, study effectively, and address common academic challenges. **UCS 160: Success in Higher Education** is a one-credit course focused on developing strategic approaches to planning and studying. **Academic Consultations** are 1 to 1 meetings that help students to identify and address individual academic challenges. Students can schedule an in-person or online consultation with David Hayes on Starfish. **Study Your Way to Success** is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For information or help with scheduling, contact Dr. Hayes directly at davidhayes@uri.edu.

•**The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available through:1) 25-or 50-minute **in-person appointments**, 2) synchronous **online appointments**, and 3) asynchronous **written feedback.** Synchronous appointments hosted by WCOnline are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs.View availability and book online aturi.mywconline.com. For more information, visit uri.edu/aec/writing.