Professor Elizabeth Mendenhall

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Coastal Institute 215

Office hours: Wednesdays 2-4pm (or by appointment)

“The rebirth of the seas will require large doses of education to dispel the myth of an ocean with an endless bounty and an unlimited capacity to assimilate waste safely: an ocean too big to fail. People must believe that the stakes are high and that the consequences of a failed ocean are unacceptable.”

-Alan B. Sielen, “How to Save the Oceans,” *Foreign Affairs* 2014

Course Description:

How do humans, as a whole, relate to the ocean and marine ecosystems? By what means do governments monitor and manage human uses of the ocean? Why, despite decades (even centuries) of international cooperation, are the oceans in decline? In this course, you will engage these broader questions while learning about the ‘ocean governance regime’ – the principles, norms, rules, and procedures that govern human activity in the ocean. You will be asked to think about the ocean beyond the New England coastline. We will read, discuss, think, and write about contemporary issues in ocean governance, and you will be given an opportunity to form evidence-based opinions about the causes of and solutions to ocean problems. After this course, you will more fully understand the different types of people and perspectives with ‘stakes’ in the ocean, and understand your own contribution (real and potential) to ocean problems and solutions.

# Learning objectives:

At the end of this course, you will be able to:

* Identify important ocean locations
* Describe the basic features of the ocean governance regime
* Prescribe solutions to contemporary problems in ocean governance
* Engage in informed debate about whether the United States should ratify UNCLOS
* Explain how climate change exacerbates and adds to ocean governance challenges
* Recognize the diversity of stakeholders, values, and interests, shaping ocean governance
* Relate ocean governance problems to your own life
* Reflect on what helped you learn during this course
* Influence the perspective of friends and family about ocean governance issues

# Required Materials

You don’t need to buy anything extra for this course. All assigned readings will be available as PDFs via Sakai and/or through the library reserve system. Students are expected to bring a copy (digital or printed) of assigned texts on the days assigned.

# Assessment

*Map quizzes*: Understanding ocean politics requires a basic familiarity with global geography. Throughout the semester, you will be quizzed on the locations of key land and sea places, including countries, territories, straits, canals, bays, gulfs, and seas. The first quiz will test your knowledge of these general geographic categories, and subsequent quizzes will test your knowledge of specific places by asking you to identify those locations on provided maps. Terms and locations will be provided in advance. The first location quiz will be on a blank map; subsequent quizzes will be on maps that include the locations identified by previous quizzes. Each quiz is worth 10 points, and the quizzes in total will be worth 10% of your overall grade.

*Exams:* The ocean governance regime includes multiple institutions, and covers a broad range of ocean use activities. Your knowledge of the components and functions of this regime will be evaluated through two exams: a midterm and a final (non-cumulative). Both exams will consist of multiple choice and short answer questions. A study guide that lists exam topics will be provided to students a week in advance of each exam.

*In-class debates:* The United States has not ratified the Law of the Sea Convention, and it is important that you understand why not, and what impacts that has. Students will work in teams to construct a well-supported argument for or against US ratification, using research identified outside of class. Towards the end of the semester, teams will participate in (and judge) in-class debates about US ratification of the Law of the Sea Convention.

*Case study:* Some of the course topics will interest you more than others. Students will be placed in small groups based on their interest in particular ocean activities, and complete a case study report over the course of the semester. Completed cases will include research and text that covers: information about the activity, rules governing the activity, associated problems/challenges, and proposed solutions to those challenges. These components will be drafted, commented on, and revised at different times throughout the semester.

*Participation:* Focused engagement with readings, and during class time, is critical to effective learning in this course. Throughout the semester, students will participate in various small group and short individual activities during class time. Many of these activities will involve turning in a product or output, from which your participation will be gleaned.

*Reflection:* Reflecting on your experience in this course can help you grow as a student and a person. In the last week of the course, you will complete a reflection assignment that asks you to consider what helped you learn in this course, what topics most interested you, how those topics relate to your life, and how the course may change your own habits, perspectives, and discussions with others. An excellent reflection will answer the ‘why?’ question for each of these topics.

# Grade Breakdown

Map quizzes 10%

Exams 30% (15% each)

Debate 20%

**Grading scale**

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 60-66

F = below 60

Case study 25%

Participation 10%

Reflection 5%

# Course schedule

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| --- | --- | --- | --- | --- |
|  | **Topics** | **Pre-class assignment** | **In-class activities** | **Things to turn in** |
| **Theme: Getting our bearings**  *How is the world organized, politically?* | | | | | |
| **Sept. 5** | Succeeding in this class |  | Individual:  Concept map  Small groups: syllabus quiz | **Concept map**  **Syllabus quiz** |
| **Sept. 10** | International politics – sovereign, territory, governance | ‘Getting to know you’ survey  Glennon 20031 | Introduce case study project | **Map quiz #1** |
| **Sept. 12** | Oceans or seas? One ocean or several? | Headrick 20102  Bring Lewis3 to class | Small groups: Lewis article3 | **Map quiz #2**  **Submit case study preferences** |
| 1Glennon, Michael J. “Sometimes a Great Notion.” Wilson Quarterly 27, no. 4 (Autumn 2003). (5 pages)  2Daniel R. Headrick, “The Discovery of the Oceans” (pgs. 11-20 only), *Power Over Peoples: Technology, Environments, and Western Imperialism*, 1400 to the Present. Princeton University Press, 2010  3 Martin W. Lewis “Dividing the Ocean Sea.” *The Geographical Review* 89.2 (April 1999): 188–214. | | | | | |
| **Theme: Ocean governance regime**  *What are the rules for using the ocean, and who is supposed to enforce them?* | | | | | |
| **Sept. 17** | Ocean governance principles | Mendenhall 20191 | Small groups: Koh 19822 | **Map quiz #3** |
| **Sept. 19** | UNCLOS: Coastal zones | US Ocean Commission3 |  | **Case meeting #1** |
| **Sept. 24** | UNCLOS: Global commons institutions | Annotate:  Schofield 20164 |  | **Map quiz #4**  **Schofield annotation** |
| **Sept. 26** | Flags of convenience | Negret 20165  Prepare for case meeting | Paired reasoning:  FOCs good/bad  Assign *Fish* chapters | **Map quiz #5**  **Case meeting #2** |
| 1 Mendenhall, Elizabeth. “The ocean governance regime: international conventions and institutions,” in Climate Change and Ocean Governance: Politics and Policy for Threatened Seas, ed. Paul Harris (2019) – 11 pages  2 “A Constitution for the World’s Oceans,” Remarks by Ambassador Tommy T. B. Koh (5 pages)  3 US Commission on Ocean Policy, “Primer on Ocean Jurisdictions: Drawing Lines in the Water” (pgs. 70-73)  4 Schofield, Clive. “Departures from the Coast: Trends in the Application of Territorial Sea Baselines under the Law of the Sea Convention.” The International Journal of Marine and Coastal Law 27, no. 4 (January 1, 2012): 723–32.  5 Negret, Carlos Felipe Llinás. “Pretending to Be Liberian and Panamanian; Flags of Convenience and the Weakening of the Nation State on the High Seas.” Journal of Maritime Law and Commerce 47, no. 1 (January 2016): 1–28. | | | | | |
| **Theme: Governing resource extraction**  *How do we avoid over-fishing?*  *Who owns a rock at the bottom of the ocean?* | | | | | |
| **Oct. 1** | Fisheries: RFMOs | DeSombre and Barkin 2013 – assigned chapter | Jigsaw activity: Desombre and Barkin’s *Fish* | **Reflection on *Fish*** |
| **Oct. 3** | Fisheries: IUU fishing | Sumaila and Pauly 20112  Urbina – choose 1/3 articles3  Prepare for case meeting | Small groups: Blasiak article  Distribute:  Whale perspective | **Case meeting #3** |
| **Oct. 8** | International Whaling Commission | Mckinnon 20184  Fobar 20185 | Complete:  Whale perspective | **Whale perspective** |
| **Oct. 10** | Seabed mining | Schoolmeester 20096  Broad 19937  Prepare for case meeting | Self-assessment:  Which graphic works best? | **Case meeting #4**  **Graphic reflection** |
| **Oct. 15** | **NO CLASS – Monday schedule**  Distribute midterm study guide | | | |
| 1DeSombre, Elizabeth R, and J. Samuel Barkin. *Fish*. Oxford: Wiley, 2013.  2Sumaila, U. Rashid, and Daniel Pauly. “The ‘March of Folly’ in Global Fisheries.” In *Shifting Baselines: The Past and the Future of Ocean Fisheries*, edited by Jeremy B.C. Jackson, Karen E. Alexander, and Sala, 21–32, n.d.  3Urbina, Ian. “A Renegade Trawler, Hunted for 10,000 Miles by Vigilantes.” *The New York Times*, July 28, 2015.  Urbina, Ian. “‘Sea Slaves’.” *The New York Times*, July 27, 2015.  Urbina, Ian. “Palau vs. the Poachers.” *The New York Times*, February 17, 2016.  4 Mckinnon, J. B. “It’s Tough Being a Right Whale These Days.” The Atlantic, July 30, 2018. (12 pages)  5 Fobar, Rachel. “Japan Will Resume Commercial Whaling. Get the Facts.” National Geographic, December 26, 2018.  6Schoolmeester, Tina, and Elaine Baker, eds. Continental Shelf The Last Maritime Zone. Norway: UNEP/GRID-Arendal, 2009. (28 low-density pages)  7 Broad, William J. “Strange Oases In Sea Depths Offer Map To Riches.” The New York Times, November 16, 1993. | | | | | |
| **Theme: Mitigating marine pollution**  *How do we keep the ocean clean/healthy/natural?*  *What does it mean to keep the ocean ‘clean’ or ‘natural’? How do we achieve that?* | | | | | |
| **Oct. 17** | Marine plastic debris | Dauvergne 20181  Prepare for case meeting | Small group:  Causes, consequences, solutions | **Case meeting #5** |
| **Oct. 22** | **MIDTERM** | | | |
| 1Dauvergne, Peter. “Why Is the Global Governance of Plastic Failing the Oceans?” Global Environmental Change 51 (July 2018): 22–31. | | | | | |
| **Theme: Violence at sea**  *How would you find a nuclear bomb in the middle of the ocean?*  *What can countries do to prevent crime at sea?* | | | | | |
| **Oct. 24** | Piracy | Annotate:  Hallwood and Miceli 20181 | Small groups:  Regional piracy summaries | **Annotated Hallwood and Miceli** |
| **Oct. 29** | Weaponization | Economist 20162  Prepare for case meeting |  | **Case meeting #6** |
| **Oct. 31** | **NO CLASS** | | | |
| 1Hallwood, Paul, and Thomas Miceli. “Piracy and Privateers in the Golden Age: Lessons for Today.” Ocean Development & International Law 49, no. 3 (July 3, 2018): 236–46.  2“The See-Through Sea.” The Economist, June 7, 2016. | | | | | |
| **Theme: Territorial disputes**  *How do you determine which country owns which parts of the ocean?* | | | | | |
| **Nov. 5** | Arctic | Borgerson 20131 |  | **Map quiz #6** |
| **Nov. 7** | South/East China Seas | NYT2  Business Insider3  AMTI4 |  | **Map quiz #7** |
| **Nov. 12** | GROUP WORK | Prepare for case meeting |  | **Case meeting #7** |
| 1 Borgerson, Scott G. “The Coming Arctic Boom.” Foreign Affairs, August 2013 (June 11, 2013).  2Fisher, Max. “The South China Sea: Explaining the Dispute.” *The New York Times*, July 14, 2016.  3Center for Strategic and International Studies. “Tensions in the South China Sea Explained in 18 Maps.” Business Insider, March 11, 2016.  4Asia Maritime Transparency Initiative, “Maps of the Asia Pacific,” https://amti.csis.org/maps/ | | | | | |
| **Theme: Climate change**  *How is climate change creating problems in the ocean, and what can we do about it?* | | | | | |
| **Nov. 14** | Sea-level rise | CNN 20171  Houghton 20102 |  | **Map quiz #8** |
| **Nov. 19** | Warming | Elliott 20193  Pinsky 20184 | Paired reasoning:  Can MPAs help? | **Full case study due** |
| **Nov. 21** | Acidification | Kolbert 20065 | Small group:  Climate change review | **Climate change table** |
| 1Interactive CNN Article, Greenland and Global Warming  http://www.cnn.com/interactive/2017/11/world/greenland-global-warning/  2Houghton, Katherine J., Athanasios T. Vafeidis, Barbara Neumann, and Alexander Proelss. “Maritime Boundaries in a Rising Sea.” Nature Geoscience 3, no. 12 (November 30, 2010): 813–16.  3Elliott, Kennedy. “See the drastic toll climate change is taking on our oceans.” National Geographic (June 7, 2019)  4Pinsky, Malin L., Gabriel Reygondeau, Richard Caddell, Juliano Palacios-Abrantes, Jessica Spijkers, and William W. L. Cheung. “Preparing Ocean Governance for Species on the Move.” Science 360, no. 6394 (June 15, 2018): 1189–91.  5Elizabeth Kolbert, “The Darkening Sea,” The New Yorker (2006): 66-75 | | | | | |
| **Theme: Changing the rules**  *What should countries do to better manage/govern the ocean?*  *What is politically realistic/feasible?* | | | | | |
| **Nov. 26** | Biodiversity Beyond National Jurisdiction | Blasiak et al 20181 | Debate class #1 | **Annotated bibliography** | |
| **Dec. 3** | US and UNCLOS | Finalize/submit bibliography | Debate class #2 | **Argument outlines** | |
| **Dec. 5** | US and UNCLOS | Finalize/submit argument outlines | Debate class #3 | **Quick debate reflection** | |
| **Dec. 10** | Final reflection | Prepare reflection paper | TBD  Distribute final study guide | **Reflection paper** | |
| **Dec. 17** | **FINAL EXAM @ 11:30am – 2:30pm** | | | | |

1Blasiak, Robert, Jean-Baptiste Jouffray, Colette C. C. Wabnitz, Emma Sundström, and Henrik Österblom. “Corporate Control and Global Governance of Marine Genetic Resources.” Science Advances 4, no. 6 (June 2018) (6 pages)

# Course Policies

## Disability

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 302 Memorial Union, Phone 401-874-2098.

## Plagiarism

All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive an F for the paper. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the University Manual (web.uri.edu/manual/). Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

## Late work

Assignments submitted after the deadline will not be accepted, except by express permission from the instructor, and with some penalty.

## Attendance

Students are expected to attend class. Occasionally, students may miss class activities due to illness, severe weather, or sanctioned University events. It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students must inform the instructor of expected excused absences in order to discuss options for missed classes or examinations. See Sections 8.51.11 – 8.51.14 of the University Manual for policy regarding make-up of missed class or examinations.

## Children in the classroom

To the best of my knowledge, the university does not have a formal policy on children in the classroom. The policy for my classroom includes: (1) All exclusively breastfeeding babies are welcome in class as often as is necessary. (2) Unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. (3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. (4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your child needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates. (5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

## Classroom conduct

Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published “Student Code of Conduct” which can be accessed in the University Student Handbook. If you must come in late, please do not disrupt the class.

# Academic Support Services

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center helps URI students succeed through three services: Academic Coaching, Tutoring, and The Writing Center. To learn more about any of these services, please visit web.uri.edu/aec or call 401-874-2367 to speak with reception staff.

The Writing Center is for “all writers, all disciplines, at all levels, and all stages of writing.” If possible, call ahead for an appointment (401-874-2367). Drop-in tutorials are often available. You may make repeat appointments, requesting the same tutor each time if you wish. See their Web Page: web.uri.edu/aec/writing/ for tips on how to make the best of your Writing Center visit.