Professor Elizabeth Mendenhall

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Coastal Institute 210

Office hours: Thursdays 3:30pm-4:30pm

Teaching Assistants: Lindsay Brubaker and Mandy Watson

Office hours (Lindsay): Tuesday 11-12 in CIK 200

Office hours (Mandy): Mondays 1:30-2:30 in CIK 200

“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 Brightspace and/or through the library reserve system. Students are expected to have a copy of assigned texts available during class discussions. Students should also bring at least a notebook and writing utensil to class, and be prepared to rip out and turn in paper that is written on for in-class activities.

# Assessment

Assignments are straightforward and spaced throughout the semester, so you can incrementally build your final grade. Each class includes:

|  |  |
| --- | --- |
| Homework | Pre-recorded lecture (5 min) |
| Reading(s) and/or Video(s) |
| Quiz on Brightspace (Thursdays) |
| Class period | Short lecturesIn-class activities In-class videos |

There is a quiz for each week of class (12 total). Each quiz is worth 10 points, and typically made up of 5-10 questions. The quizzes will be made available on the Friday *before* each quiz is due, and the deadline to take the quiz is 2pm on Thursdays (so basically, you have to do the quiz before Thursday’s class). The two lowest quiz grades will be dropped.

During class, concepts from the reading, pre-class lecture, and videos will be explored in greater depth. This may include lectures, small group and individual activities, and videos. Your participation grade will be generated from these in-class activities. If you show up and participate regularly, you will get a good participation grade. The participation grade will be reported 3 times throughout the semester, so you have an idea of how you’re doing.

There will also be a **midterm** and a **final** exam, consisting of true/false, multiple choice, and short answer questions. A study guide that lists exam topics will be provided to students a week in advance of the exam. Students will also complete an individual **research assignment**, which will be submitted in sections throughout the semester.

Grade Breakdown

Quizzes 20%

Participation 20%

Midterm 15%

Final 25%

Research Assignment 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

Key dates and deadlines:

Thursday March 9th – Midterm

Thursday March 24th – First draft annotation due

Thursday April 20th – Final draft annotation due

Thursday May 4th – Final exam, 3-5pm

**WEEK 1 – Getting Oriented**

**Tuesday January 24th**

Video: N/A

Class: Syllabus + Course Policies

 Syllabus quiz

Ocean space, ocean places

Activity: Ocean concept map

**Thursday January 26th**

 QUIZ #1

Video: State, territory, sovereignty

Reading: Headrick, “The Discovery of the Oceans”

Class: The international system

 Why didn’t China “discover” the Americas?

 History of colonialism

 Historical law of the sea

Territorial seas vs. freedom of the seas

 Activity: National vs. global interests table

**WEEK 2 – Basic governance framework**

**Tuesday, January 31st**

Video: Customary vs. formal international law

Reading: Tanaka, “Principles of the International Law of the Sea”

Class: 20th century context – Cold War, environmentalism, de-colonization

 Ocean governance principles

 Activity: International law worksheet

**Thursday, February 2nd**

 QUIZ #2

Video: Catalysts for UNCLOS

Reading: US Commission on Ocean Policy, “Primer on Ocean Jurisdictions”

Class: UNCLOS III

Political geography of the ocean

Activity: Make one notecard per zone

**WEEK 3 – Areas Beyond National Jurisdiction**

**Tuesday, February 7th**

 Video: Deep Sea minerals

Reading: [“A Common Myth About the Moon and the Deep Sea,”](https://www.realclearscience.com/articles/2023/01/16/a_common_myth_about_the_moon_and_the_deep_sea_875883.html) Arasu and Linley

 [Deep seabed mining plans pit renewable energy demand against ocean life in a](https://theconversation.com/deep-seabed-mining-plans-pit-renewable-energy-demand-against-ocean-life-in-a-largely-unexplored-frontier-193273)

[largely unexplored frontier](https://theconversation.com/deep-seabed-mining-plans-pit-renewable-energy-demand-against-ocean-life-in-a-largely-unexplored-frontier-193273),” Shackelford et al.

Class: International seabed authority

 Seabed mining – renewable energy vs. ecosystems

 Activity: ISA website scavenger hunt

**Thursday, February 9th**

 QUIZ #3

Video: Freedom of the seas

Reading: [“What Are the High Seas? Why do they need help?”](https://www.youtube.com/watch?reload=9&v=p_72ZuMf0yI&ab_channel=Pew) Whiteboard Explainer

Class: High seas activities

 Regional and sectoral governance

 Activity: TBD

**WEEK 4**

**Tuesday, February 14th**

 Video: The physical continental shelf

Reading: The Conversation, “[Just how little do we know about the ocean floor?](https://theconversation.com/just-how-little-do-we-know-about-the-ocean-floor-32751)”

Class: Extended continental shelf

 Commission on the Limits of the Continental Shelf

 Activity: TBD

**Thursday, February 16th**

QUIZ #4

Video: Straight vs. normal baselines

Reading: Østhagen, Andreas. “Troubled Seas? The Changing Politics of Maritime

Boundary Disputes.” Ocean & Coastal Management 205 (May 2021): 105535.

Class: Maritime boundary disputes – EEZ and territorial sea

 International Tribunal on the Law of the Sea

 Activity: TBD

**WEEK 5**

**Tuesday, February 21st**

Video: US and maritime interdiction

 Reading: TBD

 Class: Guest lecture, Capt. Dave Hill

 Activity: TBD

**Thursday, February 23rd**

QUIZ #5

Video: BBNJ basics

Reading: TBD

Class: Zoom

Activity: TBD

**WEEK 6 – BBNJ negotiations**

**Tuesday, February 28th**

Video: “Should not undermine”

Reading: McCauly et al 2015, Review Summary, “Marine defaunation:

Animal loss in the global ocean”

Class: BBNJ basics

 Marine Protected Areas; Environmental Impact Assessments

 Activity: TBD

**Thursday, March 2nd**

QUIZ #6

Video: International negotiation dynamics

Reading: “[Ocean genome: the importance of protecting marine genetic resources](https://www.youtube.com/watch?v=7flZEe78k84&t=10s&ab_channel=StockholmResilienceCentreTV),”

YouTube

Class: Coalition dynamics

 Marine Genetic Resources; Capacity Building, Technology Transfer

Activity: TBD

MIDTERM STUDY GUIDE

**WEEK 7**

**Tuesday, March 7th**

Video: Shipping and IMO

Reading: [“The global internet is powered by vast undersea cables. But they’re vulnerable,”](https://www.cnn.com/2019/07/25/asia/internet-undersea-cables-intl-hnk/index.html)

CNN

<https://www.shipmap.org/>

Class: Submarine telecommunications cables

Midterm review

 Activity: Economic stakeholders worksheet

**Thursday, March 9th**

MIDTERM EXAM

**WEEK 8 – SPRING BREAK**

**WEEK 9 – High Seas Enforcement**

**Tuesday, March 21st**

Video: “Genuine Link”

 Reading: YouTube [video](https://www.youtube.com/watch?v=0nCT8h8gO1g), “The Real Cost of Cruises,” Patriot Act with Hasan Minhaj

 Class: Flag state jurisdiction

Flags of Convenience

Activity: FOC individual country worksheet

**Thursday, March 23rd**

QUIZ #7

Video: Privateers

Reading: “Piracy and Privateers in the Golden Age: Lessons for Today,” Hallwood and

Miceli

Class: Piracy – past vs. present

 Legal framework + free rider problem

 Activity: Piracy news article

**WEEK 10 – Marine Pollution and Whaling**

**Tuesday, March 28th**

Video: Recycling

 Reading: John Oliver, “Plastics: Last Week Tonight with John Oliver”

“[The urgency of curbing pollution from ships, explained](https://theconversation.com/the-urgency-of-curbing-pollution-from-ships-explained-94797),” The Conversation

Class: Vessel source pollution

 Marine plastic pollution

 New plastics treaty

 Activity: Plastic pollution table

**Thursday, March 30th**

QUIZ #8

Video: 20th century whaling

Reading: Podcast: “[Why the whale hunt continues](https://podcasts.apple.com/us/podcast/the-food-chain/id932498963?l=es&i=1000500278133),” The Food Chain.

 Class: International Whaling Commission

 Who is still whaling?

 Activity: IWC and chronic impacts worksheet

**WEEK 11 – Global Fishing**

**Tuesday, April 4th**

Video: Distant Water Fishing Nations

Reading: China's Fishing Operations Raise Alarms Worldwide, The New York Times

Class: EEZ fisheries management

 IUU fishing

 Distant Water Fishing Nations

 Activity: Annotation of “Balloon Effects” article by Blasiak

[How foreign overfishing is driving migration crisis in Senegal : NPR](https://www.npr.org/2023/02/06/1154901472/how-foreign-overfishing-is-driving-migration-crisis-in-senegal)

**Thursday, April 6th**

QUIZ #9

Video: Open and deep ocean fisheries

Reading: [The Real Reason Global Fish Stocks Are Declining — And What You Can Do About It](https://www.discovermagazine.com/planet-earth/the-real-reason-global-fish-stocks-are-declining-and-what-you-can-do-about) | Discover Magazine

 “How the Pacific Protects Its Fisheries,” *The Diplomat*

Class: Regional Fisheries Management Organizations

 State of the world’s tuna stocks

 Activity: Websites for fisheries research

**WEEK 12**

**Tuesday, April 11th**

Video: Greenland and Denmark

 Reading: “[How to write an Arctic story in 5 easy steps](https://www.arctictoday.com/write-arctic-story-5-easy-steps/),” Exner-Pirot 2018

 [Arctic Report Card 2022](https://theconversation.com/arctic-report-card-2022-the-arctic-is-getting-rainier-and-seasons-are-shifting-with-broad-disturbances-for-people-ecosystems-and-wildlife-196254), *The Conversation*

Class: Arctic state change

Arctic Council

Arctic resources

Territorial disputes

Activity: TBD

**Thursday, April 13th**

QUIZ #10

Video: What’s in the SCS?

Reading: AMTI, “[Maps of the Asia Pacific](https://amti.csis.org/maps/)”

 [Explained: The South China Sea dispute](https://www.youtube.com/watch?v=yYEEymUfRy8&ab_channel=Reuters), Reuters

Class: South China Sea

 Island-building, FONOPs

Activity: SCS basics worksheet

**WEEK 13**

**Tuesday, April 18th**

Video: How UNCLOS III ended

Reading: Bosco, “The Poseidon Project,” pgs. 208-211

 “[U.S. Position on UNCLOS](https://digital-commons.usnwc.edu/cgi/viewcontent.cgi?article=2949&context=ils),” Office of the Staff Judge Advocate

Class: US non-ratification

Reasons; consequences

 Activity: Heritage Foundation analysis

**Thursday, April 20th**

QUIZ #11

 Video: Sources of coastal dynamism

Reading: “[Why is Sea Level Rising? We Asked a NASA Scientist](https://www.youtube.com/watch?v=WadD54Ywvz4&ab_channel=NASA),” YouTube

 “[Fijian villages brace for relocation as sea level rises](https://www.youtube.com/watch?v=zfweDKkuD4A&ab_channel=AlJazeeraEnglish),” YouTube

 “[Sea level rise may threaten Indonesia’s status as an archipelagic country](https://theconversation.com/sea-level-rise-may-threaten-indonesias-status-as-an-archipelagic-country-195217),” *The*

*Conversation*

Class: Sea level rise

 Social, political, and economic impacts

 Activity: Baselines options worksheet

**WEEK 14**

**Tuesday, April 25th**

Video: Geo-engineering

 Reading: “How our time perception shapes our approach to climate change,” NPR

 “[How are Fisheries and Coral Reefs Connected?](https://www.fisheries.noaa.gov/feature-story/how-are-fisheries-and-coral-reefs-connected)” NOAA Fisheries

Class: Ocean warming

 Ocean acidification

 Activity: Climate change impacts table

**Thursday, April 27th**

 QUIZ #12

 FINAL EXAM REVIEW

**FINAL EXAM – Thursday May 4th, 3-5pm**

# Course Policies

## Accommodations

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 is located in room 302 of the Memorial Union, 401-874-2098, uri.edu/disability, dai@.uri.edu

## Late work

Assignments submitted after the deadline will not be accepted, except by express permission from the instructor, and with some penalty. Occasional unplanned absences do occur, so I will typically drop the lowest 2 quiz grades at the end of the semester, and offer some buffer for missing classes.

## Plagiarism

All submitted work must be your own. Use of artificial intelligence software to produce submitted text is strictly prohibited. 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.

## 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.

# 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.