

ENVS 17

Marine Policy

Winter/2024

Class location: Fairchild

101; [https://dartmouth.zoom.us/j/98816436341?pwd=czdNWGxpV1NhODVxQU9OVW1rSUFFdz09Links to an external site.](https://dartmouth.zoom.us/j/98816436341?pwd=czdNWGxpV1NhODVxQU9OVW1rSUFFdz09Links%20to%20an%20external%20site.)

Class Meeting time(s): MWF 2:10-3:15 pm

Instructor: D.G. Webster

Office Location: Fairchild 104/Zoom

Email: D.G.Webster@Dartmouth.edu

Office Hours: By appointment:

On Campus (M,W,F): [https://calendly.com/dgweb121/on-campus-office-hoursLinks to an external site.](https://calendly.com/dgweb121/on-campus-office-hoursLinks%20to%20an%20external%20site.)

Off Campus (T,Th): [https://calendly.com/dgweb121/off-campus-office-hoursLinks to an external site.](https://calendly.com/dgweb121/off-campus-office-hoursLinks%20to%20an%20external%20site.)

X-hours: Tu 12:15-1:05 (See Schedule)

Course Description

People use the oceans for transportation, recreation, food, mineral wealth, waste disposal, and many other important things. This course explores the most significant human-ocean interactions known today from two perspectives: science and policy. From the scientific perspective, students will learn about topics ranging from the physical effects of sea level rise to the biological impacts of pollution to the bioeconomic repercussions of overfishing. For each of the challenges that are revealed by science, we will also critically evaluate relevant policy solutions to understand how institutional design can (or can't) enhance human interactions with the oceans. This includes insights into the politics surrounding oceans issues in the US and around the world.

Course Goals

- Identify ecosystem services and other benefits that humans derive from the oceans
- Recognize the major impacts of human activities on the oceans
- Understand how multiple impacts interact to amplify problems in the world's oceans

- Evaluate domestic and international policies related to the oceans
- Analyze the political and economic links between human-oceans interactions and marine policy

Teaching & Learning

This course is an introduction to oceans issues and policy and is designed to accommodate students with a wide range of academic backgrounds. Students will first study the processes that shape the coupled human and natural systems associated with a particular topic. This requires learning about many different aspects of each topic, including oceanographic, biological, social, economic, and political elements. Once they understand the topic, students will learn about potential solutions to topic-related problems. These can range from technological fixes to social institutions to government regulations. Readings and homework will give students some understanding of basic concepts or specific cases which will serve as a foundation for broader lectures/discussions in class.

Expectations

Participation: As with any course, students should be present and engaged during lectures and discussions. This includes paying attention to the prof/other students, answering and posing useful points/questions, and participating respectfully in all activities. Missing a day here and there is fine but frequent absences will be counted against the participation grade. Students who miss simulation days can make up for their lack of participation by completing alternative written assignments (by arrangement w/ Prof. Webster).

Readings: There is one textbook covering oceanography and marine biology for the course. Assigned sections of this book compliment readings regarding related policy issues. See the schedule for all reading assignments. Policy readings will be completed via the Perusall.com app (more below). If you anticipate difficulties accessing the textbook or the readings please let the professor know as soon as possible.

Films: Policy can be heavily tied to public perceptions of marine problems, so many conservationists and other interest groups work to make the public more aware of the issues that they think are important. In order to both provide a more visceral understanding of the material covered and to see how different groups represent the issues, students are asked to watch one documentary each Week. Sometimes additional documentaries are included on regular class days; these should be treated like readings. Most of the assigned documentaries can be streamed via the Canvas > Panopto Video > Marine Policy (W24) (this is a folder, the icon may be small) or through publicly available links (see list of films under "Text and Resources"). A few films may be assigned from streaming services like Netflix. Students are not expected to pay for access to any of the assigned films. If you do not have access to pay-for services, an alternative video will be

made available. If you anticipate difficulties accessing any of these films please let the professor know as soon as possible.

Perusall Discussions: When completing policy readings, students will use the Perusall.com annotation tool to engage in asynchronous discussions that include: 1) questions and answers regarding the nature of the material, 2) linkages between the policy reading and other readings/videos assigned for the day, and 3) linkages between the readings for the day and lessons learned earlier in the course. Discussion participation will be graded based on the level of engagement with the readings for the day and the amount of synthesis provided as the course progresses. Each student will get 3 freebie annotations for course. This means that I will drop the lowest 3 scores on Perusall Discussions when I calculate the final grades for the class. Of course, students should still do all of the readings but the freebies on discussion posts will provide flexibility during times of stress, illness, etc.

Community Essays (500 words, max): Fridays will start with a short discussion of the film(s) for the week and then students will spilt up into small groups to discuss how specific communities are affected by the topic of the week. To prepare for these discussions, all students should write a short description of how a specific community is being affected by/finding ways to overcome some facet of the issue that we are describing in a given week. During the discussion, members should take turns describing the effects on their community before turning to a discussion of what the communities might learn from each other or from the material covered in class during the week. Community Essays are due by Friday at 9 am. Each student will receive 2 “load lighteners” on Community Essays; that is, two of the essays may be brief outlines or bulleted lists instead of full essays and will be graded pass/fail.

Place-Based Research Projects: Working in groups, students will apply what they learned throughout the term to a specific ecosystem and present their findings to the class. This could be a mangrove forest, coral reef, seagrass bed, lagoon, seamount, bay, or other region (see examples from your textbook for inspiration).The length of the presentation will depend on the number of groups but is usually 10-12 minutes, with some time for questions. Please select your group members carefully—the work will go more smoothly if you have similar habits (e.g. working in advance of deadlines, etc.). Presentations must be well-researched. Citations should be included on the slide where information is provided and a list of references should be included on the final slide. Primary criteria for grading are: 1) how well the presentation integrates the concepts from class and 2) use of evidence including qualitative and quantitative data to support the group’s analysis.

I am also open to allowing students to work independently/in smaller groups and submit their work in alternative formats, such as video blogs, websites, or a traditional paper. Please let me know by the 6th week of the term (or as soon as possible) if you are interested in this option and we can work out the details.

Exams: There will be a midterm and a final exam for the course. Both will be short, comprised mostly of fill-in-the blank, multiple choice, and brief (1-2 sentence) answer questions. Their purpose is to provide additional incentives to learn the course material, particularly social, economic, political, and scientific aspects of marine problems and solutions. Each student may bring one sheet of letter-sized paper with notes to refer to during each exam. The final will be cumulative but will focus more on material from the 2nd half of the term.

For all assignments, regular scholarly standards apply.

All information not original to the author should be cited using Chicago author-date style (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.htmlLinks to an external site.). I strongly recommend that you use Mendeley, Zotero, or some other reference software to make citations easier.

All text must be written by the student or, if absolutely necessary, quoted and cited appropriately. **ChatGPT or any other artificial intelligence software may not be used to author assignments and may not be quoted or paraphrased.** If you choose to use AI to facilitate your research, keep in mind that you are responsible for any mistakes that the AI makes and that you should always check whatever "answers" it gives you yourself. Also remember that the task is not just to do research and participate a project but to apply the concepts from class correctly to the assigned tasks.

Assignments will not be accepted if turned in more than 48 hrs after the deadline unless the student's dean verifies some health or family emergency to excuse the late submission.

Text and Resources

American Museum of Natural History. 2014. *Ocean: The Definitive Visual Guide*. New York: DK, 512 pp.

Policy Readings can be accessed through Perusall.com. See instructions under Assignments in Canvas

Films can be accessed through the Course Media Gallery on Canvas or through links/instructions provided in Assignments.

Grading

Class participation	5%
Perusall Discussions	20%
Community Essays	30%
Place Based Project	15%
Exams	30%

NOTE: Grades calculated by Canvas will not be accurate. However, you can use this breakdown with the Canvas Gradebook scores to create your own estimates. I am also happy to provide estimates upon request.

COVID-19 Information

Attendance

You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please: **attend class virtually when you are sick**, even if you have been instructed by Student Health Services that you are clear from Covid.

You will be able to view recordings of class in Canvas if you are unable to attend class either in person or virtually during a regular Monday or Wednesday session

If you are not able to attend on Fridays, recording of the video discussion will be available. You may work with a group to join them virtually for a community discussion or may contribute to your group's discussion asynchronously through the Canvas Discussion Board. Ideally, you would take a look at the posted essays and provide some comments/feedback prior to class on the day you are missing but if you are too ill, then it's fine to comment after class is over.

Safety

If you feel sick, **please stay home** and join us virtually if you feel up to it. As per [current College policy](#):

- If you feel [sick or have COVID-19 symptoms](#)[Links to an external site.](#), test immediately and wear a mask until you feel better.
- If you [test positive for COVID-19](#)[Links to an external site.](#), isolate for at least five days and wear a mask for at least 10 days. Wear a mask for longer if you continue to test positive. Isolate again if you have new or worsening symptoms. Notify your close contacts.
- If you were [exposed to COVID-19](#)[Links to an external site.](#), wear a mask for at least 10 days and test on or after Day 6. Test sooner if you develop symptoms.

It remains a best practice to keep a face mask with you at all times as there will be situations outside of those mentioned above where masks continue to be required in the community.

Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request

that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Other Important Information

Academic Honor

<http://www.dartmouth.edu/~reg/regulations/undergrad/acad-honor.html>

Mental Health

The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life, particularly in these difficult times. There are a number of resources available to you on campus to support your wellness, including:

- Your undergraduate dean (<http://www.dartmouth.edu/~upperde/>)
- Counseling and Human Development (<http://www.dartmouth.edu/~chd/>)
- The Student Wellness Center (<http://www.dartmouth.edu/~healthed/>).

Dick's house is also providing remote support for students during the covid crisis (<https://students.dartmouth.edu/health-service/counseling/about/clinical-services/counseling>). Crisis services are available to all actively enrolled students 24/7. The on-call counselor can be accessed Monday - Friday, 8 a.m. - 4 p.m. by calling the Counseling Center, 603-646-9442. After hours, the on-call counselor can be accessed by calling the Inpatient Nursing Department (IPD), 603-646-9440. I encourage you to use these resources to take care of yourself throughout the term, and to come speak to me if you experience any difficulties.

Student Needs

Students with disabilities enrolled in this course and who may need disability-related classroom/remote accommodations are encouraged to let me know before the end of the second week of the term. All information will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Student Accessibility Services: <http://www.dartmouth.edu/~accessibility/facstaff/>

Academic Skills Center: <http://www.dartmouth.edu/~acskills/>

The Academic Skills Center is open to the entire Dartmouth Community. Here are some common reasons why you might visit the ASC:

- You're getting B's but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly but you feel like you're missing important points
- You feel like you're a slow reader
- You're spending hours studying for foreign language but still not "getting it"
- You feel like you don't have enough time to get everything done
- You're not sure how to take notes
- You want to sign up for a tutor or study group
- You're not sure if you should get tested for a learning disability

The Research Center for Writing, and Information Technology (RWIT):
<https://students.dartmouth.edu/rwit/>

The Student Center for Research, Writing, and Information Technology (RWIT) is a place where you can meet with an undergraduate tutor to discuss a paper, research project, or multi-media assignment. The RWIT tutors are trained to help you at any phase of your process. Whether you are brainstorming or planning, drafting or structuring, tweaking or polishing, the RWIT tutors can provide feedback that will help you to create final products of which you can be proud.

Title IX

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

The Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that faculty and TAs are obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see https://dartgo.org/titleix_resources **Links to an external site.**).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information can be found on the sexual respect website at: <https://sexual-respect.dartmouth.edu>.

Course Summary:

Date	Details	Due
Wed Jan 3, 2024	Assignment Introduction I	due by 12pm
Thu Jan 4, 2024	Assignment Rauner Sign Up	due by 11:59pm
Fri Jan 5, 2024	Assignment Introduction II	due by 12pm
Mon Jan 8, 2024	Assignment Development I	due by 12pm
Wed Jan 10, 2024	Assignment Development II	due by 12pm
	Assignment Community Essay I: Coastal Development	due by 12pm
Fri Jan 12, 2024	Assignment Videos I: Mangroves, Guardians of the Coast, Higher Ground: The Battle to Save Florida's Beaches	due by 1:30pm
Mon Jan 15, 2024	Assignment Martin Luther King Day	due by 11:30am
Wed Jan 17, 2024	Assignment Mining I	due by 12pm
Thu Jan 18, 2024	Assignment Mining II	due by 12pm
	Assignment Community Essay II: Coastal and Marine Mining	due by 12pm
Fri Jan 19, 2024	Assignment Videos II: Alsaka Gold	due by 1:30pm

Date	Details	Due
Mon Jan 22, 2024	Assignment Pollution I	due by 12pm
Wed Jan 24, 2024	Assignment Pollution II	due by 12pm
Fri Jan 26, 2024	Assignment Community Essay III: Pollution	due by 12pm
	Assignment Videos III: After the Spill	due by 1:30pm
Mon Jan 29, 2024	Assignment Artisanal Fisheries	due by 12pm
Wed Jan 31, 2024	Assignment Aquaculture	due by 12pm
Fri Feb 2, 2024	Assignment Midterm	due by 1:30pm
Mon Feb 5, 2024	Assignment Commercial Fisheries I	due by 12pm
Wed Feb 7, 2024	Assignment Commercial Fisheries II	due by 12pm
Fri Feb 9, 2024	Assignment Community Essay IV: Large-Scale Commercial Fisheries	due by 12pm
	Assignment Videos IV: Fisheries & Aquaculture Mix	due by 1:30pm
Mon Feb 12, 2024	Assignment Blue Economy I	due by 12pm
Wed Feb 14, 2024	Assignment Blue Economy II	due by 12pm
Fri Feb 16, 2024	Assignment Community Essay V: Blue Economy	due by 12pm
	Assignment Videos V: Mexico Pelagico	due by 1:30pm
Mon Feb 19, 2024	Assignment Climate Change I	due by 12pm

Date	Details	Due
Wed Feb 21, 2024	Assignment Climate Change II	due by 12pm
Fri Feb 23, 2024	Assignment Community Essay VI: Climate Change	due by 12pm
	Assignment Videos VI: Climate Mix	due by 1:30pm
Mon Feb 26, 2024	Assignment Other International Issues	due by 12pm
Wed Feb 28, 2024	Assignment Place-Based Projects (2/28, 3/1, 3/4)	due by 1:30pm
Sun Mar 10, 2024	Assignment Final	due by 8am

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Calendar						
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7 January 20247	8 January 20248Click to view event details	9 January 20249Today	10 January 202410Click to view event details	11 January 202411	12 January 202412Click to view event details	13 January 202413
14 January 202414	15 January 202415Click to view event details	16 January 202416	17 January 202417Click to view event details	18 January 202418Click to view event details	19 January 202419Click to view event details	20 January 202420
21 January 202421	22 January 202422Click to view event details	23 January 202423	24 January 202424Click to view event details	25 January 202425	26 January 202426Click to view event details	27 January 202427
28 January 202428	29 January 202429Click to view event details	30 January 202430	31 January 202431Click to view event details	1 February 20241Next month	2 February 20242Next monthClick to view event details	3 February 20243Next month
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Calendar

Sunday	Monday to view event details	Tuesday	Wednesday to view event details	Thursday	Friday to view event details	Saturday
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Course assignments are not weighted.
