

Political Science 380: Environmental Law & Politics -- Spring 2017

Topics in Marine Resource Policy in the Pacific

[Writing and Oral Communication foci]

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Class meeting times: M, W 10:30-11:45am

Location: BusAd D201

Office hours and advising by appointment

Synopsis: This course integrates a global perspective on marine resources with international, national and local policy determination (and critique) with special attention to marine fisheries in the Pacific. The course explores the political, institutional, legal and socio-economic structures that inform public policy.

The course will have five themes, and students will be required to choose topics from one of these themes for their written and oral assignments:

- Commodification of nature
- Resource management
- Regulation
- Globalization
- Radical ecology

The course is designated as Writing Intensive and Oral Communication focused. The two foci are inter-related.

Objectives:

- Knowledge and understanding of the public policy framework facing marine resource utilization and conservation, with an emphasis on the central and western Pacific
 - Ability to critically, systematically, and independently analyze marine resource policy problems to uncover causes and potential solutions; and to evaluate policy solutions across a broad spectrum of criteria.
 - Ability to make well-considered judgments about appropriate policy solutions that incorporate political, economic, ethical, social, and cultural aspects
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- Ability to apply lessons from the course to environmental problems in other contexts
- Enhanced skills in written and oral communication.

Approach: This is a Writing Intensive (WI) focus and Oral Communication (O) focus designated course

- A combination of lecture, class room discussion and workshops, and presentations anchored on topical readings.
- Students will work in groups of 3-5 to explore one of the course's themes in their written and oral assignments
- Four oral assignments (more fully described later in the syllabus):
 - Panel discussion on one of the course's themes
 - Group presentation on one of the course's themes
 - Oral comments on another group's presentation
 - Individual presentation on a journal article or an agency or interest group policy brief
 - Comments (oral and/or written) will be provided to students following each assignment.
- Four written assignments (more fully described later in the syllabus):
 - Note on rationale for taking a topics class in marine policy (individual exercise)
 - Prospectus for the student's group oral presentation (group exercise)
 - Policy brief (including critical analysis) on the topic of the group's oral presentation topic (individual exercise)
 - Research paper analyzing a relevant policy question (individual exercise)
 - The research paper may be submitted as a draft at least three weeks prior to its due date for initial feedback.
 - Written comments will be provided to students following each assignment.

Evaluation: Assignments require that students participate in, as well as observe and evaluate, the classroom work of the course, as well as to complete the written and oral assignments.

- Oral presentations: 45%
- Written assignments: 45%
- Classroom participation (in addition to oral presentations): 10%
 - Classroom participation is a combination of being there and being engaged

Assignments will be assigned points based on the quality of the work and the weight (relative percentage) of the assignment to the course total. Grades will use the standard University of Hawaii scale¹.

For example, the term paper (the largest writing assignment) is 20% of the course grade, so a “perfect” paper would gather 20 points. A less than perfect paper would generate less points (19-10 points). An incomplete paper could receive between 9 and 1 points. Absence of a paper would generate no points.

Late Assignment Policy:

Your grade for any assignment that is delivered late will be reduced by 15% for each class day that it is late. You may receive a single class day grace period If and only If you e-mail the instructor before the class on the due date.

Class Schedule

[available at first class meeting]

Information on Readings

Each of the course’s five themes will have one or two introductory journal articles (or policy briefs) as assigned reading, and within each theme, there will be a journal article (or policy brief) as optional reading each week. Assigned readings will be the subject of classroom discussion. Written and oral assignments are expected to reference the assigned or optional readings for the selected theme. The research paper should reference any of the readings under a theme but the research paper can be anchored on an unassigned journal article or policy brief.

The course will not use a text book, relying instead on journal articles, policy briefs, and contemporary accounts. Examples of readings include:

- Commodification of nature
 - Hardin, Garrett (1968). The Tragedy of the commons, Science 162: 3859.
 - Ostrom, Elinor (2000). Collective action and the evolution of social norms, Journal of Economic Perspectives 14:3.
 - Austen, Giles, Sarah M. Jennings and Jeffrey M. Dambacher (2016). Species commodification: A dialectical Perspective on fisheries policy. Review of Radical Political Economics 48(1).

¹ <http://www.catalog.hawaii.edu/undergrad-ed/creditsgrades.htm>

- Resource management
 - Havice, Elizabeth and Liam Campling (2010). Shifting tides in the Western and Central Pacific Ocean tuna fishery: The political economy of regulation and industry responses, *Global Environmental Politics* 10:1.
 - Hughes, J. Donald (2001). New Zealand: The Maori and island resources, *Capitalism Nature Socialism*, 12:1.
 - Reineman, Daniel R. (2016). The utility of surfers' wave knowledge for coastal management. *Marine Policy* 67.

- Regulation
 - Eisner, Marc Allen (2004). Corporate environmentalism, regulatory reform, and industry self-regulation: toward genuine regulatory reinvention in the united states. *Governance: An International Journal of Policy, Administration, and Institutions* 17:2.
 - Lane, Jan-Erik (2015). Implementation of the COP21 agreement: Aaron Wildavsky's Major Insight. *Modern Management Science & Engineering*. 3:1.
 - Global Ocean Commission (2013). Modernising ocean governance: Policy Options Paper # 10. <http://www.some.ox.ac.uk/research/global-ocean-commission/> [Paper available from instructor if not on-line]

- Globalization
 - D'eraimo, Marco (2015). Dock Life, *New Left Review*. 96.
 - Chantavanich, Supang, Samarn Laodumrongchai and Christina Stringer (2016). Under the shadow: Forced labour among sea fishers in Thailand, *Marine Policy* 68.
 - OECD (2008). Business, Eco-innovation and globalisation: Policy brief. <https://www.oecd.org/env/consumption-innovation/41105608.pdf>.

- Radical ecology
 - Davis, Mike (2016). The coming desert: Kropotkin, Mars and the pulse of Asia, *New Left Review* 97.
 - Salleh, Ariel (1996). An ecofeminist bio-ethic and what post-humanism really means, *New Left Review* 1/217.
 - Sagoff, Mark (2016). Are Ecosystems Self-Organizing? A species walks into a bar ... *PERC Reports (Property and Environmental Research Center)* 35:1. <http://www.perc.org/perc-reports/volume-35-no1-summer-2016>.

Assigned and supplementary readings will be available through Laulima.

Information on Oral presentations and Writing assignments:

The oral and writing assignments are integrated, i.e., students will be able to focus on a topic and present it in various formats throughout the course.

- **Four oral presentations:** Public policy work involves working with others and with the public. It also involves integrating written and oral work, from venues such as legislative bodies to public meetings to in-house briefings to courtrooms to professional meetings. Thus, group work and oral presentations are a common aspect of the work. This part of the course is intended to help you be prepared.
 - Students will be assigned to 3-5 person groups (although if someone really wants to present alone or with just one partner, or cannot find others with whom to participate, despite the facilitation of the instructor, 1-2 person groups will be acceptable) to choose a theme from the course and make three oral presentations (two in group, one as an individual) related to that theme.
 - Changing groups is strongly discouraged, although not impossible.
 - Each group will choose a topic within one of the course's themes as the basis of their group's oral presentations. The group will notify the instructor of their choice by providing a one-paragraph abstract of their topic.
 - Students (both as individuals and within their groups) are encouraged to be concise with their oral and written work. Assignments will have maximum lengths (written and oral), with deductions for failing to edit accordingly.
 - Students are encouraged to consider cultural approaches and perspectives not commonly included in many contemporary marine policy settings.
 - The instructor will provide advice on choice of topic as well as on presentation technique, and will provide oral and written feedback following the presentations.
 - The class as a whole will also be asked to provide feedback.
 - Comments (oral and/or written) will be provided to students following each assignment. Comments are expected to be utilized to improve subsequent assignments.
 - 1. Panel discussion: Each group will engage in a 20-minute panel discussion on their chosen topic. Dates several weeks of the course will be assigned by the instructor. The purpose of the panel discussion, which should be moderated by one person within the group, is to describe and critique key aspects of the topic. 5%
 - 2. Group presentation: Each group will make a 20-30-minute presentation on their chosen topic, in which each participant will present for at least 5 minutes. These presentations should include either a group PowerPoint-type presentation or a structured hard copy hand out (or both). 15%

3. Oral critique (comments) on another group's presentation. 5%
 4. Individual presentation: Each student (as an individual) will choose one marine resource policy topic for their term paper and make a 10-minute presentation indicating the context of the topic, a summary of key points, and evaluation of potential solutions or roadblocks. 20%
- **Four writing assignments**: Public policy is an inherently written field, ranging from speeches to policy briefs for decision-makers to journal papers. Venues for such papers are the same as for oral communication. Students are expected to demonstrate a critical and systematic analysis of the topics in these written assignments. Additional information on writing assignments, including formats, will be provided during the class. Written editorial comments, including recommendations on content, will be provided to students within two weeks following each assignment. Comments are expected to be utilized to improve subsequent assignments.
 1. Introductory note: Each student is expected to write a concise one-two paragraph note on why they are taking this course and what they expect to learn from it. The intent is to show basic writing skills, and in particular, the ability to "edit" one's own work. Any note exceeding one page must be resubmitted until it is less than one page! 5%
 2. Prospectus for the oral presentation: Each student is expected to contribute to a 2-3 page prospectus for their group's oral presentation. The intent is to identify the topic and why it is important to marine policy. 5%
 3. Policy brief related to the oral presentation: Each student is expected to write a 6-8 page paper based on their group's topic (unique papers for each student in the group). The paper should reflect the student's analysis of the issue raised in the group's oral presentation. 15%
 4. Research paper (8-10 pages) on any topic relevant to the course providing analysis and a public policy perspective. Students will be expected to utilize professional journal articles or supplementary papers or briefs to inform their analysis. 20%

The research paper may be submitted in draft at least three weeks prior to its deadline for feedback from the instructor. Written comments will be provided within one week. Providing a draft will contribute up to an extra 5% in course credit (proportional to the completeness of the draft).

Information on Student (and Faculty) Ethics

Student conduct is expected to follow the University handbook,² and similar ethical behavior is expected on the instructor. Two matters of particular note: civility and originality. Students are expected to show respect for everyone in the class. Students are also expected to present their own work. Plagiarism is prohibited and can result in receiving an F grade. Increasingly there are on-line resources available to faculty for evaluate student work against work previously published.

The instructor is expected to follow University of Hawaii personnel, academic and personal standards and be your guide or facilitator. While the class involves formal and information lectures and presentations by the instructor, much of the work involves group work by the students in class. The instructor will provide guidance in the classroom on group interactions, oral presentation approaches, and writing assignments. The instructor will also be available for individual or group meetings, as agreed, on campus.

Disability Access

If you have a disability, please talk with me about how I can make this course more accessible to you. I will be happy to make any appropriate accommodations. You may also wish to contact the KOKUA Program Office at 956-7511 or to visit the office website online at <http://www.hawaii.edu/kokua>

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² http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/
