Submit original with signatures + 1 copy + electronic copy to UAF Governance. 
See http://www.uaf.edu/uaegov/faculty/cd for a complete description of the rules governing curriculum & course changes.

<table>
<thead>
<tr>
<th>SUBMITTED BY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Fisheries</td>
</tr>
<tr>
<td>Prepared by: Courtney Carothers</td>
</tr>
<tr>
<td>Email Contact: <a href="mailto:carothers@sfos.ua.edu">carothers@sfos.ua.edu</a></td>
</tr>
<tr>
<td>College/School: SFOS</td>
</tr>
<tr>
<td>Phone: 907-474-5329</td>
</tr>
<tr>
<td>Faculty Contact: Courtney Carothers</td>
</tr>
</tbody>
</table>

1. ACTION DESIRED
   (CHECK ONE):
   - Trial Course
   - New Course
   [X] New Course

2. COURSE IDENTIFICATION:
   Dept: FISH
   Course #: 675
   No. of Credits: 3

3. PROPOSED COURSE TITLE:
   Political ecology of the oceans

4. CROSS LISTED?
   YES/NO: Yes
   If yes, Dept: ANTH
   Course #:

5. STACKED?
   YES/NO: No
   If yes, Dept: 
   Course #:

6. FREQUENCY OF OFFERING:
   Alternate Spring
   (Every or Alternate) Fall, Spring, Summer — or As Demand Warrants
   Semester: Spring 2011

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)
   Spring 2011

8. COURSE FORMAT:
   COURSE FORMAT:
   (check one)
   - 1
   - 2
   - 3
   - 4
   - 5
   X 6 weeks to full semester
   OTHER FORMAT (specify)
   Mode of delivery (specify)
   Lecture and discussion

9. CONTACT HOURS PER WEEK:
   3 LECTURE hours/week
   LAB hours/week
   PRACUTICUM hours/week
   Note: 1 of credits are based on contact hours. 800 minutes of lecture=1 credit. 
   2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 
   2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internships=1 credit. 
   This must match with the syllabus. See http://www.uaf.edu/uaegov/faculty/cd/credits.html for more information on number of credits.

   OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):
   FISH 493/603, 3 credits, Political Ecology of the Oceans
   Introduction to the field of political ecology in the marine sphere. Topics include: the sociology of scientific knowledge; traditional and local ecological knowledge; politics of resource management; processes of marine enclosures; environmental values; marine conservation; environmental justice; and colonialism and economic development.
11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

- H = Humanities
- N = Natural Science
- S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? 

[ ] YES  [ ] NO

If YES, check which core requirements it could be used to fulfill:

- O = Oral Intensive, Format 6
- W = Writing Intensive, Format 7
- Natural Science, Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?  [ ] YES  [ ] NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

[ ] TIMES

How many times may the course be repeated for credit?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

[ ] CREDITS

13. **GRADING SYSTEM:**

LETTER:  [X]  PASS/FAIL:  [ ]

**REstrictions on enrollment (if any)**

14. **PREREQUISITES**

Graduate standing, or permission of instructor

These will be required before the student is allowed to enroll in the course.

**RECOMMENDED**

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

$ 

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?  [ ] Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?  [ ] Yes/No  [ ] Yes

If yes, give semester, year, course #, etc.: Spring 2009 (special topics)

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No expected impact.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (flkj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

[ ] No  [ ] Yes  [X]  8/7/2008; Karen Jensen

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

This course is proposed to be cross-listed with Anthropology.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This proposal will expand the offerings in the School of Fisheries and Ocean Sciences curriculum to include a graduate course that addresses current social and political debates in marine resource management. This course will also provide a clear link between the Fisheries Division and the Anthropology department and bridge common topics in the natural and social sciences. This new
connection will aid SFOS in expanding its curriculum to include social science, and will provide anthropology students with an introduction to the research and expertise of the fisheries faculty. In addition to fisheries and ocean sciences students, the course will likely appeal to students in anthropology, geography, resource management, and environmental studies.

No negative impacts are expected.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course fills an important gap in the curriculum offerings of School of Fisheries and Ocean Sciences. As a new faculty member, I am developing courses that explore the human dimensions of fisheries and marine resource management. I will be proposing two 400-level course proposals for the 2009-2010 academic year (FISH 4XX: Human Dimensions of Fisheries I and FISH 4XX: Human Dimensions of Fisheries II: Methods and Applications). These courses will provide an introduction to the theories and methods of fisheries social science at the undergraduate level. These courses will address topics in political ecology, but will not provide an opportunity for in-depth critical engagement with the complex debates common in this field. This graduate level course will provide that opportunity for a broad range of graduate students who are interested in understanding the social and political issues concerning marine policy.

**APPROVALS:**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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<td></td>
<td>09/18/08</td>
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<th>Signature, Dean, College/School of:</th>
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<td>9/19/08</td>
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<tr>
<th>Signature of Provost (if applicable)</th>
<th>Date</th>
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Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

<table>
<thead>
<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
<th>Date</th>
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<tr>
<td>Signature, Chair, Program/Department of:</td>
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<tr>
<td>Jack D. Fish</td>
<td>9/24/08</td>
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<tr>
<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>Date</td>
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<tr>
<td>C. Wood</td>
<td>11/10/08</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td></td>
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<tr>
<td></td>
<td>11/10/08</td>
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</tbody>
</table>

- Signature, Chair, Program/Department of: ANTHROPOLOGY
- Signature, Chair, College/School Curriculum Council for: College of Liberal Arts
APPROVALS:

Signature, Chair, 
Program/Department of: Fisheries 

Date Sept 3, 2008 
William Smoker

Signature, Chair, College/School Curriculum Council for:

Date

Signature, Dean, College/School of:

Date

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE REGISTRAR’S OFFICE.

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, 
Program/Department of:

Date

Signature, Chair, College/School Curriculum Council for:

Date

Signature, Dean, College/School:

Date
ATTACH COMPLETE SYLLABUS (as part of this digital file).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide [http://www.uaaf.edu/uaaf/website/faculty/cdl/syllabus.html]. The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, Course Number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (e.g. lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. **Be specific** so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. Disabilities Services:
    The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”
FISH 675: Political Ecology of the Oceans

Instructor: Dr. Courtney Carothers
207B O'Neill Building
School of Fisheries and Ocean Sciences
University of Alaska, Fairbanks
Meetings: T/Th 3:40-5:10, O'Neill 214; Lena 212

Course Website:
Course E-list:
Phone: 907-474-5329
Email: carothers@sfsos.uaf.edu
Office Hours:

Prerequisites: Graduate standing or permission of instructor

COURSE DESCRIPTION
This course provides an introduction to the field of political ecology, with an empirical focus on marine fisheries and conservation. Political ecologists examine the social and political dimensions of environmental problems and conflicts. In this course, we begin by asking basic questions concerning the nature of knowledge and discourse. How are marine resource problems constructed? How are science, indigenous knowledge, and others ways of knowing used in resource management? We next explore property rights and the processes of enclosure that are radically transforming the marine sphere. We explore debates concerning the privatization of fishing rights and the use of marine reserves for conservation and development. We critically examine the drivers of these processes of enclosure and the social impacts brought about by such changes in marine governance. Next, we explore environmental values, marine conservation, and resource-dependent livelihoods. What does it mean to conserve the marine environment? How do global networks of power affect marine environments and those that depend on natural resources for livelihood? How do groups negotiate conflicts over access to marine resources? What is environmental justice and how do we work to achieve it? We conclude the course by exploring case studies that use a political ecology framework to understand environmental history and economic development.

This course will provide students with an understanding of the social dimensions of marine resource management. Students will gain a solid foundation in the field of political ecology, and will examine specific issues, including: the sociology of scientific knowledge; traditional ecological knowledge; politics of resource management; processes of marine enclosure; environmental values; marine conservation; environmental justice; colonialism and the economic development of the marine sphere.

This course will be a mixture of lectures and seminar discussions. Students are expected to come to class ready to discuss the readings assigned for the day. The last two weeks of the semester will be student-facilitated discussions of the topics covered in the course and presentations of the final papers.

COURSE REQUIREMENTS:
Class Participation
Students are expected to attend class, take notes, ask questions, and actively participate in class discussions. Assigned readings should be read before the lecture for which they are assigned. Students will be required to lead seminar discussions.

Discussion Topics
Each week students must post at least one discussion topic to the course e-post site. These discussion topics should draw on assigned readings, lectures, and/or films for the week and raise important questions or issues for class discussion. Topics should be clearly and concisely written (short paragraph; max 100 words). These posts should not merely ask for more information, but instead provide some topics for the critical analysis of course material. Discussion topics must be posted by 5pm on Wednesdays. A portion of Thursday meetings
will be devoted to discussing issues raised by the class in these postings. No discussion topics will be due in the last two weeks of the semester.

**Essays**
Students will prepare three short essays for this course. Essays will be due in the fourth, seventh, and tenth week of the semester. Specific topics for essays will be distributed in class. Essays will provide an opportunity for students to critically reflect on course readings, lectures, discussions, and films. Essays should be approximately 3-4 pages, or 1000 words in length. Essays should be printed in 12-point font, double-spaced, one-inch margins. Essays will be graded on insight, clarity, and demonstration of careful reading and synthesis of course material.

**Final Paper**
Each student will complete a final research paper [approximately 2500 words] on a topic relevant to this course. Students will propose their own topics of research. An outline of the proposed paper and sources will be due in Week 11. Students are required to schedule a brief meeting with the instructor to discuss paper ideas in advance of the outline due date. Students will present their research papers to the class at the end of the semester.

**GRADING**
The grading for this course will be based on absolute points. The relative value of course assignments are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion topics</td>
<td>10%</td>
</tr>
<tr>
<td>Short essays</td>
<td>35%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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</table>

Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>73-76%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
<td>1.3</td>
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<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
<td>0.0</td>
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</table>
ADDITIONAL INFORMATION

Make-up policy
Make-ups for assignments and quizzes are available only for serious illness or family emergencies. Please contact the instructor as soon as possible if you have any extenuating circumstances.

Disability Accommodations
If you need special accommodations in this course due to a physical or learning disability, please contact the instructor as soon as possible so we can work with the University to accommodate your needs. You may also contact the Office of Disabled Services at: 203 WHIT (907) 474-5655, TTY: (907) 474-1827, E-mail: fydsao@uaf.edu.

Academic Integrity
University of Alaska students are expected to conduct themselves with academic integrity. There is a zero-tolerance policy for plagiarism (http://www.uaf.edu/library/instruction/handouts/Plagiarism.html) or cheating. Please review the Student Code of Conduct to help you understand what is expected and what measures are taken to address misconduct:
http://www.uaf.edu/catalog/current/academicsregs3.html#Student_Conduct

REQUIRED TEXTS


ASSIGNED READINGS


<table>
<thead>
<tr>
<th>Week</th>
<th>Theme/Lecture Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of Course; Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><em>I. Introducing Political Ecology</em></td>
<td>Blaikie 1985;</td>
<td></td>
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<tr>
<td></td>
<td>Development of the field</td>
<td>Blaikie &amp; Brookfield 1987</td>
<td></td>
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<tr>
<td></td>
<td>Overview of the field</td>
<td>Robbins 2004</td>
<td><em>Essay 1 Topic</em></td>
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<td></td>
<td></td>
<td></td>
<td>distributed</td>
</tr>
<tr>
<td>3</td>
<td>Current issues</td>
<td>Pálsson 2006;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenberg 2006</td>
<td></td>
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<tr>
<td>4</td>
<td><em>II. Constructions of Knowledge</em></td>
<td>Bloor 1976;</td>
<td></td>
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<td></td>
<td></td>
<td>Barnes 1974</td>
<td></td>
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<td>5</td>
<td>Sociology of scientific knowledge</td>
<td>Latour 1985</td>
<td>Essay 1</td>
</tr>
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<td>6</td>
<td>Indigenous and scientific knowledge;</td>
<td>Berkes 1999;</td>
<td></td>
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<td></td>
<td>Constructions of expertise</td>
<td>Agrawal 1995</td>
<td></td>
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<td>7</td>
<td>Politics of resource management</td>
<td>Durrenberger 1992</td>
<td></td>
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<td>8</td>
<td><em>III. Property Rights</em></td>
<td>McCay 1998</td>
<td><em>Essay 2 Topic</em></td>
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<td>distributed</td>
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<td>9</td>
<td>Enclosing the marine commons</td>
<td>McCay 1998</td>
<td></td>
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<tr>
<td></td>
<td>Neoliberal trends in marine governance</td>
<td>Mansfield 2004;</td>
<td></td>
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<td></td>
<td>Heynen et al. 2007</td>
<td></td>
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<td>7</td>
<td>Fishing quota debate</td>
<td>Hannesson 2001;</td>
<td>Essay 2</td>
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<td></td>
<td>Film: *Weather the storm: The fight to</td>
<td>McCay (in press)</td>
<td></td>
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<td></td>
<td>stay local in a global fishery*</td>
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<td>8</td>
<td><em>Spring Break</em></td>
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<tr>
<td>9</td>
<td><em>IV. Marine Conservation; Environmental</em></td>
<td>TBA</td>
<td>Essay 3 Topic</td>
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<td>Values Overview</td>
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<td></td>
<td>Environmental values &amp; politics;</td>
<td>Sloan 2002;</td>
<td></td>
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<td></td>
<td>Wilderness ideas</td>
<td>Cronon 1995</td>
<td></td>
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<td></td>
<td>Conservation and development</td>
<td>Lowe 2000; Young 1999; Campbell 2007</td>
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<tr>
<td>10</td>
<td>Marine protected areas</td>
<td>Fabinyi 2008; Armitage &amp; Kam 2007</td>
<td></td>
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<tr>
<td>11</td>
<td>V. Colonialism &amp; Environmental History Overview</td>
<td>TBA</td>
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<td>Development in an East African marine park</td>
<td>Walley 2004</td>
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<td>Walley 2004</td>
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<tr>
<td></td>
<td>Development of fisheries in SE Alaska</td>
<td>Arnold 2008</td>
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<td>13</td>
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<td>Arnold 2008</td>
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<td></td>
<td>Film Darwin's Nightmare</td>
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<tr>
<td>14</td>
<td>Student Presentations</td>
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<tr>
<td>15</td>
<td>Student Presentations</td>
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