

**Spring 2017 ARE 3235**  
**Marine Resource and Environmental Economics**  
**University of Connecticut**

**Class Schedule:** TUE 6:30 PM-9:00 PM  
**Location:** ACD 304  
**Instructor:** Dr. Syma Ebbin  
**Contacts:** Office: Marine Science Building Rm 301D  
Office Phone: 860 405-9278  
E-mail: syma.ebbin@uconn.edu  
**Office Hours:** By appointment

**Textbooks:** **(MP)** M. Zacharias. *Marine Policy: An Introduction to Governance and International Law of the Oceans*. Routledge. 2014. 314 pp.  
**(CG)** R. Burroughs. *Coastal Governance*. Island Press. 2011.  
**(Cod)** Cod: A Biography of the Fish that Changed the World by Mark Kurlansky. 1997.

**Additional resources:** Additional required readings, as indicated in the syllabus, are available on the ARE 3235 HuskyCT website under the Additional Readings tab, indicated with a (H) on your reading list below.

**Catalogue description:**

Fundamental theory, methods, and policy implications of environmental and resource economics, with an emphasis on coastal and marine environments. Topics include pollution policy, fisheries, water quality and allocation, international trade, wildlife and biodiversity, land use, and economic valuation. Designed for students with diverse departmental affiliations.

**Course Goals and Objectives:** The course is designed to give students a basic understanding of issues, theories and methodological approaches of marine policy as they apply to coastal and marine resources and environments, including market and non-market resources and ecosystem services. The course will survey important resource and environmental challenges and provide insights into how these problems are being or can be effectively addressed.

**The specific objectives of the course are:**

1. To introduce basic theories and methodological approaches that can be used to understand and analyze marine resource and environmental management and policy challenges.
2. To identify and study important global, national and local marine resource and environmental issues and problems.
3. To explore existing and potential solutions to these problems.
4. To apply the concepts and approaches introduced during the course to assess alternative strategies.

**Course Structure:** This course will integrate the Coastal Perspectives Lecture Series into its format. Students are required to attend these 6 lectures throughout the semester; a class discussion of the lecture or related topics will follow. Other classes will be given in a lecture/seminar format. I will give a lecture on the topic to begin the class. We will then have an

open discussion about the topic. All students will be expected to have read the assigned readings and be prepared to participate in the discussion.

**Course Outline**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Jan 17	Course introduction Ocean Jeopardy	Syllabus, handouts
Jan 24	Frameworks and Theories Ocean systems overview	(H) Tragedy of the Commons (H) Tragedy 22 Years Later (H) Culture of the Commoners (MP) chpt 1 <b>HW# 1 Due</b>
Jan 31	Policy science analysis methods Introduction to ocean governance	(MP) Chpt 2, 3, 4 (CG) Chpt 2
Feb 7	<b>(CP) Keith Dixon, Climate Modeling</b> Marine Systems and Climate Policy	(MP) pp 160-163 (H) Climate Policy <b>(H)FAO Fisheries&amp; Climate Change (pp 107-150)</b> (H) Oceans and Marine Resources in a Changing Climate (H) Phase Shift in an Estuarine Finfish Community
Feb 14	Policies for the Protection & Management of Living Marine Resources	(MP) Chpt 5, 6 (CG) Chpt 10 (H)Privatization of the Oceans <b>Project topics and abstracts due</b>
Feb 21	<b>(CP) Janelle Schuh, Overview of Mystic Aquarium’s Animal Rescue Program</b> Marine Mammals: Whales, Whaling	(H) Competing Interests in the Whaling Debate (MP) pp. 197-199 <b>Research whaling debate roles</b>
Feb 28	<b>FishBanks Game</b>	(H) FishBanks roles and rules
Mar 7	<b>Test #1</b> <b>(CP) Mark Long, “A Better South? Ports Towns as Cosmopolitan Beachheads After the Civil War”</b>	
Mar 14	<b>Spring Break</b>	
Mar 21	<b>(CP) Richard Hyman “Journeys with Cousteau and the Crew of Calypso</b> Civil Society and Marine Policy	(H) Rise of Seafood Awareness Campaigns (H) Seafood Ecolabelling (H) Conservation Legacy of Jacques Cousteau (H) MSC Effectiveness <b>HW#2 (marine focused NGOs)</b>
Mar 28	<b>RJ Burns/USCG Guest speakers</b> Fisheries enforcement at Sea Role of the USCG in marine policy	Kurlansky: Cod (Book)
Apr 4	<b>(CP) DJ King, “Lobsterman to Sea Farmer”</b> Marine Aquaculture	(H) Aquaculture: Production and Markets (H) Pew Marine Aquaculture in the US <b>Final project check-in</b>

Date	Topic	Assignment
Apr 11	Marine pollution Dredging & Dredge Disposal (Debate)	(MP) pp. 238-247 (H) Polymers are Forever in the World Without Us (H) Marine Pollution in the US (Pew) (CG) chpt 5 (H)EPA Dredged Material Mgt in Long Island Sound <b>Dredging debate</b> <b>Draft Projects Due (all research)</b>
Apr 18	<b>Test #2</b> <b>(CP) Alternative Energy: Looking Towards Connecticut's Future</b>	(MP) chpt 9 (opt) (CG) chpt 4 (opt)
Apr 25	Spatial approaches to Ocean management <b>Ocean Frontiers III</b>	chapter 7, 8 (CG) Chapter 10 (MP) (H) MPAs for the North Atlantic <b>Final Projects Due</b>
TBD	<b>Final Project Presentations</b>	

**Students are encouraged to attend part or all of the NEFMC meeting April 18, 2017 -April 20, 2017 Hilton Hotel, Mystic, CT**

***\*\*This syllabus reflects a tentative schedule and should be treated as a flexible, living document that may be changed to reflect our actual progress.***

**Grading:**

1. 2 Hour exams	50% (25% each)
2. Final: SL Research Project and Presentation	25%
3. News Journal	5%
4. Participation	10%
5. <u>In-class and HW Assignments</u>	<u>10%</u>
Total	100%

Course Requirements:

1. Two hour exams
2. Completion of the final Service Learning research project and presentation
3. Active, skilled and prepared participation in all class discussions and debates
4. Satisfactory completion of all quizzes, homework and in-class writing assignments
6. Weekly News Journal submissions

Point distribution and grading:

≥94	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-71	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	≤59	F

**Service Learning Research Project:** We will be researching the governance and policies associated with the regulation of various human uses of Long Island Sound, ultimately creating a series of Map Journals (or Story Maps) using ESRI mapping software. Final projects are due April 25. Presentations will be given during the scheduled final exam period.

Our work will be part of two different on-going efforts. The UConn Maritime Studies Program is engaged in an effort to develop a Maritime Heritage Corridor with associated content for a website/app. The Map Journals that you create will become part of this project and uploaded to this website. The state of Connecticut has recently committed to developing a marine spatial plan for Long Island Sound, called the Blue Plan. The Map Journals you create will be sent to the Blue Plan Committee for their potential use.

The project will have 4 components: 1) topic selection and research abstract; 2) substantive and fully cited research on the governance topic selected (similar to a 10-12 pp paper); 3) creation of a map journal using ESRI software, incorporating relevant maps, images (including source information and permissions); 4) presentation of the final research and map journal to the class.

Given the focus of the research, you may pick any topic that interests you however all selected topics are subject to instructor approval. Potential topics may include: water quality (hypoxia); underwater cable siting; non-renewable energy development (including on-water and shore-side siting for LNG, oil, coal etc.); renewable energy development; port and navigational issues including commercial shipping and ferries; commercial fishing; recreational fishing; recreational boating (might include all or some of sailing, powerboating, kayaking, etc.); aquaculture operations; dredging and mining; marine mammals; seabirds; cultural sites; defense department facilities and uses; essential fish habits, endangered species and associated critical habitats; etc.

**Exams** will cover material in the lectures, discussions, Coastal Perspectives lecture series, movies and required readings. Make-up exams will be given for excused absences only. Excused absences include, but are not limited to a) student sickness, b) university sanctioned activity. Excused absences should be documented with a letter from your doctor or other appropriate authority. The final exam will be cumulative.

**Quizzes** on assigned readings may be given during the semester.

**Homework Assignments and In-class Assignments:** Homework and in-class writing assignments will be given throughout the semester. All HW assignments should be typed and double-spaced. HW# 1: provide a critique of Garrett Hardin's tragedy of the commons thesis. HW# 2: select a specific NGO and describe their work in influencing marine policy and governance. More details will be forthcoming.

### **Weekly News Journal**

Read the newspaper or online news each day and create a news journal to be handed in two times during the semester (before spring break 3/7 and on last day of class 4/25). For your news journal, you will need to read and include in your journal at least one article each week that is in some way relevant to the course: ie related to marine policy. Do not share articles more than one or two weeks old.

Be prepared to discuss your article before class each week. You should include the text of the article, full source information, and few sentences highlighting significant points and linkages between the article and course.

Good online links for environmental news are: Environmental News Network <http://www.enn.com/>; Planet Ark <http://planetark.org/enviro-news/>; New York Times <http://nytimes.com>.

**Successful class participation** depends on attention to lecture material, completing the assigned readings and participating regularly in class discussions and debates and attending all field trips and out of class activities. Participation includes skilled research and active contribution to all class debates. Debate #1: The great whales and whaling; Debate #2: Dredge disposal siting in Long Island Sound.

**Coastal Perspective Lecture Series** is held on Tuesday evenings at 7:30 PM in the new auditorium. You are required to attend all of these lectures and must attend at least one and submit a 1-2 page reflective essay for each.

**Teale Lecture Series** is held on Thursday afternoons at 4PM at the Dodd Center on the Storrs campus. Lectures are streamed live and archived online for viewing (see: <http://doddcenter.uconn.edu/asc/events/teale/teale.htm>). You are strongly urged to attend all of these lectures and may use attendance at a Teale lecture and submission of a 1-2 page reflective essay to substitute for the Coastal Perspective HW assignment.

**Avery Point Global Café** will host faculty and student panels, book discussions and movies throughout the spring semester related to the theme of "*Civic Responsibility, Discourse, and Action*". Students are urged to take advantage of this opportunity. A complete schedule of events will be provided as they become available. As you move through the semester, please take a moment to look for connections and explore the relationship and implications of this theme on our understanding of the human impacts to and the governance of marine systems.

### **Class Policies**

#### **Student Conduct Code:**

All students have the responsibility to uphold the University of Connecticut Student Conduct Code. Violations of the Student Conduct Code related to this course will be brought to the attention of the student and possibly the Dean of Students with appropriate actions. Copies of the Student Conduct Code can be obtained at the Dean of Students Office or at [http://www.community.uconn.edu/student\\_code.html](http://www.community.uconn.edu/student_code.html).

#### **Academic Integrity:**

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g.,

bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

In this class, I will prosecute all forms and instances of academic misconduct that occur, with consequences that include, but are not limited to, receiving a zero on the assignment or failure in the course. If you have questions about whether a particular behavior constitutes academic misconduct (cheating, plagiarism, etc.), please consult me, or one of the tutors/staff in the Academic Center. More information on the university's academic integrity policy can be found at: [http://www.community.uconn.edu/academic\\_integrity.html](http://www.community.uconn.edu/academic_integrity.html).

**Attendance:** UConn does not require attendance at lectures. However you will NOT succeed in this course without active participation which is included as a part of your grade. You are expected to inform the instructor BEFORE class via e-mail or phone if you will not be in class. To receive full credit for assignments they must be turned in before or during the class period. Make-up exams and quizzes are given only for legitimate excused absences.

**Absence of students due to religious beliefs:** Students should inform their instructor about any potential conflicts with scheduled exams or other assignments and a religious holiday that they observe. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

**Missed Exams and Quizzes:** Make-up exams and quizzes will be given for excused absences only. Excused absences include, but are not limited to a) student sickness, b) university sanctioned activity. Excused absences must be documented with a letter from your doctor or other appropriate authority.

**University Final Exam Policy:** Final exams are scheduled by the university and students are required to be available for their exam during the scheduled time. If you have a conflict with this time you must contact Trudy Flannery or the Office of Student Services and Advocacy to discuss the possibility of rescheduling this exam. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact Trudy Flannery or the Office of Student Services and Advocacy with any questions as soon as possible.

**Late Submission** of papers and homework assignments will be accepted but have a grading penalty applied for lateness: a full grade decrease for each class period missed.

**Student Conduct in Class:** Students are expected to come to class on time and to conduct themselves in a respectful manner. Students that are repeatedly late for class will be barred from entering after the doors have closed.

**The use of cell phones, text messaging equipment, iPods, MP3 players and other electronic equipment** is prohibited unless authorized by a note from the Center for Students with Disabilities. Please turn off (or set to vibrate) all pagers and cell phones before entering the classroom. In extraordinary circumstances, if an emergency arises and you must use your cell phone, excuse yourself from the classroom before accessing your phone. Any student that has a cell phone at their desk that audibly rings or any student who uses a cell phone (or any electronic device) during an examination will receive a zero for the examination or quiz.

**The use of laptop computers** is NOT permitted in class with the exception of note-taking purposes ONLY. Any student found to be accessing e-mail, the internet, games, or engaging in activities that are identified by the instructor as distracting or disrespectful to the classroom will be prohibited from utilizing his/her laptop for the entire semester.

**The use of audio recording devices (eg, Smartpens)** in class by students is prohibited unless authorized by a note from the Center for Students with Disabilities or accompanied by a written request (email is preferable) from the student stating their reasons for needing a recording. Such recordings are only intended for personal use of the student and may not be distributed in electronic formats or posted on the internet. Video recordings are not allowed under any circumstances.

**Student-Teacher Conferencing:** I expect to meet with you regularly throughout the semester to discuss items related to lectures or your work in the course.

**Disability Policy:** If you are a student with a disability and believe you'll need accommodations for this class, I am happy to accommodate your special needs. However, it is your responsibility to let me know of any special accommodations. And I cannot provide these accommodations until I've received an authorizing letter from the Center for Students with Disabilities. Please contact me to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

**UConn Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their

authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

### **UConn Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

### **Some useful phone numbers and resources:**

- Counseling and Mental Health Services: 860 486-4705(24 hours) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)
- Alcohol and Other Drugs Services: 860 486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)
- Dean of Students Office: 860 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)
- Avery Point Director of Student Affairs, Trudy Flannery: 860 405-9024
- Avery Point Academic Center: 860-405-9058
- Avery Point Student Counselor, Stephen Brewer, 860 405-09044
- Please register your phones at [alert.uconn.edu](http://alert.uconn.edu) to receive emergency information