Course Name: History of Fisheries Science
Course Number: FW 549
Term Offered: Winter 2017
Credits: 3
Instructor name: Mary Carmel Finley
Instructor email: Carmel.finley@oregonstate.edu
Instructor phone: 541-745-9039
Skype: carmel.finley63
Link to instructor bio or website: http://fw.oregonstate.edu/users/mary-finley

A link to my blog, the Pacific Fishery History Project: https://carmelfinley.wordpress.com/

Course Description
Surveys the political, economic, and social context in which fisheries science develops, from 1883 to the present.

PREREQS: Graduate standing.

Course Overview
"The trail of fishery science is strewn with opinions of those who, while partly right, were wholly wrong."

Michael Graham, The Fish Gate, 1943, p. 129.

The role of the Environmental Humanities is to help bridge the traditional divides between the science and the humanities, by bringing together knowledge of the natural world and the place of humans within it. There is growing awareness of the importance of stories in bridging these divides.

At the same time, there is widespread recognition that complex environmental problems require more than just better science. There are important political, social, and economic aspects to natural resource management. Emerging research suggests that communications and collaboration across disciplines is increasingly important in the future work force.

History can play a vital role in these discussions. History questions can reshape how we think about environmental issues by bringing cultural and philosophical dimensions to legal, scientific, and policy-oriented research, allowing the development of a fuller and more complex picture of the human engagement with the oceans. The class will be about the history of fisheries science, and it will be taught from within the science, linked outward to other historical and cultural themes, such as imperialism, industrialization, the Cold War, and issues of social justice within global fisheries.
The class proceeds from two concepts in pedagogy: students learn best when they are emotionally involved in the material, and that they can remember information when it is linked to what they already know. These conditions allow for a complex synthesis, as new and more complex scientific information is linked to such important societal issues as the role of science in the modern world. The approach draws on literature in a wide range of disciplines including political science, philosophy, economics, sociology, and history.

Students will produce:
5 reflective papers, 10 points each 50
11 discussion board posts, 5 each 55
1 final paper 25
10 reflection posts, 1 points each 10
1 post to the class timeline 5
1 end of term self-assessment 5
Total 150

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Books: Required


*Polar Star*, Martin Cruz Smith.

*Fishing on the Pacific Ocean Floor: Memoirs of Captain George Moskovita*, by George Moskovita, Oregon State University Press, Fall, 2015, with an introduction by Mary Carmel Finley and Mary Hunsicker.

There will be an additional packet of readings, all of them available electronically.

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll (or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Blackboard site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

**Measurable Student Learning Outcomes**

The following is a list of Learning Outcomes you will achieve upon successfully completing this course.

You will...

1) identify how change takes place within science and analyze how change takes place within your discipline.

2) distinguish the major theoretical frameworks that have developed within fisheries science, and how they are shaped by societal forces.

3) model effective communication skills with peers, teachers, and the general public, and break down disciplinary barriers to share problem-solving approaches.

4) analyze the role of science in shaping the national and international policies that stimulate the development of global fishing, creating stocks declines and impoverishing fishers and their communities.

5) further contextualize scientific problems and issues through researching literature from other disciplines, and applying this specifically to your area of expertise.

Peer relationships and a sense of belonging are especially important for academic success. When combined with knowledge of a specialized field, the multiple perspectives gained through these connections can propel graduate students to higher levels of learning and understanding.

**Course Content**

Weeks in this class run from Monday to Sunday

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
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</thead>
</table>
| 1    | What’s our Paradigm? | Introductory PP on learning objectives and transdisciplinary learning (taped)  
- Intro lecture (taped)  
- Ciannelli et al (sccan)  
- Kuhn, all  
- Who was Michael Graham? | Introduction Discussion Board  
Discussion Board on Kuhn  
Post on Reflection One | Introduction, due Sunday, Jan. 14  
Kuhn Discussion Board – Due Sunday, Jan. 14  
Reflection One, due Sunday, Jan. 14 |
| 2 | On the Inexhaustibility of the seas | - Five readings from *Science* magazine, 1883  
- Lecture on Huxley  
- Link to Huxley’s 1883 talk  
- A word on Schwartz (taped)  
- Robert Schwartz analysis of Huxley inquiry | Discussion Board  
First reflective paper due  
Post on weekly short Reflection Two | Weekly Discussion Board, due Sunday, Jan. 21.  
First reflective paper due due Sunday, Jan. 21.  
Weekly Short Reflection Two, due Sunday, Jan. 21. |
|---|---|---|---|---|
| 3 | The Dawn of American Fisheries Science | - *The Albatross* photographs  
- Pacific Fishery History Project blog post on Charles Gilbert and *S. alutus*  
- Lecture on American fish culture (taped)  
- A word on Dan Bottom’s paper (taped)  
- “To Till the Water,” by Dan Bottom | Online discussion  
Post on Reflection Three | Discussion – Due Sunday, Jan. 28.  
Weekly short Reflection, due Sunday, Jan. 28. |
| 4 | California Sardines and Oregon pilchards | - Video on California tuna industry, 1930  
- Read George Moskovita memoir  
- PP on sardines and pilchards (taped)  
- Lecture on Thompson and Sardines (taped)  
- Chapter from McEvoy  
- Obituary for Frances Clark  
- South African pilchard fishery, from *Pacific Fisherman.* | Online discussion  
Reflective paper Two  
Weekly short Reflection 4 | Discussion Board, due Sunday, Feb. 4.  
2nd Reflective paper due, Sunday, Feb. 4  
Weekly short Reflection 4, due Sunday, Feb. 4. |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Activities</th>
<th>Discussion Due Date</th>
<th>Reflection Due Date</th>
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<tr>
<td>5</td>
<td>MSY and Modernity</td>
<td>- Lecture, (taped) &lt;br&gt; - Latham chapter (both are online) &lt;br&gt; --PP on MSY (taped) &lt;br&gt; - U.S. High Seas policy, State Dept. Bulletin, 1949 &lt;br&gt; - Finley-Oreskes ICES paper (scan)</td>
<td>Online discussion Fifth Reflection</td>
<td>Discussion- Due Sunday, Feb. 11&lt;br&gt; Fifth Reflection, due Sunday, Feb. 11</td>
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<td>6</td>
<td>Industrialization</td>
<td>- Lecture, on The expansion of Japanese fishing (taped) &lt;br&gt; - <em>The Cannery Boat</em> (online) &lt;br&gt; - a comment on Kobayashi (taped) &lt;br&gt; - article on forced labor in Thailand</td>
<td>Online discussion Reflection Six</td>
<td>Monday of Week 7&lt;br&gt; Discussion – Due Sunday, Feb. 18&lt;br&gt; 3(^{rd}) Reflective paper due, Sunday, Feb. 18&lt;br&gt; Weekly Short Reflection Six, due Sunday Feb. 18</td>
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<td>7</td>
<td>The Soviet Fleet meets POP</td>
<td>- Video, joint venture footage &lt;br&gt; - Bob Hitz blog posts on the Soviet fleet &lt;br&gt; - Lecture, expansion of Soviet fishing &lt;br&gt; - Read Polar Star (all) &lt;br&gt; - Soviet whaling (online) (scan)</td>
<td>Online discussion Reflection 7</td>
<td>Discussion Board, due Sunday, Feb. 24.&lt;br&gt; Reflection 7, due Sunday, Feb. 24</td>
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<td>8</td>
<td>The 200-mile limit</td>
<td>- Lecture on FCMA &lt;br&gt; - link to Bud Walsh talk &lt;br&gt; - <em>The Donut Hole</em>, by Kevin Bailey (pdf) Optional</td>
<td>Online discussion Reflection 8</td>
<td>Discussion – Due Sunday, March 4&lt;br&gt; 4(^{th}) Reflective Paper- Due Sunday, March 4&lt;br&gt; Reflection 8</td>
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Course Policies

Discussion Participation

Incompletes

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Remember that all writings be held to a professional standard, with correct grammar, spelling, supporting your argument with citations from the readings.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials
All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact Disability Access Services (DAS). [If all items are accessible in your course, please delete the orange text in this section.]

Additionally, Blackboard, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university's policies, as explained in the Office of Student Conduct and Community Standards.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

**Tutoring**
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Blackboard class by clicking on the Tools button in your course menu.

**OSU Student Evaluation of Teaching**
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.