Course Name: Marine Policy in the United States (Syllabus Nov 7)
Instructor: Dr. Holly V. Campbell, Holly.Campbell@oregonstate.edu
Course Number: PPOL 548 (ECampus), CRN 40386
Course Credits: This four-credit course, delivered via Blackboard, combines reading, writing, issue identification, concept synthesis and analysis, discussion, activities, occasional extra (student-driven) research, and assignments and requires approximately 3-8 hours per week. Grading Mode: A-F
Course Catalog: PPOL 548. MARINE POLICY IN THE UNITED STATES (4).
Introduces students to the history, rationale, achievements, and gaps in American ocean and coastal policy. Students will acquire foundational tools of policy problem solving, critique, and analysis, and will synthesize and apply their knowledge creatively to propose integrated policy solutions to specific contemporary marine issues.

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Prerequisites: N/A
Textbook: None; Readings Provided

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

Course Content: Marine Policy in the United States introduces students to the history, rationale, achievements, and gaps in American ocean and coastal policy. Students will acquire foundational tools of policy problem solving, by means of critique and analysis, and will synthesize and apply their knowledge creatively in order to propose integrated policy solutions to specific contemporary marine issues.

Course-Specific, Measurable Student Learning Outcomes:

• understand, compare, contrast and discuss the drivers and main objectives and ultimate choices of U.S. marine policy in historical context, but focusing on the present

• demonstrate familiarity with select provisions from key U.S. laws, including the Magnuson-Stevens Fisheries Conservation and Management Act (or MSA), and correctly identify and explain the underlying policy drivers

• recognize, label and define critical management issues within marine affairs, discuss the role of resource allocation, politics, and science in marine policy choices

• articulately discuss cutting edge marine management problems (or opportunities) and policy strategies from a contemporary, integrated perspective, including the application of ecosystem-based management principles and practices
• engage in critical thinking, individually and in groups, to devise multi-faceted policy prescriptions to a present-day marine management problem taken from their own state, or region

• clearly organize and communicate their research on marine policy in a professional conference-style visual presentation as well as a research paper or policy brief focused on a contemporary issue

• provide constructive, collegial feedback to fellow students on their projects

**Evaluation of Student Performance:**

Course grades will be based on
A) weekly “community forum” discussion participation on Blackboard (15%),
B) weekly writing assignments (25%),
C) Power Point presentation of the student’s final project on Blackboard and participation in team evaluation of each other’s final projects (constructive peer feedback and questions) (25%);
D) the student’s **in-depth, well organized and well written** final written project—a professional quality policy brief--on their research results (35%)

**Course Schedule**

PPOL 548, Marine Policy in the United States

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<tr>
<th>Week/Date</th>
<th>Topic/Activity</th>
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<tr>
<td>1:</td>
<td>Course Introduction; Part 1. What is marine policy and why is it important to study? Contrasting policy considerations on land and sea; Growing uses of marine space, economic resource importance, stakeholder identification and conflict, ecosystem services, climate.</td>
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<tr>
<td>2:</td>
<td>Part 2. What is marine policy and why is it important to study?</td>
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<td>5:</td>
<td>Midterm Review Activities (Game Show, Groups, Role Play, Examples)</td>
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<td>6:</td>
<td>The rise of the environment in public consciousness; catalysts and rationale; ascendency of unprecedented Congressional legislative action during the 1970s,</td>
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The Interagency Ocean Policy Task Force Final Recommendations and

Obama Executive Order 13547 (“Stewardship of Our Ocean, Our Coasts, and The Great Lakes” (2010)

Week 8: Understanding US marine policy shift; paradigm or lens of ecosystem-based Management (definitions); from discrete species focus to holistic management of ocean habitats in context of extra-human influences on ocean conditions; the problems confronting traditional, conventional policy-making and law with increased acknowledgement of systems complexity, uncertainty, and risk; accommodating increasing uses of ocean space

9: Rise of environmental nonprofits, communication themes, influence and wealth
Understanding the diversity and relative importance of lobbying by widely varying stakeholder interest groups; the role of the media with examples

Case study exercise (two teams): A) the Deepwater Horizon Oil Rig Blowout (2010) roles: science, government agencies (including regulatory), resource users, media, public, industry, Congress and/or state governments, law enforcement, environmental community. B) Cape Wind Offshore Alternative Energy Development (Massachusetts) (ongoing): roles: science, government agencies (including regulatory), resource users, media, public, industry, Congress and/or state governments, law enforcement, environmental community.

10: Course review and wrap-up; current marine policy-related events through the lens of our policy examinations; Fed and coastal state round-up; checklist discussion and application; future outlook for US marine policy; urgent needs
Student POWERPOINT SLIDE presentations of synopses of term research projects on an ocean policy issue, applying principles, analytical steps, evaluation of policy alternatives including costs, benefits, trade-offs, and public acceptability; Student peer-review constructive comments on classmates’ presentations

11: Final papers due

Students with Disabilities
Accommodations are collaborative efforts between students, faculty and Disability and 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.

Plagiarism
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Link to Statement of Expectations for Student Conduct:

Academic Dishonesty:
http://oregonstate.edu/studentconduct/http%3A/%252Foresonstate.edu/studentconduct/faculty/facacdis.php.

Student Conduct Home:
http://oregonstate.edu/studentconduct/