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 site for enrolled students and may be more current than this sample syllabus.

Course Name: History of Fisheries Science
Course Number: FW 549
Term Offered: Winter 2015
Credits: 3
Instructor name: Carmel Finley
Instructor email: Carmel.finley@oregonstate.edu
Instructor phone: 541-971-5739
Link to instructor bio or website: https://carmelfinley.wordpress.com/

For more information, contact: BRUCE DUGGER, NASH 166, 541-737-2465

Course Description FW 549. HISTORY OF FISHERIES SCIENCE (3).
Surveys the development of fisheries science, professionalization of the discipline, patronage, and the political, economic, and social context in which fisheries science operates.

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 workforce.

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 colonialism, imperialism, labor issues, and issues of social justice within global fisheries.

This class will focus on reading original sources where possible. Students will also collaborate on a group public history project, centered on the investigation of the history of management of a fish species. Students will produce an individual project on a history topic related to their thesis research, intended as a thesis chapter, and they will produce five reflection pieces.
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.

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.

- COURSE DEMO
- GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

Learning Resources
Mapping Software: TBD – Google Maps? (TAC is really there to support Face to Face instructors, if you need help choosing something or recommendations, please let us know)

Books: Required


*The Unnatural History of the Sea*, Callum Roberts (chapters)


*Polar Star*, Martin Cruz Smith.

*Fishing on the Pacific Ocean Floor: Memoirs of Captain George Moskovita*, by George Moskovita (to be republication by Oregon State University Press, Fall, 2015, with a new introduction by Carmel Finley and Mary Hunsicker). This will be available online.

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

**NOTE:** For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.
Week One:

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

Blackboard
This course will be delivered via Blackboard 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
1. To amplify the department goals of comprehending an area of expertise to include an understanding of how fisheries and fisheries science were shaped by wider societal forces.
2. To consider how change takes place within a scientific context.
3. To use a reflective journal to integrate thinking about the place of fisheries science within society.
4. To analyze fisheries issues with a critical attitude and integrate real-world experience with theoretical frameworks.
5. To analyze how science plays a role in shaping the national and international policies that stimulate the development of global fishing, and an appreciation of how these forces have interacted to rapidly escalate fish harvests, and the ethical dilemmas this has created.
6. Research and synthesize information using public history tools, aimed at creating material for wide set of audiences.
7. Evaluate sources in order to put them in a chronological order.
8. Construct arguments based upon the evaluation of evidence.
9. Students will demonstrate an understanding of ethical issues in fisheries and wildlife sciences.

There will be a pre-assessment of skills and insights along with a final assessment.

Evaluation of Student Performance
- Discussions (11) – 55 points
- Pre-Assessment & Post Assessment – 10 points
- Small Group Project – 25 points
- Reflective Journals (5) – 50 points
- Individual final assignment – 25 points
- Total – 165 points

Grading Scale
A 190-205  C+ 157-163  D+ 137-142  F  Below 123
A- 184-190  C 149-162  D 129-136
B+ 178-183  C- 143-148  D- 123-128
B 170-176
B- 164-169
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What's our Paradigm?</td>
<td>-Kuhn, all&lt;br&gt;-Intro lecture (taped)&lt;br&gt;-PP on transdisciplinary learning (taped)&lt;br&gt;-Ciannelli et al</td>
<td>Online discussions&lt;br&gt;Pre-Assessment introductions&lt;br&gt;Creation of small groups based on interests.</td>
<td>Discussion – Due Monday of Week 2&lt;br&gt;Pre-assessment – Due Monday of Week 2&lt;br&gt;Introduction, due end of first week</td>
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<td>2</td>
<td>On the Inexhaustibility of the seas</td>
<td>-Lecture on Huxley&lt;br&gt;-link to Huxley’s 1883 talk&lt;br&gt;-Robert Schwartz analysis&lt;br&gt;-a word on Schwartz (taped)&lt;br&gt;-Kelly, ch. 1&lt;br&gt;-pdf of Science coverage of the 1883 exhibition&lt;br&gt;-Roberts, chapters (scan)</td>
<td>Wiki how to video&lt;br&gt;Wiki 1883 Fisheries exhibit&lt;br&gt;Journal Entry 1 Online discussion&lt;br&gt;Small group project starts</td>
<td>Journal – Monday of Week 3&lt;br&gt;Wiki entries – Due Monday of Week 3&lt;br&gt;Discussion – Due Sunday of Week 3&lt;br&gt;Small group project due at the end of Week five</td>
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<td>3</td>
<td>Improving fish</td>
<td>-Lecture on American fish culture (taped)&lt;br&gt;-Bottom Article&lt;br&gt;-a word on Dan Bottom’s paper (taped)&lt;br&gt;-Weber, ch. 1-2&lt;br&gt;-PP on sardines &amp; pilchards</td>
<td>Online discussion&lt;br&gt;Weekly Wiki</td>
<td>Discussion – Due Monday of Week 4</td>
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<td>4</td>
<td>Efficiency and statistics</td>
<td>-Lecture on Thompson and Sardines&lt;br&gt;-Chapter from McEvoy&lt;br&gt;-3 papers on Thompson papers&lt;br&gt;-PP on sardines and</td>
<td>Journal Entry 2 Online discussion&lt;br&gt;Weekly wiki</td>
<td>Journal – Due Sunday Week 5&lt;br&gt;Discussion – Due Monday of Week 6</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Lecture Material</td>
<td>Discussion/Weekly Wiki</td>
<td>Assignment Due</td>
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<td>5</td>
<td>MSY</td>
<td>Lecture, (taped) McEvoy chapter</td>
<td>Online discussion</td>
<td>Discussion - Due Monday of Week 6</td>
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<td>Optional reading: Clark and Marr on sardine population dynamics</td>
<td>Read George Moskovita, all Latham chapter (both are online) Weber, Ch. 4 PP on MSY (taped) U.S. High Seas policy, State Dept. Bulletin</td>
<td>Weekly wiki Small group assignment due</td>
<td>Small group assignment due at the end of week 5.</td>
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<td>6</td>
<td>The Post-war Expansion of Fishing in Japan</td>
<td>Lecture, The expansion of Japanese fishing (taped) The Cannery Boat (online) a comment on Kobayashi (taped)</td>
<td>Journal Entry 3 Online discussion Weekly wiki</td>
<td>Journal – Due Monday of Week 7 Discussion – Due Monday of Week 7</td>
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<td>7</td>
<td>The Cold War: the Soviet</td>
<td>Lecture, expansion of Soviet fishing Read Polar Star (all) Soviet whaling (online) Weber, Ch. 5</td>
<td>Online discussion Weekly wiki</td>
<td>Discussion – Due Monday of Week 8</td>
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<td>8</td>
<td>The 200-mile limit</td>
<td>Lecture on FCMA link to Bud Walsh talk Weber, ch. 5-6 Optional reading: The Stratton Commission (pdf)</td>
<td>Online discussion Weekly wiki Journal 4</td>
<td>Discussion – Due Sunday of Week 9 Journal – Due Monday of Week 9</td>
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<td>9</td>
<td>Ethical issues in modern fisheries</td>
<td>Lecture Readings</td>
<td>Online discussion</td>
<td>Discussion – Due Monday of Week 9</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

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.

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
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.

REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.