

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Fisheries	College/School	SFOS
Prepared by	Courtney Carothers	Phone	907-347-9677
Email Contact	clcarothers@alaska.edu	Faculty Contact	same

1. COURSE IDENTIFICATION: As the course now exists.

Dept	FISH	Course #	411	No. of Credits	3
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COURSE TITLE

Human Dimensions of Environmental Systems

2. ACTION DESIRED: ☒ Check the changes to be made to the existing course.

Change Course ☒ If Change, indicate below what is changing. Drop Course ☐

NUMBER	<input type="text"/>	TITLE	<input type="text"/>	DESCRIPTION	<input type="text"/>
PREREQUISITES*	<input type="text"/>	FREQUENCY OF OFFERING		<input type="text"/>	<input type="text"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input type="text"/>	COURSE CLASSIFICATION	<input type="text"/>
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ADD A STACKED LEVEL (400/600) Include syllabi.	<input checked="" type="checkbox"/>	Dept.	FISH	Course #	611
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Additional required readings are included for the 600-level students, 600-level students will now complete three short essays for this course (400-level students complete one). The final paper for the course for 600-level students is more advanced. They will compose a 20-25 page paper (compared to 10-12 for 400-level students). Additionally, 600-level students will lead class discussion at least once during the semester. 600-level exams will also be designed to be more challenging and require a deeper understanding of the material than 400-level exams. 400-level students will gain an introduction to the course material; 600-level students will gain a deeper understanding through additional readings, essays, final paper, and discussion leadership.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING Dept. & No. Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

Lecture and discussion

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities

S = Social Sciences

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

YES

NO

X

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

O = Oral Intensive,

*Format 6 also submitted

W = Writing Intensive,

*Format 7 submitted

X = Baccalaureate Core

- 4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES

NO

X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

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

How many times may the course be repeated for credit?

TIMES

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

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in ~~assessing Aboriginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

FISH F411 Human Dimensions of Environmental Systems

3 Credits

Offered Fall

Study of human-environment relationships and applications to resource management. Draws on a range of social scientific approaches to the study of environmental systems, including: environmental anthropology, environmental history, historical ecology, political ecology, ethnoecology, property theory, and environmental justice. Students should have familiarity with 200-level course content in cultural anthropology, human geography, sociology, or political science. This course is stacked with FISH 611. Prerequisites: COMM F131X or F141X; ENGL F211X or F213X; or permission of instructor.

FISH F611 Human Dimensions of Environmental Systems

3 Credits

Offered Fall

Study of human-environment relationships and applications to resource management. Draws on a range of social scientific approaches to the study of environmental systems, including: environmental anthropology, environmental history, historical ecology, political ecology, ethnoecology, property theory, and environmental justice. This class is stacked with FISH 411. Prerequisites: Graduate standing, or permission of instructor.

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

FISH F411 Human Dimensions of Environmental Systems

3 Credits

Offered Fall

Study of human-environment relationships and applications to resource management. Draws on a range of social scientific approaches to the study of environmental systems, including: environmental anthropology, environmental history, historical ecology, political ecology, ethnoecology, property theory, and environmental justice. Students should have familiarity with 200-level course in cultural anthropology, human geography, sociology, or political science. This course is stacked with FISH 611. Prerequisites: COMM F131X or F141X; ENGL F211X or F213X; or permission of instructor.

FISH F611 Human Dimensions of Environmental Systems

3 Credits

Offered Fall

Study of human-environment relationships and applications to resource management. Draws on a range of social scientific approaches to the study of environmental systems, including: environmental anthropology, environmental history, historical ecology, political ecology, ethnoecology, property theory, and environmental justice. This class is stacked with FISH 411. Prerequisites: Graduate standing, or permission of instructor.

8. GRADING SYSTEM: *Specify only one.*

LETTER:

☒ X

PASS/FAIL:

☐

9. ESTIMATED IMPACT

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

This change is expected to have minimal impact. If more graduate or non-degree seeking students register for the 611 option in remote locations, there is a possibility that more video-conferencing rooms will need to be linked up to the course. The number of locations varies year-to-year. This course is part of instructor's annual workload. This additional course with additional students would add a small amount of additional work to the course.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.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

Library was contacted on September 3, 2013. Texts and necessary library resources are available.

11. 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 change may increase enrollments and may affect Fisheries, Marine Biology, and Anthropology.

12. POSITIVE AND NEGATIVE IMPACTS

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



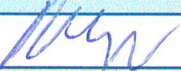
This action may have the positive impact of increasing course enrollments. There does not appear to be a similar graduate level course in the catalog so the change should not compete with enrollments in currently offered classes.

13. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course has been offered at the 400-level for four years. Each year, a handful of graduate students take this course. Many have asked for a 600-level option. A 600-level option enables graduate students to more fully explore the material that is introduced at the 400-level. This more detailed study will be composed of additional readings, assignments, and course leadership requirements for graduate students who choose to take the 600-level option for this course. Additional optional readings are included for the 400-level students, but are now required for 600-level students. 600-level students will now complete three short essays for this course (400-level students complete one). The final paper for the course for 600-level students is more advanced. They will compose a 20-25 page paper (compared to 10-12 for 400-level students). Additionally, 600-level students will lead class discussion at least once during the semester. This will give them practice in discussion leadership. The grading is also a bit altered for 600-level. The short papers will count for a larger percentage of the grade than exams. 600-level exams will also be more challenging and require a deeper understanding of the material than 400-level exams.


APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	9/9/2013
Signature, Chair, Program/Department of: Fisheries Division		
	Date	9/9/2013
Signature, Chair, College/School Curriculum Council for: SFOS Curriculum Committee		
	Date	Sp 10, 2013
Signature, Dean, College/School of: SPS		
Offerings above the level of approved programs must be approved in advance by the Provost:		
	Date	
Signature of Provost (if applicable)		

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

	Date	
Signature, Chair Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of: See attached		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

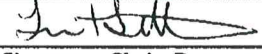



Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

15. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course has been offered at the 400-level for four years. Each year, a handful of graduate students take this course. Many have asked for a 600-level option. A 600-level option enables graduate students to more fully explore the material that is introduced at the 400-level. This more detailed study will be composed of additional readings, assignments, and course leadership requirements for graduate students who choose to take the 600-level option for this course. Additional optional readings are included for the 400-level students, but are now required for 600-level students. 600-level students will now complete three short essays for this course (400-level students complete one). The final paper for the course for 600-level students is more advanced. They will compose a 20-25 page paper (compared to 10-12 for 400-level students). Additionally, 600-level students will lead class discussion at least once during the semester. This will give them practice in discussion leadership. The grading is also a bit altered for 600-level. The short papers will count for a larger percentage of the grade than exams. 600-level exams will also be more challenging and require a deeper understanding of the material than 400-level exams.

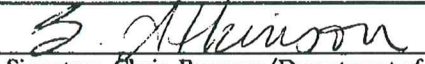


APPROVALS: (Additional signature blocks may be added as necessary.)

	Date <u>9/9/2013</u>
Signature, Chair, Program/Department of: <u>Fisheries Division</u>	
	Date <u>9/9/2013</u>
Signature, Chair, College/School Curriculum Council for: <u>SFOS Curriculum Council Head</u>	
	Date <u>9/10/2013</u>
Signature, Dean, College/School of: <u>SFOS</u>	
Offerings above the level of approved programs must be approved in advance by the Provost:	
	Date <u> </u>
Signature of Provost (if applicable)	

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

	Date <u> </u>
Signature, Chair	
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC	
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date <u>9/27/13</u>
Signature, Chair, Program/Department of: <u>Fisheries Division</u>	
	Date <u> </u>
Signature, Chair, College/School Curriculum Council for: <u> </u>	
	Date <u> </u>
Signature, Dean, College/School of: <u> </u>	

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-uaf-syllabus-requirements/>

The Faculty Senate 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 (or changes to it) may 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, ☐ 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 (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. 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.

9. Course policies:

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

10. 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.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

HUMAN DIMENSIONS OF ENVIRONMENTAL SYSTEMS

FISH 611

FALL 2013

Instructor: Dr. Courtney Carothers
School of Fisheries and Ocean Sciences
University of Alaska Fairbanks
Office: 106C Professional Studies Bldg
University of Alaska Anchorage Campus
Office Phone: 907-474-5329

Website: Blackboard: <https://classes.uaf.edu/>
Class Location: 201 O'Neill Building
Class Time: T/Th 11:30-1:00
Office Hours: T/Th 9:00-11:00
Skype Contact: courtneycarothers
Email: clcarothers@alaska.edu

CATALOG DESCRIPTION

Study of human-environment relationships and applications to resource management. Draws on a range of social scientific approaches to the study of environmental systems, including: environmental anthropology, environmental history, historical ecology, political ecology, ethnoecology, property theory, and environmental justice. This class is stacked with FISH 411. Prerequisites: Graduate standing, or permission of instructor.

COURSE DESCRIPTION

This course will explore the social, cultural, and political dimensions of environmental systems. We will examine the relationships between humans and the environment historically and cross-culturally, with a focus on Alaska fishery systems. The course is organized into two units. First we explore a range of approaches and perspectives for studying human-environment relationships. The course will introduce specific theoretical traditions, including: ecological anthropology, historical ecology, constructivist approaches to knowledge, science and technology studies, local and traditional ecological knowledge, political ecology, environmental ethics, environmental history, and common property theories. We will explore specific case studies in each of these areas to ground the theoretical material in context. Next, we will synthesize approaches by examining specific fishery systems and resource management regimes. Students will gain an understanding of the ways in which social scientists study social-ecological relationships and the ways in which these data inform resource management. We will also explore applied aspects of resource management, particularly in the Alaskan context with local resource professionals. 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.

COURSE GOALS

- To develop a detailed understanding of primary concepts used to understand the social, cultural, and political dimensions of fishery and environmental systems.
- To explore and critically analyze the relationships between systems of knowledge and processes of resource management.
- To foster interdisciplinary discussion and synthesis of the contributions and challenges of applying social scientific perspectives to the study of fishery and environmental systems.
- To enhance critical analysis of textual material, oral and written communication, discussion leadership, and participatory learning.

LEARNING OUTCOMES

The course will provide students with a detailed understanding of a range of frameworks in the social sciences for studying the social, cultural, and political dimensions of fishery and environmental systems. At the conclusion of the course, students will have a thorough background in the genealogy, key concepts, and current applications of specific theoretical traditions, including: ecological anthropology, historical ecology, constructivist approaches to knowledge, science and technology studies, local and traditional ecological knowledge, political ecology, environmental ethics, environmental history, and common property theories. Students will also be able to apply these theoretical approaches to specific case studies. Students will be able to critically assess various systems of knowledge production, processes of resource management, and challenges of interdisciplinary environmental research and management. Students will improve their analytical, written and oral communication, and leadership skills.

FISHERIES 611: FALL 201X

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.

Discussion Topics Students are required to post at least one discussion topic/question on the course Blackboard Discussion Board each week as noted in the course schedule. No discussion topics will be due in weeks 7, 13, and 15. Discussion topics should draw on assigned readings for the week and raise important questions or issues for class discussion. Topics should be clearly and concisely written (short paragraph; max 150 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 8pm on Wednesdays. A portion of Thursday meetings will be devoted to discussing issues raised by the class in these postings. Example discussion topics are posted under "Course Materials" on the course website.

Discussion Leadership Students enrolled in 600-level credits for this course will be responsible for leading class discussion of the weekly discussion topic posts at least once during the semester. Students will be responsible for reviewing student posts and organizing them topically for discussion. Students will generate additional questions to help us discuss the relevant material for that week.

Essays Students will prepare three short papers or essays for this course. Essay topics or questions will be distributed in advance and will be due in Weeks 6, 10, and 14. These short essays will provide an opportunity for students to critically reflect on course readings, lectures, discussions, and films. Essays should be 5-6 double-spaced pages in length. Essays will be graded on insight, clarity, and demonstration of careful reading and synthesis of course material.

In-Class Exams Two exams will be given during class in weeks 7 and 13. These exams will demand a nuanced understanding of the course material. Students will be expected to critically reflect on and synthesize readings, lectures, and discussion.

Final Paper Each student will complete a substantial research paper (20-25 double-spaced pages) on a topic relevant to this course. Students will propose and develop their research paper topics. A detailed summary of the final paper expectations will be distributed in Week 6. An outline of the proposed paper and sources is due in Week 11. Students will give short presentations of their research paper to the class at the end of the semester.

GRADING

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

	Points	Percentage of Total
Class participation	50	10%
Discussion topics & lead	50	10%
Short essays	90	18%
Exams	100	20%
Final paper & presentation	210	42%
Total	500	100%

Grades will be assigned according to the following scale:

Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A+	98-100%	4.0	C	73-76%	2.0
A	93-97%	4.0	C-	70-72%	1.7

FISHERIES 611: FALL 201X

A-	90-92%	3.7	D+	67-69%	1.3
B+	87-89%	3.3	D	63-66%	1.0
B	83-86%	3.0	D-	60-62%	0.7
B-	80-82%	2.7	F	59% and below	0.0
C+	77-79%	2.3			

ADDITIONAL INFORMATION

Blackboard & Distance Delivery We will use the UAF Blackboard site for this course to send emails and post readings, assignments and other materials. Blackboard can be accessed at <http://classes.uaf.edu>. Email notification through Blackboard will not work for a non-UAF email address. If you principally use a non-UAF email service, please forward your UAF email to that address. You are responsible for all emails sent to your UAF email account. Blackboard resources, links and support information are available at the UAF Blackboard homepage.

Students in the course may be based in Fairbanks, Juneau, Anchorage and other sites. We will connect our classrooms via Video Conferencing Services (<http://www.alaska.edu/oit/vcs/>). If you have any trouble with the video conferencing, please notify the instructor or call the Video Conferencing Office at: 907-474-8390.

Contacting the Instructor

The instructor will be based primarily in Anchorage during the academic term, with regular in-person visits to Fairbanks. To enable greater access for students, I have set up four hours of office hours each week. I will be available by phone, skype, and email from 9-11 am on Tuesdays and Thursdays, or at alternate times by appointment (see contact information on page 1). If you prefer you can send me your contact phone number and I will call you. I will also alert Fairbanks students of my in-person visits, so that we may schedule time to meet face-to-face.

Make-up Policy Make-ups for assignments and exams 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 Whitaker Building, (907) 474-5655, or by TTY: (907) 474-1827, E-mail: uaf-disabilityservices@alaska.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/academics/regs3.html#Student_Conduct

REQUIRED TEXTS

Robbins, Paul, John Hintz, and Sarah A. Moore. 2010. Environment and Society. Wiley-Blackwell, Malden, MA. *This text is available at EBL – Electronic Book Library. You can access the book online and download it temporarily to your computer. PDF copies of selected chapters are available on Blackboard. This text is abbreviated in the course schedule as "E&S."*

Gregory, D. R. Johnston, G. Pratt, M. Watts, and S. Whatmore. 2009. The dictionary of human geography. Wiley-Blackwell. Available as free pdf:

http://walk2geographies.files.wordpress.com/2009/03/gregory-et-al_dictionary_human_geography_2009.pdf

ASSIGNED & OPTIONAL READINGS (available via Blackboard)

FISHERIES 611: FALL 201X

- Allen, S. and A. Gough. 2006. Monitoring environmental justice impacts: Vietnamese-American longline fishermen adapt to the Hawaii swordfish fishery closure. *Human Organization* 65(3): 319-328.
- Board of Fisheries (BOF). 2009. An introduction to the Alaska Boards of Fisheries and game.
- Berkes, F. 1999 (2nd edition, 2008). Ch 1-2 and Ch 7 in *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Philadelphia: Taylor and Francis.
- Campling, L., E. Havice, and P. M. Howard. 2012. The political economy and ecology of capture fisheries: Market dynamics, resource access and relations of exploitation and resistance. *Journal of Agrarian Change* 12(2): 177-203.
- Carothers, C. 2010. Tragedy of commodification: Transitions in Alutiiq fishing communities in the Gulf of Alaska. *MAST* 90(2): 91-115.
- Chapin, F.S., C. Folke, G.P. Kofinas. 2009. A framework for understanding change. Pages 3-28 in *Principles of ecosystem stewardship: Resilience-based management in a changing world*. Springer.
- Criddle, K. 2008. The legal context of United States fisheries management and the evolution of rights-based management in Alaska. Pages 369-381 in R. Townsend, R. Shotton, and H. Uchida (eds). *Case Studies on Fisheries Self-Governance*. FAO Fisheries Technical Paper 504. Rome: Food and Agriculture Organization of the United Nations.
- Cronon, W. 1995. The trouble with wilderness or getting back to the wrong nature, Pages 69-90 in W. Cronon (ed). *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W.W. Norton.
- Cruz-Torres, M. L. 2008. *Lives of dust and water: An anthropology of change and resistance in northwestern Mexico*. Tucson: University of Arizona Press.
- De Young, C., A. Charles, and A. Hjort. 2008. Human dimensions of the ecosystem approach to fisheries: An overview of context, concepts, tools and methods. FAO Fisheries Technical Paper 489, Rome. Available online free of charge at: <http://www.fao.org/docrep/010/i0163e/i0163e00.htm>
- Denevan, William M. 1992. The pristine myth: The landscape of the Americas in 1492. *Annals of the Association of American Geographers* 82: 369-85.
- Fernandez-Gimenez, M., H. Huntington, K. Frost. 2006. Integration or co-optation? Traditional knowledge and science in the Alaska Beluga Whale Committee. *Environmental Conservation* 33(4): 306-315.
- Finney, B.P., J. Alheit, K-C. Emeis, D.B. Field, D.Gutierrez, and U. Struck. Paleoecological studies on variability in marine fish populations: A long-term perspective on the impacts of climate change on marine ecosystems. *Journal of Marine Systems* 79: 316-326.
- Frontline. 2012. Alaska Gold documentary. Available at: <http://www.pbs.org/wgbh/pages/frontline/alaska-gold/>
- Gordon, H.S. 1954. The economic theory of a common-property resource: the fishery. *Journal of Political Economy* 62(2): 124-142.
- Gray, T., J. Hatchard, T. Daw, and S. Stead. 2008. New cod war of words: 'Cod is God' versus 'sod the cod' – Two opposed discourses on the North Sea Cod Recovery Programme. *Fisheries Research* 52(1-2): 1-7.
- Hall-Arber, M., C. Pomeroy, and F. Conway. 2009. Figuring out the human dimension of fisheries: Illuminating models. *Marine and Coastal Fisheries: Dynamics, Management, and Ecosystem*, pages 300-314. American Fisheries Society.
- Hardin, G. 1968. The tragedy of the commons. *Science* 162: 1243-1248.
- Holen, D. 2012. The praxis of fisheries as culture: Successful fishing communities in rural Alaska. Forthcoming.
- Kirch, P. 1997. Microcosmic histories: Island perspectives on "global" change. *American Anthropologist* 99(1):30-42.
- Langdon, S. 2006. Tidal pulse fishing: Selective traditional Tlingit salmon fishing techniques on the west coast of the Prince of Wales Archipelago. In C. Menzies (ed.) *Traditional Ecological Knowledge and Natural Resource Management*, pages 21-46. University of Nebraska Press, Lincoln, NE.
- Mansfield, B. 2011. "Modern" industrial fisheries and the crisis of overfishing. Pages 84-99 in *Global Political Ecology*, R. Peet, P. Robbins, and M.J. Watts, eds. New York: Routledge.

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- Maschner, H.D.G., M.W. Betts, K.L. Reedy-Maschner, and A.W. Trites. 2008. A 4500-year time series of Pacific cod (*Gadus macrocephalus*) size and abundance: archaeology, oceanic regime shifts, and sustainable fisheries. *Fisheries Bulletin* 106: 386-394.
- Moerlein, K. and C. Carothers. 2012. Total environment of change: Impacts of climate change and social transitions on subsistence fisheries in northwest Alaska. *Ecology and Society* 17(1): 10.
<http://dx.doi.org/10.5751/ES-04543-170110>
- Moran, E. 2010. Theories and concepts from the social sciences. Ch 2 in *Environmental Social Science: Human-Environment Interactions and Sustainability*. Malden, MA: Wiley-Blackwell.
- North Pacific Fishery Management Council (NPFMC). 2007. *Navigating the North Pacific Council Process*. North Pacific Fishery Management Council. Anchorage, AK.
- Olson, J. 2011. Understanding and contextualizing social impacts from the privatization of fisheries: an overview. *Ocean & Coastal Management* 54: 353-363.
- Robbins, P. 2004. *Political Ecology: A Critical Introduction*. Ch 1-4. London: Blackwell.
- Shackeroff, J.M., E.L. Hazen, and L.B. Crowder. 2009. Ch 3: The Oceans as Peopled Seascapes. pages 33-54, in K. McLeod and H. Leslie (eds). *Ecosystem-Based Management for the Oceans*. Washington: Island Press.
- Society for Applied Anthropology. 2001. *Human dimensions on environmental policy*. Oklahoma City, OK.

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SCHEDULE (tentative)

Week	Date	Theme/Lecture Topic	Readings	Assignments (Due on date listed)
1	Thurs 9/5	Overview of Course Requirements & Approach; Introductions		
2	Tues 9/10	Fundamental Concepts: Social, Cultural, Economic, & Political Dimensions of Fishery Systems	-E&S Ch. 1 -SfAA 2011	
	Thurs 9/12	Historical Development of Approaches to Study Human-Environment Relationships	-Moran 2010; -Galvin 2006	Discussion Topic (DT)
I. Human/Environment Relationships: Approaches and Perspectives				
A. Human-Ecological Approaches				
3	Tues 9/17	Topic TBA <i>Guest speaker: Dr. Maria Cruz-Torres, Arizona State University</i>	-Cruz-Torres 2008 (excerpts)	
	Thurs 9/19	Ecological Anthropology & Historical Ecology	-Kirch 1997; -Denevan 1992	DT
4	Tues 9/24	Case Study: Historical Ecology of Alaska Fishery Systems. <i>Guest Speaker: Dr. Nicole Misarti, UAF</i>	-Finney et al. 2010 -Maschner et al. 2008	
B. Social Constructions of Nature & Multiple Ways of Knowing				
4	Thurs 9/26	Social Constructions of Nature; Scientific Approaches to Knowledge	-E&S Ch. 8	DT
5	Tues 10/1	Local and Traditional Ecological Knowledge (TEK)	-Berkes 1999: Ch 1-2; 7 -Langdon 2006	<i>Essay 1 distributed</i>
	Thurs 10/3	Case Studies: Alaska Beluga Whale Committee & Climate Change & Subsistence Fisheries in Northern Alaska	-Fernandez-Gimenez et al. 2006 -Moerlein & Carothers 2012	DT
C. Political Economy and Political Ecology				
6	Tues 10/8	Political Economy and Political Ecology	-E&S Ch. 7 -Robbins 2004 Ch 1-4	<i>Final Paper distributed</i>
	Thurs 10/10			Essay 1 DT
7	Tues 10/15	Case Studies: Political Economy & Ecology of World Fisheries	-Campling et al. 2012	
	Thurs 10/17	Exam 1	T	

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D. Environmental Ethics, Values, and Justice				
8	Tues 10/22	Environmental Ethics & Values in a Historical Context	-E&S Ch. 5 -Cronon 1995	
	Thurs 10/24	Environmental Justice & Discourses in Fisheries	-Allen & Gough 2006 -Gray et al. 2008	Essay 2 distributed DT
9	Tues 10/29	Case Study: Pebble Mine and Bristol Bay Fisheries	-Frontline 2012 <i>online documentary</i>	
	Thurs 10/31	Engagement in Local Environmental Issues <i>Guests: Alaska Marine Conservation Council</i>	TBA	DT
E. Institutions, Property, and Common Resources				
10	Tues 11/5	Institutions and Commons	-E&S Ch. 4 - Hardin 1968 - Gordon 1954	Essay 2
	Thurs 11/7			DT
11	Tues 11/12	Case Study: Crisis of Overfishing	-Mansfield 2011	Final Paper Outline
	Thurs 11/14	Case Study: Individual Transferable Quotas	-Olson 2011 -Carothers 2010	DT
II. Synthesizing Approaches: Exploring Fishery Systems and Resource Management				
12	Tues 11/19	Governance & Management in Alaska Fisheries: The Human Dimension	-NPFMC 2007 -BOF intro -Hall-Arber et al. 2009 -Criddle 2008	<i>Essay 3 distributed</i>
	Thurs 11/21	Applied Sociocultural Aspects of Fisheries Management <i>Guest Speaker: Davin Holen, Subsistence Program Manager, Alaska Department of Fish and Game</i>	-Holen 2012 -TBA	
13	Tues 11/26	Exam 2		
	Thurs 11/28	<i>Thanksgiving Holiday; No Class</i>		
14	Tues 12/3	Ecosystem Approach to Fisheries	-Shackeroff et al. 2009 -De Young et al. 2008	Essay 3 DT
	Thurs 12/5	Tying Approaches Together: The Case of Tuna	-E&S Ch. 12	DT
15	Tues 12/10	Final paper presentations		
	Thurs 12/12	Final paper presentations		Final Paper Draft
16	Thurs 12/19	Final Paper Due		Final Paper 12pm

HUMAN DIMENSIONS OF ENVIRONMENTAL SYSTEMS

FISH 411

FALL 2013

Instructor: Dr. Courtney Carothers
School of Fisheries and Ocean Sciences
University of Alaska Fairbanks
Office: 106C Professional Studies Bldg
University of Alaska Anchorage Campus
Office Phone: 907-474-5329

Website: Blackboard: <https://classes.uaf.edu/>
Class Location: 201 O'Neill Building
Class Time: T/Th 11:30-1:00
Office Hours: T/Th 9:00-11:00
Skype Contact: courtneycarothers
Email: clcarothers@alaska.edu

COURSE CATALOG DESCRIPTION

Study of human-environment relationships and applications to resource management. Draws on a range of social scientific approaches to the study of environmental systems, including: environmental anthropology, environmental history, historical ecology, political ecology, ethnoecology, property theory, and environmental justice. Students should have familiarity with 200-level course content in cultural anthropology, human geography, sociology, or political science. This course is stacked with FISH 611. Prerequisites: COMM F131X or F141X; ENGL F211X or F213X; or permission of instructor.

COURSE DESCRIPTION

This course will explore the social, cultural, and political dimensions of environmental systems. We will examine the relationships between humans and the environment historically and cross-culturally, with a focus on Alaska fishery systems. The course is organized into two units. First we explore a range of approaches and perspectives for studying human-environment relationships. The course will introduce specific theoretical traditions, including: ecological anthropology, historical ecology, constructivist approaches to knowledge, science and technology studies, local and traditional ecological knowledge, political ecology, environmental ethics, environmental history, and common property theories. We will explore specific case studies in each of these areas to ground the theoretical material in context. Next, we will synthesize approaches by examining specific fishery systems and resource management regimes. Students will gain an understanding of the ways in which social scientists study social-ecological relationships and the ways in which these data inform resource management. We will also explore applied aspects of resource management, particularly in the Alaskan context with local resource professionals. 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.

COURSE GOALS

- To introduce primary concepts used to understand the social, cultural, and political dimensions of fishery and environmental systems.
- To explore the relationships between systems of knowledge and processes of resource management.
- To foster interdisciplinary discussion of the contributions and challenges of applying social scientific perspectives to the study of fishery and environmental systems.
- To enhance critical analysis of textual material, oral and written communication, and participatory learning.

LEARNING OUTCOMES

The course will provide students with an introduction to a range of frameworks in the social sciences for studying the social, cultural, and political dimensions of fishery and environmental systems. At the conclusion of the course, students will have a basic understanding of several of specific theoretical traditions, including: ecological anthropology, historical ecology, constructivist approaches to knowledge, science and technology studies, local and traditional ecological knowledge, political ecology, environmental ethics, environmental history, and common property theories. Students will also be able to apply these theoretical approaches to specific case studies. Students will be able to understand various systems of

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knowledge production, processes of resource management, and challenges of interdisciplinary environmental research and management. Students will improve their analytical and written and oral communication skills.

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. ****No cell phones, texting, or internet use during class time!****

Discussion Topics Students are required to post at least one discussion topic/question on the course Blackboard Discussion Board each week as noted in the course schedule. No discussion topics will be due in weeks 7, 13, and 15. In addition, students can choose one 'free week' to skip posting a discussion topic. Discussion topics should draw on assigned readings for the week and raise important questions or issues for class discussion. Topics should be clearly and concisely written (short paragraph; max 150 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 8pm on Wednesdays. Discussion topics posted after the deadline (but before 10 am on Thursdays) will be considered late and will receive half credit. Discussion topics posted after 10am on Thursdays will receive no credit. A portion of Thursday meetings will be devoted to discussing issues raised by the class in these postings. Example discussion topics are posted under "Course Materials" on the course website.

Short paper Students will prepare one short paper for this course. The short paper will be due in Week 10. Specific topics for the short papers will be distributed in class during Week 7. These short papers will provide an opportunity for students to critically reflect on course readings, lectures, discussions, and films. Essays should be 5-6 double-spaced pages in length. Essays will be graded on insight, clarity, and demonstration of careful reading and synthesis of course material.

In-Class Exams Two exams will be given during class in weeks 7 and 13 to assess student comprehension of the course material. The exams will be a mix of true/false, multiple choice, short, and long answer based on course readings, lectures, films, and in-class discussion.

Final Paper Each student will complete a final research paper (10-12 double-spaced pages) on a topic relevant to this course. Students will have an opportunity to select from a list of paper topics or propose their own. A detailed summary of the final paper expectations will be distributed in Week 6. An outline of the proposed paper and sources is due in Week 11. Students will give short presentations of their research paper to the class at the end of the semester.

GRADING

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

	Points	Percentage of Total
Class participation	50	10%
Discussion topics	50	10%
Short essay	100	20%
Exams	150	30%
Final paper & presentation	150	30%
Total	500	100%

Grades will be assigned according to the following scale:

Letter Grade	Percentage	Grade Points
A+	98-100%	4.0

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A	93-97%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	59% and below	0.0

ADDITIONAL INFORMATION

Blackboard & Distance Delivery We will use the UAF Blackboard site for this course to send emails and post readings, assignments and other materials. Blackboard can be accessed at <http://classes.uaf.edu>. Email notification through Blackboard will not work for a non-UAF email address. If you principally use a non-UAF email service, go to your UAF account and forward your UAF email to that address. You are responsible for all emails sent to your UAF email account. Blackboard resources, links and support information are available at the UAF Blackboard homepage.

Students in the course may be based in Fairbanks, Juneau and other sites. We will connect our classrooms via Video Conferencing Services (<http://www.alaska.edu/oit/vcs/>). If you have any trouble with the video conferencing, please notify the instructors or call the Video Conferencing Office at: 907-474-8390.

Contacting the Instructor

The instructor will be based primarily in Anchorage during the academic term, with regular in-person visits to Fairbanks. To enable greater access for students, I have set up four hours of office hours each week. I will be available by phone, skype, and email from 9-11 am on Tuesdays and Thursdays, or at alternate times by appointment (see contact information on page 1). If you prefer you can send me your contact phone number and I will call you. I will also alert Fairbanks students of my in-person visits, so that we may schedule time to meet face-to-face.

Make-up Policy Make-ups for assignments and exams 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 Whitaker Building, (907) 474-5655, or by TTY: (907) 474-1827, E-mail: uaf-disabilityservices@alaska.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/academics/regs3.html#Student_Conduct

REQUIRED TEXT

Robbins, Paul, John Hintz, and Sarah A. Moore. 2010. Environment and Society. Wiley-Blackwell, Malden, MA. *This text is available at UAF's Electronic Book Library. You can access the book online and download it temporarily to your computer. PDF copies of selected chapters are available on Blackboard. This text is abbreviated in the course schedule as "E&S."*

HELPFUL REFERENCE

Gregory, D. R. Johnston, G. Pratt, M. Watts, and S. Whatmore. 2009. The dictionary of human geography. Wiley-Blackwell. Available as free pdf:
<http://walk2geographies.files.wordpress.com/2009/03/gregory-et-al-dictionary-human-geography-2009.pdf>

ASSIGNED & OPTIONAL READINGS (available via Blackboard)

- Allen, S. and A. Gough. 2006. Monitoring environmental justice impacts: Vietnamese-American longline fishermen adapt to the Hawaii swordfish fishery closure. *Human Organization* 65(3): 319-328.
- Board of Fisheries (BOF). 2009. An introduction to the Alaska Boards of Fisheries and game.
- Berkes, F. 1999 (2nd edition, 2008). Ch 1-2 and Ch 7 in *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Philadelphia: Taylor and Francis.
- Campling, L., E. Havice, and P. M. Howard. 2012. The political economy and ecology of capture fisheries: Market dynamics, resource access and relations of exploitation and resistance. *Journal of Agrarian Change* 12(2): 177-203.
- Carothers, C. 2010. Tragedy of commodification: Transitions in Alutiiq fishing communities in the Gulf of Alaska. *MAST* 90(2): 91-115.
- Chapin, F.S., C. Folke, G.P. Kofinas. 2009. A framework for understanding change. Pages 3-28 in *Principles of ecosystem stewardship: Resilience-based management in a changing world*. Springer.
- Criddle, K. 2008. The legal context of United States fisheries management and the evolution of rights-based management in Alaska. Pages 369-381 in R. Townsend, R. Shotton, and H. Uchida (eds). *Case Studies on Fisheries Self-Governance*. FAO Fisheries Technical Paper 504. Rome: Food and Agriculture Organization of the United Nations.
- Cronon, W. 1995. The trouble with wilderness or getting back to the wrong nature, Pages 69-90 in W. Cronon (ed). *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W.W. Norton.
- De Young, C., A. Charles, and A. Hjort. 2008. Human dimensions of the ecosystem approach to fisheries: An overview of context, concepts, tools and methods. FAO Fisheries Technical Paper 489, Rome. Available online free of charge at: <http://www.fao.org/docrep/010/i0163e/i0163e00.htm>
- Denevan, William M. 1992. The pristine myth: The landscape of the Americas in 1492. *Annals of the Association of American Geographers* 82: 369-85.
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- Finney, B.P., J. Alheit, K-C. Emeis, D.B. Field, D. Gutierrez, and U. Struck. 2010. Paleoecological studies on variability in marine fish populations: A long-term perspective on the impacts of climate change on marine ecosystems. *Journal of Marine Systems* 79: 316-326.
- Frontline. 2012. Alaska Gold documentary. Available at: <http://www.pbs.org/wgbh/pages/frontline/alaska-gold/>
- Galvin, K.A. 2006. Human-Environment Interactions: New Directions in Human Ecology. A module for the textbook: *Introduction to Physical Anthropology*, (by R. Jurmain, L. Kilgore, W. Trevathan and H. Nelson).
- Gordon, H.S. 1954. The economic theory of a common-property resource: the fishery. *Journal of Political Economy* 62(2): 124-142.
- Gray, T., J. Hatchard, T. Daw, and S. Stead. 2008. New cod war of words: 'Cod is God' versus 'sod the cod' – Two opposed discourses on the North Sea Cod Recovery Programme. *Fisheries Research* 52(1-2): 1-7.
- Hall-Arber, M., C. Pomeroy, and F. Conway. 2009. Figuring out the human dimension of fisheries: Illuminating models. *Marine and Coastal Fisheries: Dynamics, Management, and Ecosystem*, pages 300-314. American Fisheries Society.
- Hardin, G. 1968. The tragedy of the commons. *Science* 162: 1243-1248.

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- Holen, D. 2012. The praxis of fisheries as culture: Successful fishing communities in rural Alaska. Forthcoming.
- Kirch, P. 1997. Microcosmic histories: Island perspectives on "global" change. *American Anthropologist* 99(1):30-42.
- Langdon, S. 2006. Tidal pulse fishing: Selective traditional Tlingit salmon fishing techniques on the west coast of the Prince of Wales Archipelago. In C. Menzies (ed.) *Traditional Ecological Knowledge and Natural Resource Management*, pages 21-46. University of Nebraska Press, Lincoln, NE.
- Mansfield, B. 2011. "Modern" industrial fisheries and the crisis of overfishing. Pages 84-99 in *Global Political Ecology*, R. Peet, P. Robbins, and M.J. Watts, eds. New York: Routledge.
- Maschner, H.D.G., M.W. Betts, K.L. Reedy-Maschner, and A.W. Trites. 2008. A 4500-year time series of Pacific cod (*Gadus macrocephalus*) size and abundance: archaeology, oceanic regime shifts, and sustainable fisheries. *Fisheries Bulletin* 106: 386-394.
- Moerlein, K. and C. Carothers. 2012. Total environment of change: Impacts of climate change and social transitions on subsistence fisheries in northwest Alaska. *Ecology and Society* 17(1): 10. <http://dx.doi.org/10.5751/ES-04543-170110>
- Moran, E. 2010. Theories and concepts from the social sciences. Ch 2 in *Environmental Social Science: Human-Environment Interactions and Sustainability*. Malden, MA: Wiley-Blackwell.
- North Pacific Fishery Management Council (NPFMC). 2007. *Navigating the North Pacific Council Process*. North Pacific Fishery Management Council. Anchorage, AK.
- Olson, J. 2011. Understanding and contextualizing social impacts from the privatization of fisheries: an overview. *Ocean & Coastal Management* 54: 353-363.
- Robbins, P. 2004. *Political Ecology: A Critical Introduction*. Ch 1-4. London: Blackwell.
- Shackeroff, J.M., E.L. Hazen, and L.B. Crowder. 2009. Ch 3: The Oceans as Peopled Seascapes. pages 33-54, in K. McLeod and H. Leslie (eds). *Ecosystem-Based Management for the Oceans*. Washington: Island Press.
- Society for Applied Anthropology. 2001. *Human dimensions on environmental policy*. Oklahoma City, OK.

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SCHEDULE (tentative)

Week	Date	Theme/Lecture Topic	Readings	Assignments (Due on date listed)
1	Thurs 9/5	Overview of Course Requirements & Approach; Introductions		
2	Tues 9/10	Fundamental Concepts: Social, Cultural, Economic, & Political Dimensions of Fishery Systems	-E&S Ch. 1 -SfAA 2011	
	Thurs 9/12	Historical Development of Approaches to Study Human-Environment Relationships	-Galvin 2006 (<i>Moran 2010</i> ; <i>E&S Ch. 2 optional</i>)	Discussion Topic (DT)
I. Human/Environment Relationships: Approaches and Perspectives				
A. Human-Ecological Approaches				
3	Tues 9/17	Case Study: Mexican Fisheries <i>Guest speaker: Dr. Maria Cruz-Torres, Arizona State University</i>	TBA	
	Thurs 9/19	Ecological Anthropology & Historical Ecology	-Kirch 1997; (<i>Denevan 1992 optional</i>)	DT
4	Tues 9/24	Case Study: Historical Ecology of Alaska Fishery Systems. <i>Guest Speaker: Dr. Nicole Misarti, UAF</i>	-Finney et al. 2010 (<i>Maschner et al. 2008 opt</i>)	
B. Social Constructions of Nature & Multiple Ways of Knowing				
4	Thurs 9/26	Social Constructions of Nature; Scientific Approaches to Knowledge	-E&S Ch. 8	DT
5	Tues 10/1	Local and Traditional Ecological Knowledge (TEK) in Alaska	- Berkes 1999: Ch 1-2; 7 (<i>Langdon 2006 optional</i>)	
	Thurs 10/3	Case Studies: Alaska Beluga Whale Committee and Climate Change & Subsistence Fisheries in Northern Alaska	-Fernandez-Gimenez et al. 2006 (<i>Moerlein & Carothers 2012 optional</i>)	DT
C. Political Economy and Political Ecology				
6	Tues 10/8	Political Economy and Political Ecology	-E&S Ch. 7 -Robbins 2004 Ch 1-2 (<i>Ch 3-4 optional</i>)	<i>Final Paper distributed</i>
	Thurs 10/10	Case Studies: Political Economy & Ecology of World Fisheries	-Campling et al. 2012	DT
7	Tues 10/15	Exam 1		
	Thurs 10/17	<i>Guest speaker: Dr. Lisa Campbell, Duke University</i>	TBA	<i>Short Paper distributed</i>

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D. Environmental Ethics, Values, and Justice				
8	Tues 10/22	Environmental Ethics & Values in a Historical Context	-E&S Ch. 5 -Cronon 1995	
	Thurs 10/24	Environmental Justice & Discourses in Fisheries	-Allen & Gough 2006 -Gray et al. 2008	DT
9	Tues 10/29	Case Study: Pebble Mine and Bristol Bay Fisheries	-Frontline 2012 <i>online documentary</i>	
	Thurs 10/31	Engagement in Local Human-Environmental Issues <i>Guest Speaker: Dr. Rachel Donkersloot, Alaska Marine Conservation Council</i>	TBA	DT
E. Institutions, Property, and Common Resources				
10	Tues 11/5	Institutions and Commons	-E&S Ch. 4 -Hardin 1968 (Gordon 1954 optional)	Short Paper
	Thurs 11/7			DT
11	Tues 11/12	Case Study: Crisis of Overfishing	-Mansfield 2011	Final Paper Outline
	Thurs 11/14	Case Studies: Wealth inequality and small-scale societies; individual transferable quotas	-Carothers and Chambers 2012	DT
II. Synthesizing Approaches: Exploring Fishery Systems and Resource Management				
12	Tues 11/19	Governance & Management in Alaska Fisheries: The Human Dimension	-NPFMC 2007 -BOF intro -Hall-Arber et al. 2009 (Criddle 2008 optional)	
	Thurs 11/21	Applied Sociocultural Aspects of Fisheries Management; local Alaska fishery examples. <i>Guest Speaker, Dr. Steve Langdon, Professor, Anthropology, University of Alaska Anchorage</i>	-TBA	DT
13	Tues 11/26	Exam 2		
	Thurs 11/28	<i>Thanksgiving Holiday; No Class</i>		
14	Tues 12/3	Ecosystem Approach to Fisheries	-Shackeroff et al. 2009 -De Young et al. 2008 (skim)	
	Thurs 12/5	Tying Approaches Together: The Case of Tuna	-E&S Ch. 12	DT
15	Tues 12/10	Final paper presentations		
	Thurs 12/12	Final paper presentations		Final Paper Draft
16	Thurs 12/19	Final Paper Due		Final Paper 12pm

Curriculum Committee SFOS

Members: Trent Sutton (Chair)
Ana Aguilar-Islas
Andres Lopez
Brenda Konar

21 August 2013

Stacked Course

Course Number: FISH 411/611

Course Title: Human Dimensions of Environmental Systems

Instructor: Carothers

First Time of Offering: No

General Recommendations:

No general comments from the SFOS Curriculum Committee other than any comments regarding the course syllabi pertain to both FISH 411 and 611.

Faculty Senate Form:

Clarify and Address the following:

- For Course Classifications, please do not check Social Sciences as this course does not follow the UAF-designated criteria for that classification.
- Catalog Description. Please use the UAF catalog description. For the F200-level course topics in the prerequisites, we have been told that only specific courses can be listed because topic areas cannot be enforced. If you have specific courses, please list them. However, be careful that course prerequisites are not too restrictive. For the FISH 411 description, you must include language that says "This course is stacked with FISH 611". Similar language must be included for FISH 611 (stacked with FISH 411). All of these changes pertain to Sections 6 and 7.
- The section on Estimated Impact must be completed – impact on workload, need for videoconference room, etc.
- For Library Collections, since adding the stacked course (FISH 611), must contact the library to make sure the necessary library resources are available.
- For Impacts on Programs/Depts, there must be a program impacted. At the very least this change impacts Fisheries. What about other programs? MSL? Anthropology? Likewise, there has to be a positive/negative impact. In this case, an increase in enrollment?
- For the Justification, students asking for a 600-level course to be offered when a 400-level course exists of similar content was not considered to be adequate justification. Please provide a more thorough justification for this change/addition. What does the 600-level course fulfill that the 400-level course did not?

Syllabus:

- The two versions of the syllabi (FISH 411/611) were very similar and the Committee felt that there was not adequate differentiation on the syllabi to differentiate the two versions. While this information was clear in the Faculty Senate form, it was not as explicit in the syllabi and must be made clearer for when this course is reviewed by GAAC.
- Instructor contact information needs to be updated to reflect dual locations (Fairbanks and Anchorage). Explanation needs to be provided on the syllabus on where the instructor will be located during the semester and where students can contact the instructor.
- The course description on the syllabus must match the course description on the Faculty Senate form.
- Course goals needs to be different between FISH 411 and 611. Only having differences in assignments and readings does not constitute justification for course differentiation. Note that UAF is more critically evaluating stacked courses.
- For grading, the Committee wondered why the final paper/presentation was worth the same number of points for students in FISH 411 and 611, yet it is a much longer and more significant assignment for students in FISH 611.
- For Contacting the Instructor, the Committee strongly recommends that you change the wording of this section. This section comes across as stating that you are not very available to students. Given that you will not be co-located with the majority of the students in your course, you will need to make yourself more available and provide additional explanation on how students can contact you.