Society and the Oceans
SMEA/JSIS/ENVIR 103

Professor Patrick Christie

5 credits
Spring 2024
1:30-2:50 PM M,W,F
Online: https://washington.zoom.us/j/6060560332

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Professor's office hours:	Monday, 3-4pm Pacific Time or by appointment https://washington.zoom.us/j/6736054404
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UW requirements:	This course counts toward UW DIV credit requirements and Individual and Society (I&S) or Natural World (NW).

The oceans were once considered an inexhaustible source of protein and mineral wealth capable of sustaining humankind into the distant future. The allure of oceans and shores as aesthetic, cultural, and recreational amenities is common in many societies. A summer day spent at the seashore brings back fond memories. The ocean is also a source of livelihood and sustenance. Who suffers from ocean decline and ocean management policies have justice ramifications since the wealthy and powerful are frequently able to insulate themselves from the worst consequences. These perspectives, grounded in human needs and worldviews, have implications for how we relate to the ocean and choose to manage its bounty. Today the oceans have become the ultimate proving ground of whether humans are capable of achieving a sustainable and justice-based relationship with a planet showing increasing signs of stress. Human populations are burgeoning in coastal areas worldwide, with increasing affluence and increasing impoverishment each in its own way contributing to coastal resource degradation. Scientific studies reveal how the actions of such disparate groups as property owners along Puget Sound's shores or fishers in the Philippines contribute to marine environmental degradation. We can ask, therefore, as we will through this course: Why is it that we behave in ways that lead to the destruction of the things we love and depend on? What does it take to get us to change our ways? And who suffers the consequences of ocean decline and management policies?

In response to such vexing questions, some describe the state of the ocean as a "tragedy of the commons". Grounded in analysis that highlights rapid human population growth, environmental carrying capacity, and incentive systems that favor individual over collective gain, this explanation has had tremendous influence on public opinion and policy making. On the other hand, some have suggested that this framework is a misleading, or at least oversimplified, explanation for environmental degradation that does not adequately consider diversity, equity, and inclusion dimensions—resulting in unjust and ineffectual policies.

Dealing with these complex human-environment interactions requires study rooted in both the social and natural sciences and responses that employ robust institutional arrangements. This course will be concerned primarily with the social and policy dimensions of the ocean environment and ocean management policy. Students will learn how human values, institutions, culture, and history shape environmental issues and justice-attentive policy responses. These social dynamics are manifested ecologically throughout the world's oceans. Essential ecological and biological processes will be reviewed.

The course will emphasize diverse perspectives, locally and from around the world. Given the inherent rights of Coast Salish people in the Puget Sound or Salish Sea region, their perspectives will be emphasized. The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations (https://www.washington.edu/diversity/tribal-relations/)

The course consists of five units:

1) An introduction to how human values and interests shape our interactions, through time, with the marine environment;
2) An examination of the "tragedy of the commons" concept, with particular attention to diversity, equity and inclusion and policy effectiveness;
3) A review of salmon management and recovery in the Puget Sound, highlighting dam removal and other initiatives led by Coast Salish tribes;
4) Tropical ocean issues and current policy responses in the Coral Triangle region;
5) An overview of marine policy at various governance scales with particular focus on environmental justice and opportunities for students to become agents of change.

Key learning objectives:
Students will learn how to analyze the following issues:

- How are human-marine environmental interactions evolving?
- Is there an ocean environmental crisis, and, if so, how is it best described?
- Why are certain ocean environmental issues prioritized? And, how are these related to considerations of diversity, equity, and inclusion?
- How do our worldviews, socio-economic status, and education shape our analysis of issues and solution design?
- What is the "tragedy of the commons" and when it is an accurate portrayal of ocean environmental issues?
- What management strategies are being used to address these issues?
- What are the trade-offs associated with various management strategies? What social groups tend to carry the burden of ocean management policies?
- Why do management strategies vary so much between the so-called developed and developing worlds?
- How best to develop justice-attentive and effective ocean management policies?
- What is your personal commitment to environmental justice and ocean sustainability?

Readings draw from a broad range of opinions and expertise. Students will be required to read most of the following book (available at the University Bookstore and online):
Montgomery, D.R. 2003. *King of Fish The Thousand-Year Run of Salmon*. Boulder: Westview Press.

See class descriptions below for additional required readings drawn from books, websites, academic journals and newspapers. Readings will be posted on the Canvas Site under an Assignment's Tab for each class period. It's essential that you read materials before each class.

Course philosophy and pedagogy:
This course will consist of a mixture of lectures, videos, and discussions. Class discussions and Q&A sessions with guest speakers will allow students to engage more deeply with course content and the real-world implications of policy and action. The course will be conducted online via Zoom. Most class sessions will include a lecture and small group discussions (facilitated by Zoom break-out rooms). The Zoom link can be found above.

Please keep in mind that this is OUR class. While guests and Professor Christie will do much of the lecturing, it's important that you play an active role in class discussions. The course will expose you to a wide array of opinions on ocean environmental issues and management strategies. There is a great deal of debate as to causes and appropriate responses. It is critically important that we respect one another's opinions. You will be expected to express your opinions and contribute knowledge based on your skills and training. You are also very welcome to ask clarifying questions of one another and your instructors.

Attendance:
Your attendance will improve your understanding of the course materials and will enhance the learning environment of others. Quizzes and written essays will be based on readings and materials presented and discussed in class.

Major exams and assignments:

Assignment	**Percent of overall grade**	**Due date**
1) Quizzes (three given, lowest score dropped, no make ups)	20	April 8 and May 6, one unannounced
2) Midterm exam	20	April 26, during class time
3) Final exam	30	May 31, during class time
4) Three short essays. Best two graded as part of portfolio.	20	Essays due April 5, April 26, May 22. Final portfolio of two essays for grading due May 29. Posted on Canvas by the author BEFORE the beginning of class on the due date
5) Participation. Questions for guest speakers submitted through Canvas. See sessions marked "guest lecture".	10	Throughout term, post questions BEFORE guest lectures.

There will be three quizzes given the quarter—two announced in advance and one unannounced. Your lowest quiz score will be dropped, so no makeup quizzes. There will be three short essays on key themes, of which the best two (your choice) will form a portfolio to be handed in and graded at the end of the course. Essays should be **posted on Canvas by the author BEFORE the beginning of class on the due date**. If you fail to turn in a first draft for any of the three essays, 2 points will be subtracted from overall portfolio grade. The final exam will be cumulative, covering material from the entire course. Quizzes and exams are open book, but not collaborative.

Throughout the quarter, we will hear from various guest lecturers with a variety of experience and expertise. Through their inclusion, we hope to make the course content more relevant to real-world developments and demonstrate the diversity within the environmental field. Additionally, guest lecturers will provide background readings relevant to their chosen topic to give you a foundation to engage more deeply in their talk. There will be time for a Q&A after their presentations. To prepare and out of respect for guest lecturers, please post 2 questions for the speaker on Canvas **before** their guest lecture. For these questions, we ask that you engage with the readings,

previous course content, and the speakers' online bios mentioning the source appropriately. We hope that you ask these questions in class and engage fully with these seasoned professionals who have generously volunteered their time to talk to us.

There will be regular opportunities for extra credit throughout the quarter. Frequently this will consist of attending related lectures on campus and turning in a brief description of and comment on the most interesting aspect of the lecture/event. A student can accumulate a **maximum of 5 extra credit points** total. Most events will count for 1 point.

Descriptions of assignments will be handed out with ample time for preparation.

Grading:
Your grade in this course is based on diverse, low-stakes assignments. This provides us an opportunity to assess your progress, participation, and learning in a holistic manner.

A total of 100 points are available for the course. Final grades are assigned in accordance with UW's numerical grading system and scale: A = 3.5 – 4.0 (90 – 95+%), B = 2.5 – 3.4 (80 – 89%), C = 1.5 – 2.4 (70 – 79%), D = 0.7 – 1.4 (60 – 69%), E (F) = 0 (<60%).

To be fair to all students, two points will be subtracted for each day an assignment is late. Assignments will not be graded if received three days past the due date. **Submit all assignments on Canvas, not by email.**

Attending office hours:
Educational research has shown that a student's grades are directly correlated to their level of engagement in a class. Discussing the class concepts with the teachers and your peers leads to higher levels of engagement. So, please attend the office hours. You will benefit from such meetings.

UW class policies:
If helpful, please contact Disability Resources for Students (DRS) in 011 Mary Gates, (206) 543-8924, http://depts.washington.edu/uwdrs/.
Also, please discuss such matters with me early in the course so that appropriate accommodations can be made.

The University's definitions of academic and personal misconduct are outlined in the *Student Conduct Code* (available online at https://www.washington.edu/cssc/for-students/student-code-of-conduct/). It is your responsibility to read and understand the University's expectations in this regard. Until you have read the *Code*, do not assume that you know what this University defines as cheating, plagiarism, and other forms of academic misconduct. Plagiarism is a significant violation of the *Student Conduct Code*. It is important for you to know that plagiarism is any representation of another person's words or ideas in a manner that makes it seem as if they were your own, in either oral or written form. Plagiarism checking software provided by the UW will be used as needed. Similarly, the use of artificial intelligence (AI) is not allowed to help write essays or during quizzes/exams. If you wish to explore a topic while writing your essays (only), it is allowed to use AI to gather resources for your own edification. However, essays directions will expressly focus on the use of in-class materials/readings. Please see UW policies on the use of AI: https://www.washington.edu/studentlife/2023/10/11/ai-tools-and-academic-integrity/

Please discuss with the professor and TAs any concerns about the course or grading as soon as possible. If you are not comfortable talking with us or you are not satisfied with the response that you receive, you may contact the Director of the School of Marine and Environmental Affairs Nives Dolsak (nives@uw.edu).

This course is scheduled to run synchronously at our scheduled class time via Zoom. These Zoom class sessions will be recorded and posted to Canvas after class. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared in the public and will be deleted after the course ends.

UW-IT and Zoom have a Business Associates Agreement (BAA) to protect the security and privacy of UW Zoom accounts and is FERPA (https://registrar.washington.edu/students/ferpa/) compliant. Students who **do not** wish to give consent to being recorded should: 1. Choose a Zoom username that does not include any personal identifying information like their name or UW Net ID; 2. Never share their computer audio or video during their Zoom sessions.

By enrolling in this class, all students agree to never upload the recordings or presentation materials to other platforms. Presentation materials are the intellectual property of the person who created them.

UW religious accommodations:
Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

3/25/2021: Class Orientation
Review online methods, student and teacher introductions

UNIT 1
Introducing the Human Dimensions of the Ocean
Learning goals: Students will learn the importance of the human dimensions of marine environmental issues and the value of applying integrated analysis frameworks. How personal perspectives of the ocean and ocean issues are shaped by individual values will be explored. Students learn that human relations with the ocean are changing rapidly. While increasing numbers of people are concerned with the marine environment (and tend to blame fisheries, development, etc.), many value fisheries and some deny the overall decline of fish stocks and environmental quality. Effective marine policy-making generally balances these various forces and perspectives.

3/27: How are Oceans Different?
Watch: Great Barrier Reef hit by sixth coral bleaching event – video
Read: Class syllabus word by word!
Read: Ocean Governance-Wikipedia

3/29: Worldviews and How They Shape Our Interpretations and Recommendations: Role-play and Discussion Read: World View-Wikipedia, focus on the opening paragraphs and "Comparison" section.

4/1: Crisis in the Oceans
Read: Halpern, et al. 2008. A global map of human impact on marine ecosystems. *Science* vol 219, 15 February.
Read: Harrington and Biedenweg, 2024. Puget Sound Perceptions of Environmental Change Summary Report. (skim appendices)
Read: The Oceans Are Warming Fast, and Our Lives Are About to Change
Watch: See what three degrees of global warming looks like
Read: Go to this site (**using Chrome browser**) and explore: Ocean Health Index
Read: Ocean Heath Index Scores 2023
Read: Find the OHI score for 3 countries you've been to at (note: a map on which you can select countries will only show up with Chrome browser): Scores
Watch: State of the Sound: Protecting the ecosystem of Puget Sound

4/3: Evolving Relations of Native American Societies with the Salish Sea and Salmon
Read: Skim intro, read from pages 13- 31. Stewart, H. 1977. *Indian Fishing, Early Methods on the Northwest Coast*. Seattle: University of Washington Press.
Read: Read article and skim comments: Traditional fishing revival launched by First Nations man
Read: Chapter 4, Salmon People, *King of Fish*, David Montgomery

Read: Lummi Island Wild Superior Quality Salmon
Watch: Lummi Nations Return to Reef Netting

UNIT 2
The Tragedy of the Commons: A Compelling or Incomplete Framework?
Learning goals: Students will learn the strengths and weaknesses of the "tragedy of the commons" framework, one of the most influential frameworks used to explain environmental degradation.

4/5: The Tragedy of the (Ocean) Commons and its Influence
*** Essay 1 due ***
Read: Hardin, G. 1968. The tragedy of the commons. *Science* 162:1243-1248.
Read: The Demise of North Carolina's Coastal Fisheries Resources & Public's Right to Fish – Part 3: The Tragedy of the Commons
Read: Free Market Environmentalism
Read: Fisheries are Classic Example of the "Tragedy of the Commons"
Read: Save Fish, Establish Property Rights,This is how we protect the environment (and still get good sushi).
Read: The tragedy of the high seas, *The Economist*. Vol. 410, Iss. 8875, (Feb 22, 2014)
Skim site and read section on "reducing overfishing"

4/8: Have We Overextended the Simplistic Tragedy of the Commons Analysis? Introducing a Multidisciplinary Framework
Quiz 1
Read: Hardin, G. 1974. Living on a lifeboat. *Bioscience* 24:561-568.
Read: chapter 2 from Vandermeer, J. 1996. *Reconstructing Biology, Genetics and Ecology in the New World Order*. New York: John Wiley & Sons, Inc.
Read: skim page and read section "criticism" at: http://en.wikipedia.org/wiki/Tragedy_of_the_commons
Read definition of ITQ: https://fishionary.fisheries.org/tag/itq/
Read (focus on this section: "Social and Equity Concerns with ITQ management"):
Read: https://www.splcenter.org/fighting-hate/extremist-files/individual/garrett-hardin Garrett Hardin

UNIT 3
Case Study of Puget Sound and Salmon Recovery
Learning goals: Students will learn about critical marine environmental issues in the Puget Sound, which is increasingly referred to as part of the larger Salish Sea. They will explore the importance of salmon, an iconic marine species, to the Pacific Northwest's image and how this status influences public opinion and policy. Students will learn about the dilemmas and trade-offs associated with dam removal and salmon management. Students will learn how Native American leadership is shaping environmental recovery. Finally, this case will inform a framework for ocean governance.

4/10: Overview of Puget Sound Ecosystems and Salmon
Read: Are we making progress on salmon recovery?
Read: Browse the Encyclopedia for Puget Sound and read 1 short article of your choice
Watch: 20,000 Years in Puget Sound
Watch: The Puget Sound Model: Tides and Currents
Watch: Ecosystem Puget Sound Intertidal (I)
Watch: Ecosystem: Puget Sound Intertidal (II)
Watch: Through Salmon Eyes

4/12: Guest Lecture by David Montgomery: Salmon Ecology and Recovery
Read: *King of Fish*, David Montgomery, read Chapters 1-3, *skim* chapters 5 - 6, read Chapter 7-11

- Ch. 1-3 - Explaining salmon decline
- Ch. 5 - Old World - Europe and UK decline *(Skim)*
- Ch. 6 - Northeast decline *(Skim)*

- Ch. 7 - Decline in West
- Ch. 8 - Hatcheries
- Ch. 10 - Changing River
- Ch. 11 – Summary

4/15: Professor Christie: Coast Salish Leadership in Salish Sea and Salmon Recovery: Boldt Decision, Culverts Case, Qwuloolt, TMX Pipeline, etc
In class video: As Long as the River Runs
Watch The Boldt Decision Video
Read: Understanding Tribal Treaty Rights in Western Washington. NW Indian Fisheries Commission
Watch: Tribal Journeys
Skim: Northwest Indian Fisheries Commission
Read: Northwest Indian Fisheries Commission- About us
Read: Tied US Supreme Court decision means Washington must remove barriers to salmon migration
Read: 9th Circuit: Culverts must be fixed
Watch: Billy Frank Jr. speaks at Boldt 40
Watch: Gov. Jay Inslee at Boldt 40
Read and watch video: Qwuloolt Restoration
Read: Qwulooth Restoration Hisotry and Vision
Read: Christie et al. 2018. Policy pivot in Puget Sound: Lessons learned from marine protected areas and tribally-led estuarine restoration. *Ocean and Coastal Management* 163: 72–81.
Read and watch videos created by UW students: (Public)Recovering the Salish Sea

4/17: Guest Lecture by Lynda Mapes, Seattle Times Reporter: Elwha Recovery
Read: Elwha: A River Reborn, Lynda Mapes. Read chapters 1, 3, 4, 5, 6, 8.
Read: Mapes. 2023. Tribe catches coho salmon on free-flowing Elwha River, a first since dam removals. Seattle Times.

4/19: Guest Lecture by Annette Bryan, Puyallup Tribal Council Member: Tribal Resistance to Fossil Fuel Infrastructure.
(Do readings in order below.)
Read and watch video The Story of Our People
Watch: Annette Bryan Puyallup Tribe Stands for Climate Justice
Read: Via Scientific American: Fracking Would Emit Large Quantities of Greenhouse Gases
Read: Say NO to Tacoma LNG
Read: Water Warriors: No LNG in the 253
(listen to the Listen to 4 listening segments (7 mins each) dispersed throughout the article: 'Deceptive solution' or bridge fuel? Fight over half-built LNG project continues in Tacoma.
Read: Liquefied natural gas plant in Tacoma gets OK from state pollution board KNKX Public Radio | By The Associated Press
Read: Puyallup Tribe, Community Organizations Challenge Dangerous Tacoma LNG Facility
Read: Tacoma Liquefied Natural Gas (LNG) Facility
Read: Puget Sound Energy cancels liquid natural gas plant expansion in Tacoma, Seattle Times, January 24, 2024.
Watch: Ancestral Waters (2022, 74 minutes):

4/22: Guest Lecture by Binah McCloud (Puyallup, Director of Student Success and Culture, Chief Leschi Schools) and Hanford McCloud (Nisqually, Government to Government Liaison for the Nisqually Tribal Council): The Fish Wars, Boldt Decision, and Culture-Based Education
Read: In Loving Memory: Janet McCloud Yet-Si_Blue
Watch: The Fish Wars: Four Simple Truths Video
Read: Treaties in the Pacific Northwest: Promises Made and Broken
Watch: The Fish Wars: Issues at Stake Video
Read and watch videos at: The Fish Wars Strategies for Taking Action

Read: Backlash to Boldt
Read and watch videos at: THE FISH WARS: Examine the Evidence
Watch: A voice for the salmon: Boldt decision goes deeper than the right to fish
Browse: Treaty tribes mark 50th anniversary of the Boldt decision
Browse and watch video about UW and CLS collaboration at bottom of webpage: In the Eyes of Our Children
Watch Chief Leschi School student-created video: Canoe Journey
Browse: Nisqually Indian Tribe
Read: Billy Frank Jr.- Wikipedia
Read: Billy Frank Jr. Nisqually National Wildlife Refuge

4/24 Guest Lecture by Joseph Bogaard, Executive Director of Save Our Wild Salmon: A Campaign to Remove the Lower Snake River Dams
Read; Chapter 9, *King of Fish*, David Montgomery
Read: Salmon People: A tribe's decades-long fight to take down the Lower Snake River dams and restore a way of life. Seattle Times, Lynda Mapes.
Read: Fact Sheet: President Biden Takes Action to Restore Healthy and Abundant Wild Salmon and Steelhead in the Columbia River Basin (Sept. 2023)
Read: White House Factsheet: Biden-Harris Administration Announces Ten-Year Partnership with Tribes & States to Restore Wild Salmon, Expand Clean Energy Production, Increase Resilience, and Provide Energy Stability in the Columbia River Basin (December 2023)

4/26: Unit Wrap Up, Extending the Tragedy of the Commons
***Essay 2 Due ***
Read: Elinor Ostrom and the Solution to the Tragedy of the Commons
Watch: Elinor Ostrom-Prize Lecture
Midterm exam in class

UNIT 4
Case study of Philippine and Indonesian coral reefs
Learning goals: Students learn that Philippine, Indonesian and Coral Triangle coral reefs are valuable and biodiverse marine ecosystem under pressure. Social conditions and historic legacies are contributing to reef and coastal degradation in the tropical contexts. Impacts from multiple factors will be explored as exemplary of the local and global forces driving their decline. Management responses are varied in their success and fraught with trade-offs that have implications for economic development and biodiversity conservation.

4/29: Tropical paradise? An Introduction to Philippine, Indonesian and Coral Triangle Coral Reefs
Read tab: "Background", and skim tabs: "Geography" and "People and Society" at:
https://www.cia.gov/the-world-factbook/countries/philippines/
Read tab: "Introduction" and skim tabs: ""Geography" and "People and Society" at:
https://www.cia.gov/the-world-factbook/countries/indonesia/
Read: What are coral reefs?
Watch (pay special attention to section starting at 6:38 on the Coral Triangle): Google Earth Tour of Reefs at Risk (Full Length)

5/1: How Climate Change and Rising Sea Level Affect Tropical Coastal Areas and Coral Reefs
Watch: Causes and Effects of Climate Change | National Geographic
Watch: Climate Change 2022: Impacts, Adaptation & Vulnerability
Watch: Philippines Climate Change in Coastal Areas
Read: (focus on the abstract, introduction, tables/maps, and discussion, skim rest of article): McLeod et al. 2010. Sea-level rise vulnerability in the countries of the Coral Triangle. *Sustainability Science.*
Read: How does climate change affect coral reefs?
Read: Einhorn, C. 2021.Climate Change Is Devastating Coral Reefs. New York Times.
Read: Heron et al. 2017. Impacts of Climate Change on World Heritage Coral Reefs. UNESCO.

5/3: The Call for a Global Network of Marine Protected Areas
Read: 50 countries vow to protect 30 percent of land and sea by 2030
Read: The Push to Conserve 30 Percent of the Planet: What's at Stake?
Read: An Open Letter to the Lead Authors of 'Protecting 30% of the Planet for Nature: Costs, Benefits and Implications.'
Read: Christie et al. 2017. Why people matter in ocean governance: Incorporating human dimensions into largescale marine protected areas. *Marine Policy* 84: 273-284.

5/6: Local Challenges and Solutions for Coral Reefs and Unit Wrap Up: Extending the Tragedy of the Commons
Read: Christie, P. and A.T. White. 2007. Best practices for improved governance of coral reef marine protected areas. *Coral Reefs* 26:1047-1056.
Browse: Coastal Conservation and Education Foundation, Inc.
Browse: Community Conservation Livelihoods

Quiz 2

UNIT 5
Charting the Future of Marine Policy
Learning goal: Students learn that this is a unique and exciting time in the field of marine policy. The response needs to occur on multiple governance levels drawing from various disciplines. Models of marine resource management, marine policy, and marine conservation are context specific and influenced by particular historic and social conditions.

Each of the following guest lecturers will be asked to respond in the context of their expertise and specific topic to the questions: What are the key issues driving marine environmental degradation? And what are the key solutions to these problems?

5/8: Guest Lecture by SMEA Professor and U.S. Nature Assessment Phil Levin: Perception and Conflict in Conservation
Read: UW's Phil Levin to direct first-ever US National Nature Assessment
Read: Levin et al. 2020. Perception and Conflict in Conservation: The Rashomon Effect. *BioScience* 71: 64–72.
Skim: Draft Prospectus for the First National Nature Assessment

5/10: Guest Lecture by Eddie Allison: Food from the Oceans
Read: Crona et al. 2023. Four ways blue foods… *Nature* 616: 104-112.
Watch (optional): "Seaspiracy" documentary on Netflix.

5/13: Lecture by TA Thor Belle, SMEA Masters Student: Grief, Awareness, Hope, and Community Action: Finding a Way Forward in Uncertain Times
Read: Is climate grief something new?
Read: Cunsolo and Ellis. 2018. Ecological grief as a mental health response to climate change-related loss.
Skim: Little Boat, Big Ocean
Listen and Skim: Five Indigenous Poets Explore Loss and Love of their Native Lands

5/15: Guest lecture by SMEA Professor Eréndira Aceves Bueno: Overcoming Barriers to Sustainable Coastal Governance in Mexico
Read: Aceves-Bueno, E. et al. 2023. Sustaining small-scale fisheries through a nation-wide Territorial Use Rights in Fisheries system. PLoS ONE 18(6): e0286739.

5/17: Guest Lecture and Activity with Artist and Creative Director of Northwest Artists Against Extinction: Britt Freda: Art and Activism Connections

Browse: Northwest Artists Against Extinction (NWAAE)
Read: Britt Freda
Read: Making the Invisible Visible: An Interview with Patricia Watts, Founder of ecoartspace
Read: Do What You Love, The Rest Will Follow: An Interview with Indigenous Artist and Activist Mer Young
Read: Artivism: David Solnit on Using Art to Influence Movements
Watch: Performance by Jason Nious of Molodi
Read: Shepard Fairey Explores Poignant Themes and Choices in "The Future Is Unwritten"
Browse: Obey Giant/ The Art of Shepard Fairey Manufacturing Quality Dissent Since 1989

5/20: Guest Lecture: Emergent Educational Strategies for Change: Critical Media Literacy, Learning Networks, Fisher Exchanges… Discussion with Kaleigh Carlson Rights-based Conservation Strategist/Project Manager for Facilitation of Small-Scale Fisheries Organizations and Leopoldo Cavaleri Gerhardinger
Browse: Kaleigh Carlson Consulting
Read: TINTA
Read: Supporting small-scale fisheries organizations' advocacy for self-determined priorities.
Browse: Leopold Cavaleri Gerhardinger, PhD
Watch: IYAFA 2022: Celebrating small-scale fisheries in Latin America and the Caribbean region
Skim paper, read conclusion: Dalton et al. 2020. Marine-related learning networks: Shifting the paradigm toward collaborative ocean governance. Front. Mar. Sci. 7:595054. DOI: 10.3389/fmars.2020.595054

5/22: Environmental Justice and Allyship
***Essay 3 Due ***
Watch: Environmental justice, explained
Read: Bali Principles of Climate Justice
Watch: Three videos on "Land Acknowledgement, Colonization, Decolonization"
Skim: Participant Bios at the above Burke Museum webpage
Read: Indigenous Allyship
Read: Bennett, N., et al. 2017. An appeal for a code of conduct for marine conservation. *Marine Policy* 81: 411–418.

5/24: Lecture by TA Kayley Pingeon with Executive Director Nisqually Land Trust Jeanette Dorner and Hanford McCloud (Nisqually, Government to Government Liaison for the Nisqually Tribal Council): Treaty Rights, Tribal Sovereignty, and the Role of NGOs in Ecological Restoration and Tribal Leadership: An Interdisciplinary Exploration Through Two-Eyed Seeing
Skim: "Two-Eyed Seeing": An Indigenous framework to transform fisheries research and management
Skim: Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action
Watch: Interview with Hanford McCloud - Cultural Visionary of the Nisqually Tribe
Watch: sčədadxʷ (salmon)
Watch: About Nisqually Land Trust
Skim: Nisqually Land Trust

5/27: UW Closed for Memorial Day

5/29: Guest Lecture: Wrap Up and Your Personal Commitment to Change: Panel of UW and Off Campus Organizations.
Essay Portfolio Due
Corey Garza, Associate Dean of Diversity, Equity and Inclusion, College of the Environment, Professor, School of Aquatic and Fishery Sciences
Associate Dean Julia Parrish, College of the Environment

Watch: Healing
Read announcement of and watch video: Get to know the UW campus with Indigenous Walking Tour
Download UW Indigenous Walking Tour guide here and skim:

Watch:We Need Action, not Hope, on Fighting Climate Change
Skim: Earthlab
Watch: Introducing UW EarthLab
Watch this (and think what's missing from this video given our class!): This is UW Environment
Read: Diversity, Equity and Inclusion
Browse: Who Is Beating Back Book Bans?
Read: Believe Me, You Don't Want Someone to Save the World
Read: Organizing Across State Lines to Stop a Pipeline
Browse: https://orionmagazine.org/
Read: On Hope

5/31: FINAL EXAM, In class