

International Organizations and Ocean Management

SMEA 507*/ PUBPOL 538
Fall 2018
MW, 10:30-11:520, FSH 109

Credit Hours: 3

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* This course meets the SMEA *Policy Process* requirement.

Course Description

This course examines international regimes to govern international environmental common pool resources and the organizations that manage them. Under what conditions do these regimes emerge? What factors influence their effectiveness? How do they balance protection of global environment with other societal goals such as democracy and equity? Which particular regimes have been developed to govern the oceans? How effective are they and how they influence national, state, local policies and ocean users? What organizations have been developed to manage global oceans and with what success? These are the key issues addressed in this course.

I use a seminar approach. I expect students to read the assigned readings prior to the class and come prepared to engage in an energetic discussion to identify core issues, engage in theoretical debates, examine policy options, and suggest policy solutions.

Student Learning Goals and Objectives

1. Development of knowledge of key institutions and organizations governing oceans;
2. Development of theoretical expertise and analytical skills required for the analysis of their emergence, functioning, and effectiveness;
3. Critical analysis of data and methods used in such analyses;
4. Improvement of oral and written communication skills;

Required Readings

Required Textbooks

International Politics and the Environment. Ronald Mitchell. Sage Publications. 2009. Paper back. ISBN 9781412919753

International Organizations in Global Environmental Governance. Edited by Frank Biermann, Bernd Siebenhuener, and Anna Schreyoegg. New York, NY. Routledge, 2009. (available electronically through the UW library; some chapters available on Canvas)

Required Chapters/Reports/Journal Articles

Students are required to read a number of book chapters, reports, and journal articles. These are listed alphabetically at the end of the syllabus. They can be accessed electronically through the Internet, UW library, and/or on Canvas.

Electronic Exchange of Documents on Canvas

You will be signing up for oral presentations and submitting your written assignments on the Canvas site (<https://apps.canvas.uw.edu/wayf>). Please see course site entitled “**International Environmental Organizations and Ocean Management**”, code SMEA507/PUBPOL538.

Assignments and Evaluation

Assignment	Maximum number of points
Report of a selected ocean issue from UN (2016)	15
Memos summarizing the assigned readings and in-class discussion (4 memos, max 15 points each)	60
Organization report (written report; max 15 points on the individual section & max 10 points for overall report clarity)	25
TOTAL	100

- (1) One-slide summary of the selected chapter from the United Nations (2016).

This assignment has four objectives: (a) learning about international ocean management problems across world regions; (b) learning which organizations are involved in a particular ocean management issue; (c) assessing availability of data to measure the extent of the problem; (d) improving oral communication. Students will sign up for one chapter from UN (2016) on Canvas by Friday, September 28th, 9:30 am. Each student will prepare **ONE**-slide summarizing the core issues of the chapter (pdf format). In this summary, students will address the following (note that some chapters may not provide information on all of these items: (1) key environmental issues; (2) available data to measure the extent of the environmental problems and trends over time; and (3) organizations active in ocean management of this issue. Please post this one-page summary (in pdf format) on Canvas in the forum where you signed up for the Chapter by 9:30 on October 3. Each student will have 2 minutes to present their summary. Note: you may want to see this brief article on making short presentations at <https://nzbpw.wordpress.com/2011/01/25/constructing-the-two-minute-speech/>

- (2) Memos (1 through 4) summarizing all readings assigned for the class session for which the memo is written

This assignment has three objectives: (a) engaging with the required readings comparatively and critically; (b) practicing how to analyze and summarize existing literature, a core research skill; (c) providing a structure for an in-depth class discussion. Rather than summarizing each assigned reading in turn, a memo needs to identify themes addressed in all readings. You may want to start by drawing a concept map (<http://www.inspiration.com/visual-learning/concept-mapping>) to visually represent core concepts and ideas addressed in the readings. Do not submit the map—this is a learning device for you. You will submit a written assignment (800-900 words) that will identify the core concepts and ideas and explain how they are connected. Use the APA style guide for citation (http://guides.lib.uw.edu/ld.php?content_id=17348235).

You will sign up for the class for which you will write a specific memo. Please submit your memos (1-4) via the Assignment section of the Canvas site by 9:00 am of the day for which the

readings were assigned. Please post the document as a pdf file. You will also be expected to discuss the readings and your memos in the class.

(3) Organization report (written report and oral presentation, group assignment)

Three students will sign up on Canvas for one of the organizations listed below. The group will prepare a written report on this organization not to exceed 6000 words (excluding references and tables). The written report is due by Saturday, December 8, 9:00 am, via the Canvas, Assignments section. Each group will also give a 10-minute presentation to the class on the day for which they signed up.

Organizations:

- (a) Multi-lateral (global or regional) organizations: the Arctic Council, FAO, IMO, Intergovernmental Ocean Commission of UNESCO;
- (b) Multi-stakeholder initiatives: The World Ocean Council, Global Partnership for Oceans, Marine Stewardship Council, Small Island Developing States;
- (c) National U.S. government: The State Department, NOAA;
- (d) For-profit sector: Google, BP, Maersk, Principle Power, Nautilus Minerals, Carnival Corporation&plc, Aqua Star, American Seafoods Group, Nippon Suisan USA (Nissui), Tri Marine International;
- (e) Non-governmental organizations: Green Peace, Oceana, World Wide Fund for Nature, The Nature Conservancy, Global Ocean Forum, International Association of Ports and Harbors.
- (f) Transnational social movements: Let's do it! World, World Social Forum

The report and presentation will include the following information about the organization:

- (1) Definition of the organization; name, location, age, type of participation;
- (2) Mission;
- (3) Organization's resources; types and amount
 - a. Total
 - b. The share they dedicate to ocean use/management/governance;
- (4) The impact of this organization on the oceans (blue footprint), their types and extent
- (5) Activities through which this organization governs itself to reduce the above blue footprint
- (6) Effectiveness of the activities discussed in (5)
- (7) Activities through which this organization impacts others and their use of the oceans (ocean governance);
- (8) Effectiveness of the activities discussed in (7)
- (9) Recommendations; how can this organization be more effective in ocean governance

Recommendations regarding management of this group project

Start early!!! Form the group and devise the plan for completion of the work. Who will work on which section? By when will the drafts be posted? By when will the group members respond to drafts? Make sure you have a buffer (several days) for unplanned delays. How will your group assure coherence across the sections? How will the group resolve conflicts? Post a draft of your work plan on Canvas, Organization report discussion forum, by 10/15, 9:30 am.

Grade for this report has two parts; points for the section each student wrote (make sure you include author names for sections of the report) and points for coherence of the total report

(everybody in the group receives the same points for this). To ensure high quality of the group work and avoid free-riding in this group project, students are encouraged to start working on this project early and carefully monitor the progress. Each group will have a discussion forum on the Canvas site where drafts can be shared. Further, posting on Canvas site provides a record of each student's involvement in the project. While the group will likely divide the sections each student will write, I strongly encourage groups to budget sufficient time for each student reading the sections other students have written and providing feedback/editing. This will strongly improve readability and coherence of the report.

Academic integrity

University of Washington students are expected to know their responsibilities and to maintain the highest standards of academic conduct. They are held responsible for any violation of the University of Washington Student Code irrespective of whether the violation was intentional or not. For more information on academic responsibility, see

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

I expect all writing assignments in this class to be original work, completed by the student for this class. When the work is based on published literature and data, those have to be appropriately cited.

Plagiarism identification

University of Washington has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. I will use their service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

Students' questions regarding the use of VeriCite database are described in detail at <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/plagiarism-faqs/>

Please note that as per the above website, students have two options regarding storage of their assignments in VeriCite database:

1. If students do nothing, then the assignment will be stored in the database for the duration of UW's contract with VeriCite.
2. If the student requests, VeriCite will store the assignment only for the duration of the quarter. Once the class is over, the assignment will be deleted from the database. Students should email a request to help@uw.edu. The request must include the paper specifics, such as class name, assignment title, student name, and the URL for the paper. The campus administrator will forward the request to VeriCite support.

Disability accommodations

University of Washington is committed to assisting disabled students. If you believe that you have a disability and would like academic accommodations, please contact Disability Services Office (DSO). DSO is located in Suite 836, Condon Hall, 1100 NE Campus Parkway, Seattle, Washington 98105. They can also be accessed through Campus Mail: Box 364560; via e-mail at dso@u.washington.edu; by phone at 206-543-6450; 206-543-6452 (TTY); or fax at 206-685-7264. You can find more information about the DSO services at <http://www.washington.edu/admin/dso/contacts.html>.

Laptops

Laptops are allowed ONLY for note-taking and for accessing the Internet for a specified task and specified duration. Please do not use the Internet otherwise. In order to provide a disability-friendly classroom environment, we should minimize distracting activity on laptop screens. I do not allow the use of other electronic devices during class.

Late Submission Policy

I have structured this course to provide students with shorter individual assignments applying concepts and theories as we learn them in the class. While the schedule provides choice of date for several assignments, when students sign up for an assignment, this sets the schedule for this student as well as for others. Therefore, assignments have to be submitted on the day for which the student signed up/are set in the syllabus. If you are not able to meet the deadline for medical reasons, please provide documentation from your physician indicating the duration of the incapacitation. Without this document, I will not be able to accept any late assignments. I will expect your late assignment within 3 days of the last date indicating your incapacitation. Past that date, I will not accept a late assignment.

SCHEDULE			
	Topic	Readings	Assignment Due
09/26	Introduction and Syllabus		Sign up for UN (2016) Ch. on Canvas by 9/28, 9:30 am
10/01	Ocean Governance: Issues and Actors	Campbell et al. UN (2016); Ch. 54	M1
10/03	1 st World Ocean Assessment: Oral presentations	Skim UN (2016) Ch. 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29	1 slide presentation, post on Canvas by 10/03, 9:30 am
10/08	1 st World Ocean Assessment: Oral presentations	Skim UN (2016) Ch. 34, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	
10/10	International Environmental Politics and Environmental Problem Definitions	Mitchell, Ch. 1 and 2 UN (2016); Ch. 2	M1
10/15	Sources of international environmental problems	Mitchell, Ch. 3 Dietz	M1 Post group work plan on Canvas by 10/15, 9:30 am
10/17	International emergence of environmental problems	Mitchell, Ch. 4 Rothwell	M2
10/22	Social Movements and Activism	della Porta and Tarrow Giugni and Grasso	M2
10/24	Negotiating solutions: The role of interests and power	Mitchell, Ch. 5 Miller&Dolšak OR Glaser OR Wegge	M2
10/29	Negotiating solutions: the role of NGOs	Corell and Betsill Epstein	M3
10/31	International Organizations and their Impact	International Organizations and Global Environmental Governance, Ch. 1, 2 Van Leeuwen and Kern	M3
11/05	Adaptation of International Organizations	International Organizations and Global Environmental Governance, Ch. 5 Selin & Van Deveer World Bank	M3
11/07	International Environmental Organizations and their Secretariats	Managers of Global Change, Ch. 3 Ch. 6 OR Sellheim, 2012	M3
11/12	Veterans' Day: Federal Holiday Class does not meet		
11/14	Private-Public Hybrid Organizations	International Organizations and Global Environmental Governance, Ch. 10 and 11	M4
11/19	Private Organizations; The role of certification	Gulbrandsen and Auld Puig et al.	M4

11/21	Group work		Post draft of the report slides by 11/21, 11:50
11/26	Evaluating Environmental Regime Effectiveness	Mitchell, Ch. 6 Breitmeier et al (2011) OR PEW	M4
11/28	The future of international ocean governance	Mitchell, Ch. 7 De Suarez et al (2014) Bale (2016) OR Albert 2016	M4
12/03	Organization reports (student presentations)		
12/05	Organization reports (student presentations)		
M indicates a session for which a specific memo can be submitted			

Required Readings

- Albert, Eleanor. 2016. *Preserving a Rules-Based Order in the South China Sea*. Interview of Andrew S. Erickson. Council on Foreign Relations. <http://www.cfr.org/international-law/preserving-rules-based-order-south-china-sea/p38127>
- Andonova, Liliana B. 2009. Ch. 10. International Organizations Inc. Patterns of Environmental Partnerships. In *International Organizations in Global Environmental Governance*. Edited by Frank Biermann, Bernd Siebenhuener, and Anna Schreyoegg. New York, NY. Routledge, 2009. (Canvas)
- Atkinson, Miriam and Monica E. Mulrennan. 2009. Local Protest and Resistance to the Rupert Diversion Project, Northern Quebec. *Arctic*, 63 (4): 468-480.
- Bale, Rachel. 2016. One of the World's Biggest Fisheries Is on the Verge of Collapse. *National Geographic*. <http://news.nationalgeographic.com/2016/08/wildlife-south-china-sea-overfishing-threatens-collapse/>
- Biermann, Frank, Bernd Siebenhuener, and Anna Schreyoegg. 2009. Ch. 1: Global Environmental Governance and International Organizations: Setting the Stage. In *International Organizations in Global Environmental Governance*. Edited by Frank Biermann, Bernd Siebenhuener, and Anna Schreyoegg. New York, NY. Routledge, 2009. (Canvas)
- Biermann, Frank et al. 2009. Ch. 3. Studying the Influence of International Bureaucracies: A Conceptual Framework. In *Managers of Global Change: The Influence of International Environmental Bureaucracies*. The MIT Press. Pp. 37-74. (Canvas)
- Breitmeier, Helmut, Arild Underdal, and Oran R. Young. 2011. The Effectiveness of International Environmental Regimes: Comparing and Contrasting Findings from Quantitative Research. *International Studies Review*, 13(4): 579-605. (Canvas)
- Campbell, L.M., N.J. Gray, L. Fairbanks, J.J. Silver, R.L. Gruby, B.A. Dubik, and X. Basurto. 2016. Global Oceans Governance: New and Emerging Issues. *Annual Review of Environment and Resources*, 41:517-43.
- Campe, Sabine. 2009. Ch. 6. The Secretariat of the International Maritime Organization: A Tanker for Tankers. In *Managers of Global Change: The Influence of International Environmental Bureaucracies*. The MIT Press. Pp. 143-168. (Canvas)
- Corell, Elisabeth and Michele M. Betsill. 2008. Analytical Framework: Assessing the Influence of NGO Diplomats. In *NGO Diplomacy: the Influence of Nongovernmental Organizations in International Environmental Negotiations*. Michele M. Betsill and Elisabeth Corell, eds. The MIT press. Pp. 19-42. (Canvas)

- della Porta, Donatella and Sidney Tarrow. 2005. Transnational Processes and Social Activism: An introduction. In *Transnational Protest and Global Activism*, Donatella della Porta and Sidney Tarrow, eds. Rowman and Littlefield Publishers, 1-20. (Canvas)
- Dietz, T. 2017. Drivers of Human Stress on the Environment in the Twenty-First Century. *Annual Review of Environment and Resources*, 42:189-213.
- Dreher, Axel and Magdalena Ramada y Galán Sarasola. 2009. Ch. 2: The Impact of International Organizations on the Environment: An Empirical Analysis. In *International Organizations in Global Environmental Governance*. Edited by Frank Biermann, Bernd Siebenhuener, and Anna Schreyoegg. New York, NY. Routledge, 2009. (Canvas)
- de Suarez, Mendler Janot, Biljana Cicin-Sain, Kateryna Wowk, Rolph Payet, Ove Hoegh-Guldberg. 2014. Ensuring survival: Oceans, climate and security. *Ocean & Coastal management*. Vol. 90. Pp. 27-37. (Canvas)
- Epstein, Charlotte. 2008. The Anti-Whaling Campaign. In *The Power of words in International Relations: Birth of an Anti-whaling Discourse*. Charlotte Epstein. The MIT Press. Pp. 139-164. (Canvas)
- Giugni, M. and M. T. Grasso. 2015. Environmental Movements in Advanced Industrial Democracies: Heterogeneity, Transformation, and Institutionalization. *Annual review of Environment and Resources*, 40:337-61.
- Glaser, Bonnie. 2015. *Conflict in the South China Sea: Contingency Planning Memorandum Update*. Council on Foreign Relations. <http://www.cfr.org/asia-and-pacific/conflict-south-china-sea/p36377>
- Gulbrandsen, L.H. and G. Auld. 2016. Contested Accountability Logics in Evolving Nonstate Certification for Fisheries Sustainability. *Global Environmental Politics*, 16(2):42-60. (Canvas)
- Park, Susan. 2009. Ch. 5: Socialisation, the World Bank Group and Global Environmental Governance. In *International Organizations in Global Environmental Governance*. Edited by Frank Biermann, Bernd Siebenhuener, and Anna Schreyoegg. New York, NY. Routledge, 2009. (Canvas)
- Pattberg, Philipp. 2009. Ch. 11. Private Governance Organizations in Global Environmental Politics: Exploring their Influences. In *International Organizations in Global Environmental Governance*. Edited by Frank Biermann, Bernd Siebenhuener, and Anna Schreyoegg. New York, NY. Routledge, 2009. (Canvas)
- PEW Charitable Trust. May 2016. Global Progress Toward Implementing the United Nations Fish Stocks Agreement. An analysis of steps taken by tuna RFMOs on key provisions. <https://www.pewtrusts.org/en/research-and-analysis/reports/2016/05/global-progress-toward-implementing-the-united-nations-fish-stocks-agreement>
- Puig, M., C. Wooldridge, A. Michail, R.M. Darba. 2015. Current status and trends of the environmental performance in European ports. *Environmental Science and Policy*, 48:57-66.

- Rayfuse, Rosemary G. 2008. Warm Waters and Cold Shoulders: Jostling for Jurisdiction in Polar Oceans. University of New South Wales (UNSW) Law Research Paper No. 2008-56.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1402390##
- Rothwell, Donald R. 2013. International Law and Arctic Shipping. 22. *Michigan State International Law Review*, 22 (1): 67-99.
<http://digitalcommons.law.msu.edu/cgi/viewcontent.cgi?article=1126&context=ilr> (also on Canvas)
- Selin, H. and S. D. VanDeveer. 2015. Broader, Deeper and Greener: European Union Environmental Politics, Policies, and Outcomes. *Annual Review of Environment and Resources*, 40:309-35.
- Sellheim, Nikolas. 2012. The Establishment of the Permanent Arctic Council Secretariat: Challenges and opportunities. In The Arctic Council: Its place in the future of Arctic governance . Eds. Thomas S. Axworthy, Timo Koivurova, and Waliul Hasanat. Munk-Gordon Arctic Security Program. Pp. 60-82. (Canvas)
- United Nations. 2016. *The First Global Integrated Marine Assessment World Ocean Assessment I*.
http://www.un.org/Depts/los/global_reporting/WOA_RegProcess.htm
- Van Leeuwen, J. and K. Kern. 2013. The External Dimension of European Union Marine Governance: Institutional Interplay between the EU and the International Maritime Organization. *Global Environmental Politics*, 13(1):69-87.
- Wegge, Njord. 2011. "The political order in the Arctic: power structures, regimes and influence." Polar Record, 47 (2): 165-176. (Canvas)
- World Bank. 2016. Oceans, Fisheries and Coastal Economies. Brief. September 25, 2018.
<http://www.worldbank.org/en/topic/environment/brief/oceans>