

Florida International University
Global and Sociocultural Studies
GEO 4391-U01 (87717)

Fall 2019
Mondays 10:00 AM - 11:50 AM
Classroom: PC 419

Marine Geography

Instructor: Dr. Young Rae Choi

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Office:

Office hours: by appointment

Course description

Covering more than 70% of the Earth's surface, the water worlds are no longer 'frontiers' but where major human activities take place. Over the past decade, Geography—the long-time 'de facto terrestrial study' (Anderson & Peters, 2014)—began to pay more attention to the water worlds. The emerging intellectual current within the discipline examines these spaces and interrogates how they can inform our understanding of space, power, and the world.

In this course, we will explore this exciting new field: geography of oceans, seas, and coasts. From seafood on our table to sea-level rise and deep-sea mining, we will explore a broad spectrum of themes and topics and apply critical geographical lenses to examine how the water worlds are represented, understood, and experienced. We will begin with big concepts and trends that define and characterize these spaces. We will then move on to explore the complexities of the water worlds with discussion and debates with regards to current issues. We will adopt a comparative perspective, analyzing the similarities and differences between the contexts of Miami/Florida Bay/the Atlantic and the contexts of Korea/China/Yellow Sea.

**This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.*

Global Learning Objectives and outcomes

1) Global Awareness

Students will identify major issues with regards to the development, management, and conservation of marine and coastal spaces and resources and explain their complexities

2) Global Perspective

- Students will discuss specific marine and coastal issues in the local contexts and compare them with those in the contexts of other localities

3) Global Engagement

- Students will engage in problem-solving processes of several pressing issues with regards to the world's oceans

Resources

This class does not have a required textbook. Readings for each week will be announced and posted on Canvas in advance.

Anderson, J., & Peters, K. (2014). Water worlds: Human geographies of the ocean. Ashgate Publishing, Ltd.

Peters, K., Steinberg, P. and Stratford, E. (eds) (2018) Territory beyond Terra. Rowman & Littlefield. Steinberg, PE (2001) The Social Construction of the Ocean. Cambridge Studies in International Relations. Cambridge University Press.

Levin, PS and Poe, MR (2017) Conservation for the Anthropocene Ocean: Interdisciplinary Science in Support of Nature and People. Academic Press.

Childs, J. (2019) Greening the blue? Corporate strategies for legitimising deep sea mining. Political Geography 74(July 2018). Elsevier: 102060.

Choi, Y. R. (2019) China's Coasts, a Contested Sustainability Frontier. In: Coates, A. and Filmer, D. M. (eds) Frontier Assemblages: The Emergent Politics of Resource Frontiers in Asia. Wiley, pp. 139–158.

Cressey, D. (2016) Bottles, bags, ropes and toothbrushes: the struggle to track ocean plastics. Nature News 536(7616): 263.

Crutzen, P. J., & Stoermer, E. F. (2000). The “Anthropocene.” Global Change Newsletter, 41, 17–18.

Knott, C. and Neis, B. (2017) Privatization, financialization and ocean grabbing in New Brunswick herring fisheries and salmon aquaculture.

Nicholls, R. J. and Cazenave, A. (2010) Sea-level rise and its impact on coastal zones. Science 328(5985). American Association for the Advancement of Science: 1517–1520.

Sengupta, D., Chen, R. and Meadows, M. E. (2018) Building beyond land: An overview of coastal land reclamation in 16 global megacities. Applied Geography 93. Elsevier: 229–238.

Steinberg P and Peters K (2015) Wet ontologies, fluid spaces: Giving depth to volume through oceanic thinking. Environment and Planning D: Society and Space 33(2), 247–264.

Ren, C., Wang, Z., Zhang, Y., et al. (2019) Rapid expansion of coastal aquaculture ponds in China from Landsat observations during 1985–2011. International Journal of Applied Earth Observation and Geoinformation 82. Elsevier: 101902.

Richardson, D. M., Pyšek P., Simberloff D., et al. (2008) Biological invasions—the widening debate: a response to Charles Warren. Progress in Human Geography 32(2). Sage Publications Sage CA: Los Angeles, CA: 295–298.

Steinberg, P. and Peters, K. (2015) Wet ontologies, fluid spaces: Giving depth to volume through oceanic thinking. Environment and Planning D: Society and Space 33(2). SAGE Publications Sage UK: London, England: 247–264.

Walters, B., Zajączkowski, Summerhayes, C., et al. (2016) The Anthropocene is functionally and stratigraphically distinct from the Holocene. Science 351(6269).

Walters, B. (2017) Competing use of marine space in a modernizing fishery: salmon farming meets lobster fishing in the Bay of Fundy. Canadian Geographer / Le Géographe canadien 51(2): 139–159.

Warren, C. R. (2007) Perspectives on the alien'versusnative'species debate: a critique of concepts, language, and practice. Progress in Human Geography 31(4). Sage Publications Sage UK: London, England: 427–446.

Wdowinski, S., Bray, R., Kirtman, B. P., et al. (2016) Increasing flooding hazard in coastal communities due to rising sea level: Case study of Miami Beach, Florida. Ocean & Coastal Management 126. Elsevier: 1–8.

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Arctic Council (2016) Arctic resilience report. Stockholm Environment Institute and Stockholm Resilience Centre.

Course evaluation

<i>Graded Item</i>	<i>% of Grade</i>	<i>Due date</i>
1. Weekly Canvas activities	22%	Every Sunday (11:59 PM)
2. Case-study presentation	15%	Monday (Your presentation date)
3. Roundtable discussion	10%	November 18 & November 25
4. Term paper presentation	10%	December 2 & December 9
5. Term paper	15%	December 9
6. In-class participation & attendance	28%	Every Monday

Grade scale (Modified from the FIU recommended scale effective Fall 2016)

<i>Letter Grade</i>	<i>Points Per Credit Hour</i>	<i>Range (%)</i>
A	4.00	93 or above
A-	3.67	90-92.99
B+	3.33	87-89.99
B	3.00	83-86.99
B-	2.67	80-82.99
C+	2.33	77-79.99
C	2.00	73-76.99
D	1.00	60-69.99
F (Fail)	0.00	less than 60

Course structure and requirements

This course is composed of in-classroom activities (110 mins) and online activities (40 mins) each week. You are expected to read each week's material thoroughly, complete weekly Canvas activities, and come to the classroom prepared for discussion and other types of group activities.

Attendance (24%, 2% each) & Participation (4%)

You are required to attend all scheduled class periods and to participate actively in in-classroom activities. If you must miss a class for an unavoidable reason, you should email me in advance and later submit a form of evidence (e.g., a doctor's note). Only in such a case, I will grant you an opportunity to make up for the class missed. Each attendance counts as 2% of the total grade. Except for the first class, you are allowed to miss one class without losing an attendance grade. Those who fulfill 100% attendance will receive extra points at the end of the semester (up to 3% of the total grade).

Weekly Canvas activities (22%, 2% each)

This course uses the Canvas system as a course webpage (canvas.fiu.edu). On Canvas, you will find the latest version of the syllabus, assignment instructions, lecture slides, readings, and other class materials. You are expected to complete weekly Canvas activities and submit the assignments before coming to class. In addition to the readings, there may be additional tasks, e.g., watching videos or navigating Google maps, to be done to complete the weekly assignments. The online activities are designed to

complement and enhance in-classroom learning. If you experience problems with accessing Canvas, contact ETS in the Green Library for support (GL 152a).

Case-study presentation (15%)

You will make one case-study presentation during the semester, on a current issue related to the week's theme you are assigned to. A sign-up sheet will be circulated and instructions will be given in advance. This is an individual assignment.

Roundtable discussion (10%)

In this marine policy roundtable, you will play a role as a stakeholder in a context of environmental/resource conflicts. The first meeting will be devoted to understanding specific situations and problems. The second meeting will aim to do in-depth debate and reach a resolution.

Term paper presentation (10%) & Term paper (15%)

This final assignment is composed of two parts. First, you will make a presentation on a current issue of your choice and receive feedback from your peers. Second, you will submit a term paper, which should show improvements from the presentation based on the feedback and comments you had. You are strongly encouraged to meet with me at least once, to decide on a topic and/or to discuss how to structure your paper. The final term paper is due on December 1st. This is an individual assignment.

Class policies

Late assignments

Late assignments will lose 10% of the item grade per day. Late assignments are accepted by the fourth day after the original due date.

Electronic device

Phones are to be either **silenced or turned off AND removed from your desk** during class. You are **not allowed to use a laptop unless** you get in-advance approval to use one for taking notes. If it is found more than three times that any of you do personal tasks, you as a class will no longer be allowed to use a laptop.

Communication and group work

Please be polite and responsible when you communicate with me and among your discussion moderation team members. Note that little or no contribution to group work will lead to no grade.

Plagiarism and academic misconduct

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with severe consequences that range from probation to expulsion. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Academic Integrity Committee. Please do not plagiarize.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me or consult FIU academic misconduct webpage at

<http://academic.fiu.edu/academicbudget/misconductweb/1acmconductproc.htm>.

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University resources

Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disability Resource Center at 305-348-3532 in GC 190 (<http://studentaffairs.fiu.edu/student-success/disability-resource-center/>) to coordinate reasonable accommodations.

Counseling and Psychological Services

If you suffer from stress, sleep problems, anxiety, depression, interpersonal concerns or alcohol use that damages your academic performance, you are not alone. Students who have these issues are encouraged to contact the Counseling and Psychological Services at 305-348-2277 in GC 270 (<http://studentaffairs.fiu.edu/wellness/counseling-and-psychological-services/counselor-appointment>).

Center for Excellence in Writing

As an upper-level course in geography, you will be required to make your argument clearly and coherently. The FIU Center for Excellence in Writing offers various services that can help improve your writing skills. If you feel you need assistance, visit their website (<http://writingcenter.fiu.edu/>) for making an appointment.



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Schedule of readings

* Readings are subject to change. All the readings and supplementary class material will be posted on Canvas.

** Assignments are due every **Sunday at 11:59 PM**.

Module	Date	Theme	Readings*	Assignments* (before class)
Module 1	August 26	Introduction: Marine Geography	<ul style="list-style-type: none">• Course syllabus	
	September 2	Labor Day	<ul style="list-style-type: none">• No Class	
Module 2	September 9	Theoretical lenses	<ul style="list-style-type: none">• Anderson, J., & Peters, K. (2014), Water worlds, pp. 3-19• Steinberg, P. and Peters, K. (2015)	<ul style="list-style-type: none">• Canvas activities: Reflections on the readings
Module 3	September 16	The Anthropocene & Climate Change <i>Case study: Ocean acidification</i>	<ul style="list-style-type: none">• Crutzen, P. J., & Stoermer, E. F. (2000)• Waters, C. N., Zalasiewicz, J., Chumakov, A., et al. (2016)• Levin, P.S and Rie, M.R (2017) Conservation for the Anthropocene Ocean, p. 23-38	<ul style="list-style-type: none">• Canvas activities
Module 4	September 23	Sea-level rise <i>Case study: Miami's sea-level rise</i>	<ul style="list-style-type: none">• Tadlowinski, J., Bray, R., Kirtman, B. P., et al. (2016)• Nicholls, R. J., & Cazenave, A. (2010)• New article of your choice on Miami's sea-level rise	<ul style="list-style-type: none">• Canvas activities
Module 5	September 30	Coastal zone <i>Case study: China's coastal land use changes</i>	<ul style="list-style-type: none">• Banerjee, D., Chen, R. and Meadows, M. E. (2018)• Ren et al. (2019)• Choi, Y. R. (2019)	<ul style="list-style-type: none">• Canvas activities
Module 6	October 7	The Arctic <i>Case study: Arctic Council & Arctic shipping routes</i>	<ul style="list-style-type: none">• Arctic Resilience Report (2016)• Anderson, J., & Peters, K. (2014), Water worlds, pp. 23-37• (Optional) Bruun, J. and Steinberg, P. (2018) (Ch. 9 from Territory beyond Terra), pp. 147-164	<ul style="list-style-type: none">• Canvas activities• Term-paper research design due
Module 7	October 14	Deep Sea	<ul style="list-style-type: none">• Childs, J. (2019)• Nautilus website	<ul style="list-style-type: none">• Canvas activities

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		Case study: ISA & seabed mining	• International Seabed Authority website
Module 8	October 21	Fisheries & Aquaculture <i>Case study: Salmon aquaculture</i>	• Knott, C. & Neis, B. (2017) • Walters, B. (2007)
Module 9	October 28	Marine pollution <i>Case study: Plastics</i>	• Cressey, D. (2016) • Ocean Conservancy website
Module 10	November 4	Marine conservation <i>Case study: Invasive species (Spartina vs. Phragmites)</i>	• Warren, C. (2007) • Richardson et al. (2008)
	November 11	Veterans Day	No Class
Module 11	November 18	Marine policy roundtable I <i>Case study: Yellow Sea</i>	• TBD
Module 12	November 25	Marine policy roundtable II <i>Case study: Yellow Sea (continued)</i>	• TBD
Module 13	December 2	Term paper presentation I	• Canvas activities
Module 14	December 9	Term paper presentation II	• Final paper due