MARSCI 286A / ENVIRON 286A / PUBPOL 281A

MARINE POLICY

With Special Topic:
Informing Policy through Science, Technology, Local and Traditional Knowledges

Duke University Marine Lab   Fall 2022

Class time: Mondays and Wednesdays, 10:15 – 11:30am
Class location: For Beaufort students: Repass Lecture Hall, Duke Marine Lab
               For Durham students: by Zoom (insert link & passcode)

Instructor: Julia Bingham, Ph.D. Candidate in Marine Science and Conservation
Pronouns: She/her or they/them
Email: julia.bingham@duke.edu

Office location: Bookhout 220, or by Zoom (insert link & passcode)
Office hours: TBD, or by appointment

Course Description:

Marine policy involves the various courses of action to influence decisions, actions, and management programs to address ocean related matters. Because marine policy involves influencing human attitudes and behavior and addressing overlapping challenges, developing marine policy is complex.

For example, fish are (among other things) natural resources that stakeholders value and use differently: recreational fishers and organized fishing groups might value fish for sport and consumption, commercial fishers might value them for income and a sense of identity, Indigenous groups for sustenance and cultural identity, guide outfitters for tourism and economic benefits, environmental groups for ecosystem services and biodiversity, and the various levels of government for license revenue and protection. Each group has some form of expert knowledge that, along with their values and interests, could inform policy development. Additionally, each group may be impacted directly and differently by policies related to the fishery.

How do we design effective policies to accommodate these various interests, while benefiting both the environment AND people? Who, historically, has been left out of decision-making or harmed by management practices? How might other ways of knowing complement or critically inform the application of science and technology in effectively, ethically, and equitably addressing "wicked problems" in ocean related challenges?

These questions provide an entryway into the intersections between marine policy, equity, environmental justice, and efforts to "integrate" local and traditional knowledges and values with science and technology to address challenges facing today's fisheries. This course engages this complexity through a broad introduction to marine policy that throughout the semester delves

deeper into current and emerging marine policy issues, with a focus on the United States but with an eye for international processes, and emphasis on critical and creative approaches to learning.

The course begins by developing a deeper understanding of core concepts that can be useful in shaping our thinking about marine policy and, in particular, policy analysis and informed decision-making. The next overlapping component of the course involves an exploration of selected marine policy issues, featuring guest lecturers who will be asked to share their expertise in specific issue areas, including the ways that they (or their organizations) are identifying, researching, and addressing marine and coastal policy issues. Throughout the course, we will prioritize critical and reflexive scholarship approaches to engaging with the intersections between marine policy, environmental justice, and knowledge. We will begin to dig deeper into what makes effective, ethical, and equitable marine policy and management, prioritizing literature and teachings from marginalized voices including BIPOC scholars in environmental knowledge and justice. We will also take time to practice consideration of our own positionalities when engaging with environmental work. At the end of the course, students will develop their own analysis of a marine policy issue of their choice.

The overall goal is for students to complete the course with a general background in marine policy, practical skills around policy analysis, and development of critical and reflexive academic practices. Students are expected to take part in discussion and to engage in lectures, discussion, and other course material throughout the semester. This course will require a significant amount of reading and writing, and there will be an emphasis on collaboration and participation. The class is available to both in-person attendance at the Beaufort Marine Lab and (limited) virtual attendance from Durham-based students.

About the Instructor: Julia Bingham

I am a Ph.D. candidate in Marine Science and Conservation. My research interests broadly include human – nature relationships and how environmental governance or management can support both an environmentally and socially just and sustainable future through the incorporation of scientific data, local knowledges, human environmental values, and participatory, community – centered methods. My dissertation work is about the incorporation of Indigenous and scientific knowledges into the governance and management of salmon fisheries and conservation efforts on the west coast of Vancouver Island, British Columbia, Canada. I partner with Indigenous leaders in designing and implementing the research.

In my work, I draw from the fields of political ecology, critical human geography, and science and technology studies. My background also includes marine policy, ecology, marine biology, and international studies. I value maintaining a healthy work-life balance, and enjoy running, baking, reading, paddleboarding, kayaking, camping, hiking, and backpacking in my free time. I am passionate about learning, and hope to foster that same passion (and dedication to work-life balance) in my students. In my teaching, I aim to engage students in interdisciplinary social

sciences and critical theory through an inclusive and adaptive teaching style, working to meet individual students' needs and incorporate diverse perspectives into course materials.

My teaching philosophy is centered on the following core principles:

- Foster critical thinking skills and encourage students to challenge the interpretations of the world around them to become curious and engaged scientists and citizens.

- Facilitate community, collaboration, and cooperation as valued strategies to achieve learning and research goals and to become compassionate and creative researchers and colleagues.

- Provide students with the tools they need to understand, investigate, and solve complex problems and become conscientious decision-makers in their future endeavors.

On working with Indigenous collaborators and justice informed teaching: As I am a white researcher with a settler lived experience in western scientific academia, I do not intend speak for the perspectives, interests, or experiences of my Indigenous collaborators. Further, I cannot appropriately or accurately teach Indigenous ways of knowing or governing from my own perspective; instead, wherever possible, I will refer to the scholarship and established work and practices of Indigenous scholars and practitioners. My aim is to introduce students to critical thinking and a few broad themes in environmental justice and decoloniality, and empower them to engage further in these topics.