

FISH 230
Economics of Fisheries and Oceans

Spring 2020

MWF 10:00-11:20 via Zoom

5 Credits

Instructor	TAs
Professor Chris Anderson https://washington.zoom.us/j/2811947276 cmand@uw.edu	Minyan Shen (9:00-10:00pm Wed) Zoom: 353 760 7214 minyans@uw.edu
	Abby Schamp (11:00-12:00am Tue) Zoom: 211-850-7875 schampab@uw.edu
	Katy Dalton (1:00-2:00pm Mon) Zoom: 574-978-8106 kdalton@uw.edu

Office hours: Th 3-4 or by appt (really)

Spring 2020 is going to be a challenging quarter for all of us. The syllabus policy in this course will be to do what works for learning. I fully expect that you will have technical difficulties and that I will have technical difficulties, and that we will try exercises that do not achieve their learning goals. I expect all of us to work hard to “make it work”, but we should all be forgiving and adapt when it does not. This will include liberal exceptions to time windows, throwing out ineffective assignments and assessments, and shifting to timely topics as the world shifts around us.

Overview

The primary objective of this course is to develop an understanding of how and why people interact with the oceans, and why these interactions often lead to environmental degradation. To develop this understanding, we will use the tools and methods of economics to examine three major, current environmental issues: ocean change and the consequences of our food and energy choices; overfishing; and offshore oil drilling. For each issue, we will carry out a four-step evaluation process:

- 1) assess the status of and evidence for the problem;
- 2) identify the incentives that lead people to choose problem-causing actions;
- 3) consider alternative policies to manage those incentives; and
- 4) discuss why effective management has not yet been implemented.

Learning Goals

Through the four-step problem evaluation process, the chosen applications will introduce frameworks that explain behavior and outcomes:

- Know the status of ocean health, with respect to warming, acidification, sea level rise and hypoxia; fish stock status; and oil spill risk, and the primary causes of that status.
- Interpret and apply the model of competitive equilibrium
 - Explain how prices, quantities and allocations are determined through markets to predict the effects of supply and demand shocks, including taxes and subsidies.
 - Understand why economists think of markets as efficient.
 - Explain ocean change as an externality problem, and understand how commonly discussed policy approaches work.
 - Apply the model to infer changes in price and quantities based on news events.
- Analyze fisheries as a renewable common pool resource
 - Explain the predicted outcome for unregulated common pool resources.
 - Explain how commonly discussed policy approaches are addressing the problem.
 - Apply the model to infer economic and ecological outcomes in new situations.
- Identify who bears the costs and receives the benefits of policies, and identify when policy effects are sufficient to motivate political activity.
 - Analyze the incentives present in the political system to identify policies that are or are not politically viable.
- Interpret results from the tools of environmental economists use to evaluate policies that trade off between people's welfare and environmentally destructive activities.

Pedagogical and evaluation methods will practice skills in:

- Critical reading of news and interpretation of events to understand described motivations and effects.
- Developing and structuring arguments that explain how and why.
- Applying and interpreting graphical models.
- Writing and revising technical communication conveying models to readers.

Readings

You are required to have a microeconomics text, but any one will do. Past students have liked the recommended text, so if you don't have easy access to a different one, get any edition between the third and eighth (current):

Principles of Microeconomics by N. Gregory Mankiw

Canvas

Many required and supplemental readings will be posted on the course Canvas site, along with links to the recorded lectures. Assignments will also be distributed on the course page on Canvas. You will be responsible for accessing the site on a regular basis.

Methods of Instruction

This course will operate as a “partially flipped” classroom. Key content will be delivered in both in short pre-recorded videos, and in synchronous online class meetings. Synchronous meetings will involve a variety of activities, often mixing modes of instruction within a single class meeting.

Prerecorded videos will introduce key models and frameworks, and are to be watched before class. Textbook readings are supportive of lecture materials, and may be referenced as needed. They will remain posted so they can be reviewed at any time.

Lectures allow me to reinforce the frameworks we will be using for analysis, drawing on models and interpretations from different sources. Lectures will make extensive use of the “whiteboard”, and will involve constructing a lot of graphs. They will be your primary guide to the material I think is important, and thus will appear on quizzes and exams.

Full-class discussions will enable us to reach a common understanding on the important conclusions and implications of class readings. Non-textbook readings are expected to be completed before the class in which they are covered. We will have full class discussions during the Status & Evidence stage of each unit.

Breakout group discussions will use Zoom’s breakout group feature to assign you to small groups in order to collectively respond to some questions I frame. These are often precursors to full-class discussions.

Breakout group exercises will use Zoom’s breakout group feature to assign you to small groups to practice solving problems using the models and frameworks developed in class. Often, we will read a short newspaper article, or listen to or watch a news clip, apply the models we are currently learning to better understand the event reported, the actions of the people affected, and the reasoning or mechanisms behind the reported effects. These applications will be practice for exam short answer questions and your final project.

Class exercises are experiential games that give hands-on experience facing the decisions of the people whose choices we are studying. In addition to being fun, they provide focus and insight that will help you interpret and apply models.

Grading

Grades will be determined as follows:

Quizzes	10%	Midterms (2)	35%
Class Exercises	15%	Final Project	40%

Mid-terms

There are two mid-term exams during the term, each counting for 17.5% of the grade. The exams emphasize the most recently covered material, and are not explicitly cumulative. Roughly half the points on the exam consist of college-level multiple choice

questions. The balance of the exam is short answer questions, most of which ask you to apply models from class to interpret news article given to you with the exam. While the format for administering the exam is not yet set, you will likely need to upload a photo of graphs during the exam time.

Homework Assignment and Quiz Policy

Class Exercises will be assigned to reinforce concepts introduced in class. Some of these may involve writing up answers from group work, and others may be more traditional independent homework. They frequently include problems from the short answer sections of past exams. Late assignments will be accepted until that assignment is graded.

Quizzes will be posted on Canvas and consist of five multiple-choice questions, to be completed before the beginning of class each Friday. They are designed to help you keep up with the material, and give you practice on the type of questions on the multiple choice section of the exams.

Final Project

In the lieu of a final exam, we will have a final paper in which you will apply the skills you have learned in this course. You will research and analyze a current local, state, national or global environmental or natural resource issue. In grading the papers, I will be looking for your ability to carry out the four-step approach to environmental issues used in class: a solid description of scientific evidence demonstrating that there is an issue; an analysis of the incentives which have led to the situation you are studying; a coherent discussion of how one policy option addresses the incentives causing the problem; and then an explanation of why that effective policy has or has not been implemented in the case you describe. Since this is an *economics* class, particular emphasis will be placed on your analysis of the incentives involved in your problem using the tools we have discussed in class.

Policies

Attendance

This class covers wide range of tools and factual material, including new ways of thinking about and managing the environment. Attendance will not be taken in the synchronous session. However, attending and participating in the synchronous class is the primary way to understand the models being used and how they apply to the problems we are studying; attendance is essential to doing well in this class.

In-class Technology

We're pretty suck here, aren't we?

Collaboration

Your peers are often your best resource for learning. Working in groups to complete exercises and plan and revise your final paper is strongly encouraged. However, any work you turn in must be in your own words. It is suggested you make sparse notes in a group setting, and then write up your own answers to turn in.

Academic (Mis)Conduct

At the University level, passing off anyone else's scholarly work (which can include written material, exam answers, graphics or other images, and even ideas) as your own, without proper attribution, is considered academic misconduct. Because I am interested in how well you understand and can explain the situations

and models discussed in class, it is imperative your work is in your own words. Shared homework or test answers or plagiarized assignment answers, will receive a zero for the assignment for involved parties and will be referred to the university for disciplinary action.

Plagiarism, cheating, and other misconduct are serious violations of the University of Washington [Student Conduct Code \(WAC 478-120\)](#). I expect that you will know and follow the university's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the College of the Environment [Academic Misconduct Policy](#) and the University of Washington [Community Standards and Student Conduct website](#). University plagiarism policies apply.

Disability

Full participation in this course requires the ability to read and synthesize written material, attend three classroom sessions a week (up to 80 minutes), participate in class discussion, and compose mathematical and graphical answers to homeworks and projects. If you anticipate or experience barriers to your learning or full participation in this course based on a physical, learning, or mental health disability, please contact the instructor to discuss possible accommodation(s) within the first week of class, or at least a week before you anticipate an issue. The instructor will maintain confidentiality of the disability and associated accommodations.

A more complete description of the disability policy of the College of the Environment can be found <http://coenv.washington.edu/intranet/academics/teaching/disability-accommodation/>. If you have, or think you have, a temporary or permanent disability that impacts your participation in any course, please also contact Disability Resources for Students (DRS) at: [206-543-8924](tel:206-543-8924) V / [206-543-8925](tel:206-543-8925) TDD / uwdss@uw.edu e-mail / <http://www.uw.edu/students/drs>.

Zoom Recording Consent and Confidentiality

This course is scheduled to run synchronously at our scheduled class time via Zoom. These Zoom class sessions will be recorded. 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 with or accessible to the public, and will be deleted after the course ends.

The University and Zoom have [FERPA-Links to an external site.](#) compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who **do not** wish to give consent to being recorded should:

1. Choose a Zoom profile name that does not include any personal identifying information like their name or UW Net ID and do not upload a profile picture
2. Not share their computer audio or video during their Zoom sessions

By enrolling in this class, all students agree to not upload the recordings to other platforms.

Reading List (Subject to change)

- Acheson, J. and R. Gardner. 2011. Modeling Disaster: The Failure of Management of the New England Groundfish Industry. *North American Journal of Fisheries Management* 31(6):1005-18.
- Anderson, C., M. Krigbaum, M. Arostegui, M. Feddern, et al. 2018. How Commercial Fishing Effort is Managed. *Fish and Fisheries*. DOI: 10.1111/faf.12339.
- Deweese, C. 1998. Effects of Individual Quota Systems on New Zealand and British Columbia Fisheries. *Ecological Applications* 8(1):S133-38.
- Economist Explainer. 2016. What is the Nash Equilibrium and Why Does it Matter? <http://www.economist.com/blogs/economist-explains/2016/09/economist-explains-economics>
- Field, B. *Natural Resource Economics: An Introduction*. 2001. Long Grove, IL: Waveland.
- Foale, S., D. Adhuri, P. Alino, E. Allison et al. 2013. Food Security and the Coral Triangle Initiative. *Marine Policy* 38:174-83.
- IEM. 2010. A Study of the Economic Impact of the Deepwater Horizon Oil Spill. http://gnoinc.org/wp-content/uploads/Economic_Impact_Study_Part_1_-_Full_Report.pdf
- Klein, N. 2014. This Changes Everything: Capitalism vs. the Climate. Simon & Schuster. Introduction available at https://www.democracynow.org/2014/9/17/thursday_naomi_klein_on_her_new_book
- Knapp, G. 2007. The Chignik Salmon Cooperative: A Case Study of Allocation to a Voluntary Self-Governance Organization.
- IPCC, 2013: Summary for Policymakers. In: *Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
- Mississippi River Gulf of Mexico Watershed Nutrient Task Force. 2013. Reassessment 2013: Assessing Gulf Hypoxia Action Plan.
- National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling (NCBPDHOSOD). 2011. Deep Water: The Gulf Oil Disaster and the Future of Offshore Drilling. http://docs.lib.noaa.gov/noaa_documents/NOAA_related_docs/oil_spills/DWH_report-to-president.pdf
- NOAA 2000. Final Integrated Assessment of Hypoxia in the Northern Gulf of Mexico. http://oceanservice.noaa.gov/products/hypox_final.pdf
- Sewell, B et al. 2013. Bringing Back the Fish: An Evaluation of US Fisheries Rebuilding under the Magnuson-Stevens Fishery Conservation and Management Act. NRDC Report R:13-01-A. <https://www.nrdc.org/sites/default/files/rebuilding-fisheries-report.pdf>
- Weber, M. and J. Gradwohl. 1995. *The Wealth of Oceans*. New York: WW Norton.
- Welch, C. 2013. Sea Change. <http://apps.seattletimes.com/reports/sea-change/2013/sep/11/pacific-ocean-perilous-turn-overview/>

Class Schedule (Preliminary and subject to revision)

Readings in Italics are to be completed before the class for which they are listed (others are for reference)

Date	Topic	Concepts	Readings
3/30	Introduction: Resource management or <i>people</i> management?	Technology orientation	
4/1	<i>Status & Evidence</i> : Capitalism vs. the Climate		<i>Klein, Intro</i>
4/3	<i>Incentives</i> : Social dilemmas	Prisoner's dilemma exercise	<i>Economist</i> Explainer 2016
4/6	<i>Incentives</i> : What motivates people? Tradeoffs, happiness and utility	Opportunity sets Indifference curves Budget constraints	Mankiw Ch. 1 (1-7)
Marine Pollution & Dead Zones			
4/8	<i>Status & Evidence</i> : Ocean Change		<i>Welch Ch. 1,2,3,5</i> <i>IPCC Report</i>
4/10	<i>Incentives</i> : How do markets set prices?	Trade exercise	Mankiw Ch. 4
4/13	<i>Incentives</i> : Model of competitive equilibrium	PS, CS, Efficiency Subsidies, Taxes	Mankiw Ch. 7
4/15	<i>Incentives</i> : Analyzing the market for Gasoline	S/D Shocks	
4/17	<i>Incentives</i> : Externalities		Mankiw 203-209
4/20	<i>Policies</i> : Command and control; taxes and subsidies; cap-and-trade	Pigouvian taxes Cap-and-trade	
4/22	<i>Policy Implementation</i> : The collective choice model		<i>Welch Ch. 6</i> Mankiw 209-220
4/24, 27	<i>All 4 steps</i> : Extension to Hypoxia	CRP TMDLs Subsidy removal	<i>EPA 2008</i>

Fisheries and Overfishing

4/29	<i>Status & Evidence: Overfishing</i>	Evidence Council System	<i>Wealth of Oceans Ch. 8 Sewell 2013</i>
5/1	Exam I: Marine Pollution Unit		
5/4	<i>Incentives: Common property resources (static)</i>	Static CPR exercise (Goat farming game)	Mankiw 232-237
5/6	<i>Incentives: Static bioeconomic model</i>	Graphical	<i>Field Ch. 13</i>
5/8	<i>Incentives: How much to produce?</i>	Production functions Profit max P=MC Short/long run	Mankiw Ch. 13
5/11	<i>Policy: Self-governance</i>	Community Management	<i>Spatial: Foale et al. 2013 TBD</i>
5/13-15	<i>Policy: Managing the commons</i>	TAC and Derby Spatial Catch shares ITQ	<i>Overview: Anderson et al. 2018 Halibut derby, ITQ: Dewees 1998 Catch Shares: Scheld et al. 2014</i>
5/18	<i>Policy Implementation: Applying the collective choice model to fisheries</i>		<i>Acheson & Gardner 2011</i>
5/20	<i>Catch-up and review</i>		
5/22	Exam II: Fishery Unit Managing Disasters: Offshore Drilling, Pandemics, etc.		
5/25	<i>Memorial Day (no class)</i>		

5/27	<i>Status & Evidence:</i> Deepwater Horizon		<i>NCBPDHOSOD Ch 6.</i>
5/29	<i>Incentives:</i> Understanding the risk of disasters	Probability Expected value Rational violations	
6/1	<i>Incentives:</i> Optimal nonrenewable resource use	Discounting Net present value	
6/3	<i>Policy:</i> Cost-benefit analysis & environmental damage assessment	Cost-benefit analysis Economic Impact Hedonic pricing	<i>IEM 2010</i>
6/5	Summary & Final Project workshop (<i>Synchronous attendance mandatory</i>)		
6/10	Final Project Due NOON		