



# TLEF Project – Final Report

Report Completion Date: (2021/04/16)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Unruly Oceans: Law, Violence, and Sovereignty at Sea		
<b>Principal Investigator:</b>	Renisa Mawani (Sociology); Sebastian Prange (History)		
<b>Report Submitted By:</b>	Renisa Mawani		
<b>Project Initiation Date:</b>	April 1/2020	<b>Project Completion Date:</b>	April 24/2021
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input checked="" type="checkbox"/> Other: Interdisciplinary Team Teaching Grant		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: Students were able to learn from experts in the field of ocean studies/ maritime history via guest zoom lectures



### 1.3. Final Project Summary

See attached course syllabus.

**1.4. Team Members** – Please fill in the following table and include **students**, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Renisa Mawani	Professor, Sociology	Co-instructor
Sebastian Prange	Associate Professor, History	Co-instructor
Peter Jones	Graduate Student, History	Teaching Assistant

**1.5. Courses Reached** – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
LASO 350A	001	2020W	W Term 2

## 2. OUTPUTS AND/OR PRODUCTS

**2.1.** Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
R. Mawani & S. Prange, “Unruly Oceans: Law, Violence and Sovereignty at Sea,” <i>TWAILR: Third World Approaches to International Law Review</i> (March 2021)	<a href="https://twailr.com/unruly-oceans-law-violence-and-sovereignty-at-sea/">https://twailr.com/unruly-oceans-law-violence-and-sovereignty-at-sea/</a>

**2.2. Item(s) Not Met** – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Off campus field trips (e.g. Vancouver Maritime Museum; Port of Vancouver)	Covid-19 restrictions/ closures

## 3. PROJECT IMPACT

**3.1. Project Impact Areas** – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-teaching practice and satisfaction



- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

**3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.**

Our aims for this project were threefold: (1) offer an interdisciplinary learning experience to Law & Society students; (2) have this course serve as a template for future team-taught offerings in the program; and (3) reflect on this experience in a contribution to SoTL.

Through the Law and Society minor program in the Faculty of Arts, UBC has established an interesting model to study socio-legal phenomena in their historical, economic, and cultural contexts. The program is premised on the understanding that the conventional division of law from society creates false dichotomies in thinking, scholarship, educational practice, and in understandings of social life. As a result, the program is thoroughly interdisciplinary, with students typically taking courses from a wide variety of disciplines including Anthropology, Classics, Economics, Gender and Race Studies, History, Philosophy, Political Science, Psychology, Religious Studies, and Sociology. The highly multidisciplinary academic trajectory that LASO students travel along has served as an ideal foundation for the “Unruly Oceans” course. As a team-taught and collaborative project, this research seminar was designed to be interdisciplinary from the very outset, and as a result was able to not just showcase different disciplinary perspectives but rather integrate multi-disciplinary ways of knowing.

**3.3. Were these changes/impacts achieved? How do you know they occurred? – How did you measure changes/impacts? (e.g. collected survey data, conducted focus groups/interviews, learning analytics, etc.) Describe what was learned from this process. You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.**

The course has been a learning experience, not just for the 40 students enrolled, but also for us as instructors. We were able to learn from one another, from our guest speakers, as well as from the students themselves who became experts on their individual research topics that they pursued alongside the course meetings and materials (see attached syllabus for details). We have reflected on the course experience in the article listed above and will make further use of this experience to inform our application for a Killam Connections Grant on this topic.

The student experience is will be most properly reflected in the anonymous course evaluations (“Student Experience of Instruction”), to which we don’t yet have access to at the time of this report. However, mid-term feedback by the students, informal comments made by them after the conclusion of the course, as well as the nature and quality of their final projects, all indicate to us that the students valued and benefitted from the course design as intended.



**3.4. Dissemination** – Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event).

In anticipation of our course, and to assist with planning, we co-authored an essay, [“Unruly Oceans: Law, Violence, and Sovereignty at Sea,”](#) which was published as the lead-essay in *TWAILR: Third World Approaches to International Law Review* as part of a special issue on “Teaching International Law: Between Critique and the Canon” (March 2021).

As we taught this undergraduate course, we realized that there are more advanced ways of teaching about oceans as spaces of law, violence, and sovereignty. We are currently in the process of restructuring and redeveloping this undergraduate course into a graduate seminar and will apply for funding through the [Killam Connection Grant Program](#) (2021).

**4. TEACHING PRACTICES** – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

This course drew from maritime history, legal history, international law, and ocean studies. One instructor – Sebastian Prange – is an expert in the early modern Indian Ocean, Islam, and piracy. The second instructor – Renisa Mawani – is an expert in maritime law, colonialism, in the British Empire. The course drew on the expertise of the two instructors and also incorporated 5 guest lectures from experts in the field:

1. Professor Andrew Lambert, Kings College
2. Professor Jatin Dua, University of Michigan
3. Dr. Mikki Stelder, UBC Sociology & University of Amsterdam
4. Dennis Chen, Vancouver Maritime Museum
5. Professor Debjani Bhattacharyya, Drexel University

The course provided a rich and stimulating interdisciplinary experience not only for the students but also the co-instructors. Through our respective expertise and the guest lectures, we learned about different time periods in the Indian Ocean region; the role of maritime violence and European sea power; the challenges posed by pirates, historical and contemporary; the development of the ‘free sea’ doctrine; and the place of maritime insurance in financialization, past and present.

As instructors situated in different disciplines, we also shared and benefited from experiencing different lecturing styles, class discussions, and forms of student evaluation. This was a wonderful and rewarding experience.

To be sustainable, these changes in our approach to teaching and student engagement would require resources to remunerate guest speakers and to create opportunities for collaborative teaching.



**5. PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

This TLEF-funded course was taught as LASO 350A: Special Topics in Law and Society. This is the first time that this course has been taught. The TLEF grant provided resources to create a new, team-taught course offering at UBC that can be taught in future years by the course instructors as LASO 350A.

The biggest challenge to a sustainment strategy is funding. To teach this course, the instructors would require a course buy-out from their home departments. We are currently looking into administrative options to enable future iterations of the course, such as cross-listing. We are also actively exploring alternative funding options, such as a Killam Connections Grant (currently at LOI stage).

Future sustainment will be aided by having recorded the guest expert presentations; most have already indicated that they would agree to future instructional use of those recordings.