

**NRRT 362: Environmental Conflict Management
Spring 2015**

Monday 3:00-3:50 pm

Wednesday 3:00-4:40 pm

Location: Natural Resources 108

Instructor: Rebecca Gruby

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Course Description:

Environmental conflict occurs at all levels of social organization, from local or regional disagreements about hydraulic fracturing, to national debates about endangered species, to global disputes about how to address climate change or biodiversity loss. This course focuses on the source and structure of environmental conflicts, and approaches for reaching resolution. This is a challenging, high-level course from which you gain the skills necessary to diagnose a given environmental conflict and apply different styles of managing it. Students will spend significant time in class role-playing in diverse environmental conflict and negotiation simulations to gain firsthand experience in applying course concepts and tools to real-world scenarios.

Primary topics to be covered:

- Source and structure of environmental conflict
- Environmental conflicts related to public policy
- Conflict negotiation
- Participatory and collaborative conflict management processes
- Facilitator/mediator training and techniques
- Environmental justice
- Cross-cultural considerations

Required Texts:

Fisher, R., W. Ury, and B. Patton. 2011. Getting to Yes, Revised edition. New York: Penguin Books.

Course Objectives:

- Students will be able to explain and apply foundational theory and concepts relating to the source, structure, and management of environmental conflicts.
- Students will learn basic negotiation theory and skills as applied to environmental conflicts.
- Students will learn skills and practices necessary for facilitating a group meeting or mediating an environmental conflict.

Physically and Learning Disabled Students

Any physically or learning disabled student who is working with the Learning Disabilities Program or Academic Advance Program, please talk to me during the first week of class.

Course Etiquette and Expectations

We share responsibility for making the course successful. I will do my best to intrigue and challenge you, but what you get out of the class will also (and largely) be a function of your attitude and work. Please come prepared to engage! Do not browse the Internet, check your email, or text while in class. If you need to miss a class due to an illness or emergency, please be proactive about notifying me. If there is no extenuating circumstance, your participation grade will suffer. If you are late to class, please enter quietly; I'd prefer a minor disruption to you missing an entire class. Do not make a habit out of being late.

E-mail Policy

I will reply to emails within two business days. Note, however, that I do not check or respond to email on evenings or weekends.

Colorado State University Student Conduct Code

All activities of HDNR students, including those in this course, are governed by the Colorado State University Student Conduct Code, available here: <http://www.conflictresolution.colostate.edu/prohibited-conduct-individuals>.

****Note that I have zero tolerance for plagiarism and any other forms of academic misconduct.****

Syllabus Policy

I reserve the right to adapt this syllabus throughout the semester.

Topic	Date	Readings & Assignments
Sources of conflict		
Introduction to Course	Wednesday Jan. 21	Introductions, syllabus & “first-day” business
Introduction to environmental conflict	Monday Jan. 26	Readings: Crowfoot J.E. & Wondolleck J.M (1990) pp. 6-16; Framing of Environmental Disputes, Chapter 2, pp 35-59 Lecture: What is conflict?
Environmental justice	Wednesday Jan. 28	Reading: Cutter 1995 Lecture: Environmental justice
Resource scarcity	Monday Feb. 2	Reading: Homer-Dixon 1994 Lecture: Resource degradation/scarcity and violent conflict Guest lecture: Ryan Roberts
Conflict Assessment	Wednesday Feb. 4	Readings: Tools for Conflict Analysis pp. 17-35; The Conflict Resolution Toolbox, Furlong pp. 1-24 Lecture: Conflict analysis & assessment tools and models
Communications in conflict management		
Human Behavior & Communication in Conflict Management	Monday Feb. 9	Reading: Maser Chapters 5 Lecture: The human factor in conflict resolution – interpersonal communication
Transcendent & Transformative Communication	Wednesday Feb. 11	Readings: Moral Conflict, Chapter 7, pp. 151-167; Framing of Environmental Disputes, Chapter 1, pp 11-34 Lecture: Communication and framing in environmental conflict
Issue framing		**Due: Conflict topic proposal**
Conflict management in practice		
Introduction to conflict management processes	Monday Feb. 16	Reading: Conflict Resolution Training Program pp11-34; Lecture: Fundamentals of conflict management processes **Teach the class date assigned**

Facilitation Training	Wednesday Feb. 18	Readings: CSU Center for Public Deliberation Student Associate Training Workbook, p. 12-21 Guest Lecture: Karina Mullen
Introduction to negotiation theory	Monday Feb. 23	Readings: Getting to yes, Ch 1-5 Lecture: Negotiation basics
Assisted negotiation	Wednesday Feb. 25	Reading: Ch 5 Breaking the impasse Lecture: Assisted negotiation (i.e., facilitation, mediation, nonbinding arbitration)
	Monday March 2	Reading: Simulation instructions and ground rules No Lecture Activity: Simulation prep
Menehune Bay negotiation simulation	Wednesday March 4	Reading: Simulation instructions No Lecture Activity: Negotiation simulation
	Monday March 9	No Readings No Lecture Activity: Debrief <u>**Due: Journal assignment**</u> <u>Mid-semester evaluations</u>
Work Day	Wednesday March 11	Group project work day
	Friday March 13	<u>**Due: Conflict Assessment**</u>
	Spring break March 14-22	
Beaumont Incinerator simulation	Monday March 23	Readings: Getting to yes, Ch 6-8; Simulation instructions No Lecture Activity: Simulation prep

	Wednesday March 25	Reading: Simulation instructions No Lecture Activity: Negotiation simulation
	Monday March 30	No Readings No lecture Activity: Debrief <u>**Due: Journal assignment**</u>
Midterm	Wednesday April 1	Midterm Exam
World & Conversation Café	Monday April 6	Reading: World Café pp. 179-194; Conversation Café pp. 218-222 Lecture: Student led overview of World Café and Conversation Café
	Wednesday April 8	Activity: Student-led World Café Facilitation
Collaborative Learning	Monday April 13	Reading: Daniels & Walker Ch. 2 and 8 Lecture: Student led Overview of collaborative learning approach
	Wednesday April 15	Activity: Student-led Facilitation of Collaborative Learning
Mediated Model- Building	Monday April 20	Reading: Van den Belt, Mediated Modeling, Chapters 2-3 Lecture: Student-led Overview of Collaborative Model Building
	Wednesday April 22	Activity: Student-led Collaborative Model-Building
Future Search &	Monday April 27	Reading: Future Search 316-330; Scenario Planning pp. 331-346 Lecture: Student-led Overview of future search & scenario planning

Scenario Planning

**Wednesday
April 29** **Activity:** Student-led facilitation of future search process and scenario planning process

Citizens Deliberation
Process

**Monday
May 4** **Reading:** Crosby 1995 (Ch 8 in *Fairness and Competence in Citizen Participation*)
Lecture: Student-led Overview of Citizen Jury

**Wednesday
May 6** **Activity:** Student-led Citizen Jury Facilitation
****Due: Final Papers****

Instructional Methodology: Students will practice writing and reflection through two comprehensive writing assignments and two short journal assignments; they will be assessed on their comprehension through pop reading quizzes and a midterm exam; and students will practice expressing themselves and dealing with conflict through simulations and numerous other in-class activities.

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Spring 2015 Assignment Workbook

Reading Quizzes (50 points)

There will be five pop reading quizzes held randomly throughout the semester at the beginning of a chosen class. Quizzes will cover the reading assignments for the day on which they are given. No make-ups! A missed quiz is a missed quiz. No exceptions! 10 points each.

Environmental Conflict Topic Proposal (20 points) – Groups

Submit a 300 word synopsis of the conflict you intend on researching and analyzing for your conflict paper. *Due: February 11*

Two negotiation journal assignments (20 points each/40 points total)

Good negotiators plan ahead by reviewing the issues under negotiation, anticipating what others might say or do, and making a strategic plan. They also debrief after each negotiating session, not only through conversations with their colleagues but also by reflecting and writing about their experiences. We will develop this practice by journaling throughout the course of our two negotiation simulations. Each journal assignment must include a ‘preparation’ entry and a ‘debrief’ entry. *Due: March 9 and 30*

Environmental Conflict Assessment (Paper Part I) (100 points) - Groups

Research and analysis paper of an environmental conflict. This paper will be the foundation for your conflict recommendation Paper. *Due: March 13*

Midterm exam (70 points): April 1

Teach the Class: Conflict Management Strategy Presentation (100 points) - Groups

As a group, you will become an expert in one of the conflict management strategies as applied to your environmental conflict topic. You will prepare a 35 minute presentation on that strategy and facilitate a 70 minute mock facilitation of that process for the class. You must also hand out a one page summary of your case study conflict during Monday’s class. Groups must meet with instructor or TA during office hours at least one week prior to your presentation to go over your plan. *April 6-May 6*

Environmental Conflict Assessment + Recommendation (Paper Part II) (100 points)

A revised version of your conflict assessment paper plus an extended section recommending a conflict management strategy. This strategy should explain and describe an appropriate process to engage stakeholders in mediating the conflict you studied. This paper should be written to perfection.) *Due: May 6th*

Active participation (20 points)

You will be expected to participate in simulations, other in-class activities, and discussions throughout the semester.

Grading policies:

Late submissions will be penalized by 20% of the total possible points for each day late, including weekends. Grade contestations will result in a full-scale re-grade, which may, in turn, result in either an increase, maintenance, or decrease in grade.

Students who miss an exam will receive a zero unless s/he has a documented CSU-approved absence.

Total Points Possible 500

Percentage	Letter Grade
98-100%	A+
92-97%	A
90-91%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
72-77%	C
70-71%	C-
65-69%	D
<65%	F

CSU writing Center:

I expect excellence in all written assignments and encourage you to make use of the CSU Writing Center to ensure this. The Colorado State University Writing Center is a free service open to Colorado State University students, staff, faculty, and alumni as well as the local Fort Collins community. They provide in person and online consultations for writers in all disciplines working on all types of writing. Their consultants can assist writers at all stages of the writing process, including brainstorming, drafting, researching, revising, and polishing. Writing consultants will provide feedback on your drafts and help you with your writing and research strategies. You can learn more about our campus writing center, including our hours and services, by checking out its homepage: <http://writingcenter.colostate.edu/>.