Syllabus

COURSE DESCRIPTION
Common dimensions of environmental conflict management (ECM) cut across different scales and types of conflicts. These dimensions call for a generic framework that can be adapted to a broad variety of individual conflicts. Our ECM framework consists of four elements: (1) assessment, (2) design, (3) facilitation, and (4) implementation. Assessment refers to identifying the needs of the environmental conflict in question. Design is development of an effective process for engaging stakeholders, and includes both macro- and micro-oriented approaches for creating a situation that is most likely to produce agreement on good decisions. Facilitation describes the strategies used by ECM professionals to help participants make the most of the ECM process. Implementation focuses on the results, or outcomes of the ECM process.

We will consider the conflicts we face as humans communicating AMONG ourselves, ABOUT our physical environment and RELATING to the rest of the world. This will include an exploration of conflicting values, meanings, and discourses that define and construct our understanding of nature/the environment/natural resources. Within this intellectual context, we will examine how communication creates, shapes, and maintains the social realities we use to make sense of our decisions about how to negotiate relationships between humans and Earth. Through course readings, class discussions, and student projects we will examine concepts such as "nature," "environment," “technology,” “natural resources,” “development,” and “progress” with respect to what they entail as communication phenomena. Environmental conflicts tend to be complex, and rarely can be resolved without understanding both the symbolic and material context within which they have developed. We will read selections that introduce us to a process-oriented perspective on conflict. This perspective is most appropriate when working with difficult, complicated, often intractable conflicts; those that are complex and rooted in basic cultural values and norms.

Throughout the semester we will read and discuss various book chapters and journal articles. Secondly, we will discuss conflict management approaches developed specifically for environmental issues, whether as a third-party intervener, or as a stakeholder. Our readings are intended to provide a basis for conversation about environmental conflict as a public and political process. We also will examine reasons why people might want to engage in, and encourage conflict.

All readings and class activities will provide a background against which we will critically examine communication practices that have contributed to (and otherwise influenced) current environmental conflicts. We will examine how these practices provide major premises and arguments for various ways humans relate to the environment, and for how they justify policy options.
COURSE OBJECTIVES
1. Students will develop understanding of
   a. the relationship between conflict and democratic governance
   b. the potential value of conflict for environmental management
   c. how communication contributes to and/or constrains environmental conflict
2. Students will develop skills as
   a. managers/facilitators of environmental conflict
   b. participants in environmental conflict.

LEARNING OUTCOMES
1. Ability to assess environmental conflicts
2. Ability to design and determine appropriate facilitation techniques for an environmental conflict
3. Ability to apply principles of conflict management in a group project.

CLASS RULES AND POLICIES
Please plan some time to read and think about your reading assignments before you come to class EVERY WEEK. Otherwise you will not be able to act as an informed participant in our discussions. As you read, jot down questions, suggestions, or challenges that occur to you. Bring your readings and notes to class so we can discuss your concerns. Assignments may be turned in early, but they may not be turned in late. Assignments will be emailed to Dr Peterson and Ms Banerjee.

For your final project, each of you will study conflict practices, as enacted by the participants in an environmental dispute of your choice. Your projects will work toward an explanation of how the use of a particular approach to management of the conflict might enable participants to develop alternative understandings of the dispute, and how these alternative understandings might contribute to resolution or improved management of the conflict.

ASSIGNED & REQUIRED READINGS

Additional Articles (available via Blackboard)

GRADING & ASSIGNMENTS

WRITTEN AND ORAL ASSIGNMENTS
- written assignments will be sent as email attachments.
- written assignments will be e-mailed to Paulami.banerjee@gmail.com and to trpeterson@utep.edu on or before the assigned date and time.
- written assignments will be formatted as Word documents.
- oral assignment will be presented during the designated class period.
- oral assignment will include a PAPER presentation outline or discussion notes, delivered prior to presentation.
You will have 2 opportunities to lead class discussion on assigned readings. When you do this, you will bring a single page of discussion notes to turn in. I have placed a file with detailed instructions for this assignment on our Blackboard shell. Please plan to access and use Blackboard throughout the semester.

You will contribute to a group project that includes (a) a proposal, (b) an oral presentation, and (c) final paper. For this project, you will analyze an ongoing environmental conflict, and suggest an appropriate method for resolving and/or managing it. You should have access to stakeholders and to data regarding the conflict. You should incorporate assessment, design, facilitation, and implementation into your report. We will define "environment" broadly, to include air, energy, fauna, flora, food, land, shelter, water, etc. Please see more detailed descriptions for these assignments following the table that explains evaluation criteria for assignments.

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<thead>
<tr>
<th>ASSIGNMENT**</th>
<th>%</th>
<th>EVALUATION CRITERIA</th>
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<tbody>
<tr>
<td>PARTICIPATION</td>
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<tr>
<td>ATTENDANCE</td>
<td>10%</td>
<td>Attendance, informed participation in class discussion</td>
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<tr>
<td>DISCUSSION LEAD</td>
<td>10%</td>
<td>Discussion leadership when assigned, discussion notes turned in on time and following assigned format</td>
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<tr>
<td>GROUP PROJECT</td>
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<tr>
<td>PROPOSAL—GROUP ASSESSMENT</td>
<td>20%</td>
<td>Clarity, content completeness, grammar</td>
</tr>
<tr>
<td>ORAL PRESENTATION—INDIVIDUAL ASSESSMENT</td>
<td>20%</td>
<td>Clarity, content completeness, delivery, organization</td>
</tr>
<tr>
<td>FINAL PROJECT REPORT—GROUP &amp; INDIVIDUAL ASSESSMENT</td>
<td>40%</td>
<td>Clarity, content completeness; grammar, organization, style</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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**ALL ASSIGNMENTS WILL BE EVALUATED AS TO HOW WELL THEY FULFILL THE REQUIREMENTS.

Participation
The first rule for earning participation points is to attend class. The second is to carefully read and think about the assigned readings before class—especially when you are serving as a discussion leader. The third is to engage in discussion during class.

Group Project
PROPOSAL (THIS IS A WRITTEN ASSIGNMENT, AND WILL BE EMAILED TO INSTRUCTORS)
Your proposal is your first formal opportunity to receive feedback for your final report. Please take it seriously. Do not neglect basic design and methodological issues. The text for your proposal should be 1500 -- 2000 words.

Your proposal should include the following components:
(a) abstract or executive summary (150 words)**
(b) description or assessment of the conflict you have chosen (400 words)**
(c) review of the conflict literature that is most relevant to this conflict (600 words)**
(d) explanation of the design and facilitation elements you will use to improve the situation (250 words)**
Possible questions to consider when preparing your assignments:
1) What is the conflict about? (b)
2) Who are the conflict participants? (b)
3) How does communication influence this conflict and its participants? (b)
4) How does the conflict as defined by its communication give significance to, and draw significance from, the cultural context? (b)
5) How do material and symbolic aspects of this conflict interact? (b)
6) What research has been published about similar conflicts? (c)
7) Are these publications descriptive, analytical, peer reviewed, etc? (c)
8) How do these publications contribute to my goal of understanding and managing the conflict? (c)
9) What data are available to provide more complete understanding of the conflict I have selected? (d)
10) Where are those data kept, and how will I obtain them? (d)
11) How will I analyze my data in order to design a conflict management process? (d)
12) What advantages/disadvantages do various conflict management approaches offer participants? (e)
13) How could various communication practices and approaches to conflict management offer promise for resolving or managing this conflict? (e)

**ORAL REPORT (YOUR GROUP WILL PRESENT THIS TO THE CLASS)**

Your oral report is another opportunity for you to receive feedback before making final revisions to your semester project. For this oral report your group will give a twenty-minute presentation in which you explain the significance of the conflict, outline your analysis of the relevant communication, and suggest appropriate means for resolution or management. Plan to lead a discussion immediately following your formal presentation. Organize your presentation in a way that you address the following topics:
1) assessment, including reasons for the conflict (why did it emerge at this particular place and time) and current and potential stakeholders (human and nonhuman with a stake in the issue)
2) most crucial design elements for conflict management (what parts of the conflict are most critical to manage/resolve; what design will be most helpful)
3) most critical facilitation aspects, as well as relevant communication/negotiation skills for this conflict
4) implementation challenges and how you might meet them (including evaluation and sustainability concerns)

To complete this assignment, turn in a 1-2 page paper outline PRIOR to your presentation. Your oral presentation should last about 20 minutes. You will have an opportunity to lead a 10-minute discussion immediately following the presentation. The formal presentation will account for 70% of the grade for this assignment, while your ability to handle discussion questions will comprise the other 30% (if there is no discussion, the best you can do is 70%, which is a “C”).

**FINAL REPORT/SEMESTER PROJECT (THIS IS A WRITTEN ASSIGNMENT, AND WILL BE EMAILED TO INSTRUCTORS)**

Your final report will be a written analysis of the environmental dispute you have chosen to study. The report will include the following sections:

1) assess (using the history, and current status) your specific dispute. Your assessment should include a brief review of relevant conflict literature, including how similar disputes have been managed in the past,
2) identify and explain the most crucial design and facilitation elements of your recommended intervention. close with recommendations for resolving or improved management of this conflict
and other similar conflicts. Be sure to explain and justify your design and facilitation choices.

3. Identify specific implementation steps, and note challenges you expect to face. Be realistic—consider organizational, political, economic, and cultural constraints.

At times, the undergraduates will be dismissed at 8:30, leaving you to discuss how these projects are proceeding. In addition, Dr. Peterson will meet with each of you individually to discuss how you might allocate responsibility for different sections of the report among the members of your group. You are responsible for integrating all of the individual sections and for ensuring the final report is written in a single professional writing style. I do not care which professional writing style you follow. I do care that you follow one. Be careful to follow the style exactly. You cannot earn an “A” on your assignments without following your selected style. Dr. Peterson will work with you to identify a style that is appropriate for your particular discipline and professional goals.

This report should follow from your proposal, and you should be able to use the proposal as a first draft for part of this final paper. Your final analysis should be 4000-7000 words long, including text, figures/tables, and references.

4. Assess (using the history, and current status) your specific dispute. Your assessment should include a brief review of relevant conflict literature, including how similar disputes have been managed in the past,

5. Identify and explain the most crucial design and facilitation elements of your recommended intervention. Close with recommendations for resolving or improved management of this conflict and other similar conflicts. Be sure to explain and justify your design and facilitation choices.

6. Identify specific implementation steps, and note challenges you expect to face. Be realistic—consider organizational, political, economic, and cultural constraints.

Each of you will be responsible for a specific section of the report. You are expected to assist with the entire report, but are not responsible for integrating all of the individual sections. Your final report grade will be split evenly between the average score the individual sections, and an overall grade for the entire paper. This means your team supervision is very important. If you run into any problems, do not hesitate to contact Dr. Peterson immediately.

This report should follow from your proposal, and you should be able to use the proposal as a first draft for part of this final paper. Your final analysis should be 4000-7000 words long, including text, figures/tables, and references.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; due dates</th>
<th>Authors &amp; Readings*</th>
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<tbody>
<tr>
<td>29 Aug</td>
<td>Introduction to Conflict Studies &amp; Environmental Conflict.</td>
<td>Clarke &amp; Peterson 1 &amp; 2 Peterson &amp; Feldpausch-Parker 2015</td>
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<tr>
<td>05 Sep</td>
<td>Collaborative approaches to conflict</td>
<td>Clarke &amp; Peterson 3</td>
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<tr>
<td>12 Sep</td>
<td>Environmental law and policy</td>
<td>Clarke &amp; Peterson 4</td>
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<tr>
<td>19 Sep</td>
<td>Initiating a conflict management process</td>
<td>Ramirez &amp; Fernandez 2005 Consensus critique 2005-6</td>
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<tr>
<td>26 Sep</td>
<td>Conflict assessment</td>
<td>Clarke &amp; Peterson 5 Daniels et al 2012 Low 2008</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>03 Oct</td>
<td>Design: stakeholder process</td>
<td>Clarke &amp; Peterson 6&lt;br&gt;Luyet etal 2012&lt;br&gt;Senecah 2004</td>
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<tr>
<td>10 Oct</td>
<td>Design: public involvement</td>
<td>Clarke &amp; Peterson 7&lt;br&gt;Jarraud &amp; Lordos 2012&lt;br&gt;Martin 2007</td>
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<tr>
<td>17 Oct</td>
<td>Working with key stakeholders&lt;br&gt;Group Proposals due by 5 pm (before class)</td>
<td>Clarke &amp; Peterson 8&lt;br&gt;Brummans et al 2008&lt;br&gt;vonEssen etal 2014</td>
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<tr>
<td>24 Oct</td>
<td>Policy development</td>
<td>Clarke &amp; Peterson 9&lt;br&gt;McGregor 2015</td>
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<td>31 Oct</td>
<td>Communication capacity building</td>
<td>Clarke &amp; Peterson 10&lt;br&gt;Hall etal 2012</td>
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<td>07 Nov</td>
<td>Implementation and evaluation</td>
<td>Clarke &amp; Peterson 11</td>
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<td>14 Nov</td>
<td>Sustaining community relations</td>
<td>Clarke &amp; Peterson 12&lt;br&gt;Peters ch 7 2005</td>
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<td>21 Nov</td>
<td>Review conflict management process &amp; discuss final projects</td>
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<td>28 Nov</td>
<td>Final presentations</td>
<td>Remember to bring your outline</td>
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<tr>
<td>05 Dec</td>
<td>Final presentations</td>
<td>Remember to bring your outline</td>
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<tr>
<td>12 Dec</td>
<td>Final group papers due by 5 pm</td>
<td>Email to Dr Peterson and Ms Banerjee</td>
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* The additional readings are available on our blackboard shell. They also are listed at the end of this document.

ACADEMIC MISCONDUCT
The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

CASS POLICY
If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.
ADDITIONAL READINGS


*Consensus critique


* Required reading