ESPM 3202/5202  
Environmental Conflict Management, Leadership, and Planning  
Syllabus

Spring 2015  
Dr. Kristen C. Nelson  
Monday 9:35-10:25 a.m.  
312 Green Hall  
Wednesday 9:35-11:30 a.m.  
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4041A/B Plant Growth Facility, St Paul Campus  
nelso468@umn.edu

Office Hours: by appointment

Course Description
Social change is a pervasive element of our work with environmental issues and it manifests itself in many ways. Social change involving environmental conflicts appears to be especially difficult, if not impossible to manage or resolve. It also calls for new leadership and planning approaches. To successfully achieve change citizen groups, industry, and natural resource managers are increasingly looking for opportunities for collaborative partnerships.

This course is designed to do several things. It will provide students with an introduction to the causes, dynamics, and consequences of natural resource and environmental conflicts, as well as an understanding of the range of possible intervention tools that can be used to manage conflict. Specific local, national, and international cases of actual conflicts and dispute resolution procedures will be examined using a mixture of readings, cases, negotiation simulation exercises, and lecture to illustrate themes. The course will also give students a chance to examine leadership and planning styles as they contribute to change in environmental fields. Specific attention will be given to the theory and practice of leadership and planning in non-government organizations, as well as a look at the students’ personal experience, skills, and beliefs about the topic. With an understanding of conflict management, leadership, and planning the course will build to an analysis of social change and the new opportunities for collaborative partnerships as one option for the future.

Writing Intensive Course Credit
This course is designated as a writing intensive course. This means you will have the chance to focus on your writing skills as well as the course content. The Individual Research Paper is designed with a drafting process so you receive feedback on the ideas, organization, and grammar before you hand in the assignment for comments and final evaluation. Having several people look at our written work is a luxury few of us get but all of us can benefit from in the long run.

Readings
Readings will be provided on the course Moodle site.  
I) Via myU portal:

Go to myU Portal page at http://myu.umn.edu, login with your Internet ID, and click on My Courses tab, to see the links to Moodle sites to which you already have access.

Additional articles will be provided in a moodle folder or can be found in the University electronic journals. Readings for each theme may be augmented as we move through the material, depending on the development of our discussion and your own research.
Course Requirements
The course is predominately case study based, combined with discussion, exercises, and negotiation simulations. Thus, it is important you do the assigned readings and actively participate in class discussions and exercises. Good preparation and active participation in the role-play exercises are required. In most cases the exercises will require additional outside class reading and preparation that will eventually lead to a written assignment. Because a number of the exercises are multi-party events, having one party absent affects other students. If you must be absent, please let me know well in advance so we can arrange a substitute and another responsibility for you. Preparation for the role-play simulations is critical and will require time and thought. Again, since individual learning depends on joint efforts, inadequate participation will hurt your evaluation and everyone’s experience.

In all of the exercises, please keep role descriptions confidential. Sharing role descriptions will diminish the effectiveness of the exercise and your colleagues’ experiences. Similarly, giving this information to others that might participate in future simulations destroys the effectiveness of the exercise and violates the agreement with the authors.

<table>
<thead>
<tr>
<th>Category</th>
<th>Due date</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Participation in class exercises and reading summaries.</td>
<td>8 exercises/semester</td>
<td>20%</td>
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<tr>
<td>• must be in class to receive credit</td>
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<tr>
<td>Negotiation:</td>
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<tr>
<td>Negotiation Background Information Report</td>
<td>February 25th</td>
<td>5%</td>
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<tr>
<td>Group Portfolio Preparation Materials</td>
<td>March 25th</td>
<td>10%</td>
</tr>
<tr>
<td>Group Identity, Individual Role Descriptions, Group Interest Statement, Negotiation Topics and Plan, and Stakeholder Assessment</td>
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<tr>
<td>Negotiation: Participation</td>
<td>April 8, 11th</td>
<td>15%</td>
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<tr>
<td>• participate in all negotiation sessions</td>
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<tr>
<td>• contribute to group preparation</td>
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<tr>
<td>Negotiation: Individual Research Paper</td>
<td>February 18th</td>
<td>25%</td>
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<tr>
<td>• Individual Research Topic Plus</td>
<td>March 9th</td>
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<tr>
<td>• Draft Individual Research Paper (5%)</td>
<td>April 29th</td>
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<tr>
<td>• Final Individual Research Paper (20%)</td>
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<tr>
<td>Exam #1 Covers Weeks 1-8</td>
<td>March 11th</td>
<td>15%</td>
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<tr>
<td>Exam #2 Final: Organizational Memo (Weeks 14-16)</td>
<td>May 14th</td>
<td>10%</td>
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* See Class Negotiation & Assignments document and rubrics for specific details. Top of Moodle Page

Course Guidelines
1. The two major grading systems used are the A-F and S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. The instructor will specify criteria and achievement levels required for each grade. All students, regardless of the system used, will be expected to do all work assigned in the course, or its equivalent as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.
2. The instructor will specify the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed. "I" grades will automatically lapse to "F"s at the end of the next semester of a student's registration, unless an instructor agrees to submit a change of grade for a student during a subsequent semester to maintain the grade as an "I".

3. Inquiries regarding any changes of grade should be directed to the instructor of the course; you may wish to contact the Student Conflict Resolution Center (SCRC) in 211 Eddy Hall (624-7272) for assistance.

4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The instructor will specify whether class attendance is required or counted in the grade for a class.

5. A student is not permitted to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.

6. Scholastic misconduct is broadly defined as "any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work."

7. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from Disabilities Services (230 McNamara).

8. University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office, located in 419 Morrill Hall.
ESPM 3202/5202 WEEKLY TOPICS and READINGS

ESPM 3202/5202 is an evolving course. What we do in each exercise or discussion will influence the timeline for the topics that follow. Consider this schedule but be ready for changes!

All readings should be done for the Monday class of the week they are assigned. Your readings come from multiple sources: electronic journal articles from the library; pdf on the Moodle site and class handouts.

See the Class Assignments Folder at the top of Moodle for specific expectations/rubrics for all Reading Assignments, Participation Assignments, and Negotiation Assignments.

WEEK 1  January 21
Introduction to the Course Material: Conflict Management Assessment
• Four Corners Exercise on Individual Approaches to Conflict

For an applied overview of conflict management from by a communication specialist skim the article below.

WEEK 2  January 26/28
Conflict Theory, Drivers, and Frames
pdf:

Graduate Discussion Reading:

Participation #1: For Wednesday read one case, and bring one reading summary copy to class.
WEEK 3  
February 2/4  
Managing Conflict at Multiple Scales: Process and Outcome  
Participation #2 Evergreen National Forest Dispute Exercise  
Evergreen Case Preparation Materials – handed out in class  

Negotiation Preparation  
• Assign Negotiation Roles and Preparation Work  
• Introduce Individual Research Paper  
  — Study the class negotiation process as your research case (empirical study)  


WEEK 4  
February 9/11  
Science and Data Negotiation  


Select 1 additional article out of this list and be ready to discuss it in class:  

WEEK 5  
February 16/18  
Mediations/Negotiations:  
  1. Culture in Problem Framing and Negotiation  
  2. Does Culture Make a Difference  

Negotiation: Upload to Moodle Individual Research Topic Plus — due Feb 18th  

Participation #3 Select 1 additional article, bring 5 handouts to class for the Jig-Saw

Adler, Peter 1995. “Pig Wars: Mediating Forest Management Conflicts in Hawaii”


WEEK 6 February 23/25
Mediations and Multi-party Negotiations:
Facilitator and Mediator Roles
Representative and Agency Responsibility

Negotiation: Preparation
- Negotiation Case: Background Information Assignment – due Feb 25th

Select 1 article from this list and bring one reading summary copy to class


WEEK 7 March 2/4
Mediations and Multi-party Negotiations continued:
Managing Gridlock – Arbitration
Participation #4 Prisoner’s Dilemma Exercise

Select 1 article from this list and bring one reading summary copy to class.


WEEK 8  March 9/11
Mediations and Multi-party Negotiations
Post-negotiation Compliance, Monitoring and Outcomes

Negotiation: Draft Individual Research Paper on Negotiation – due March 9th

Exam #1 Weeks 1-8 March 11th

WEEK 9  March 16-20 SPRING BREAK

WEEK 10  March 23/25
Deliberation, Negotiation, and Collaborative Planning
Participation #5 Guest Presenter/Class Exercise

Negotiation: Preparation - due March 25th

- Negotiation: Group Portfolio
- Group interview with negotiation facilitators outside of class
  Week 10 or 11. Facilitators will schedule the meeting


WEEK 11  March 30/April 1
Social Construction of Harm, Justice and Conflict

- Guest Lecture: Adam Kokotovich, PhD candidate Exploring the relationship between science and politics: critical approaches to participatory frameworks

Strategic Planning, Conflict, and Collaboration
Participation #6 Guest Presenter/Class Exercise

Select 1 article from this list and write a summary description of the key concept they use to organize their analysis of conflict and a few of their findings/arguments. Bring to class typed, your name, article reference, minimum one page.


**WEEK 12**

April 6/8/11
NEGOITIATION: 6th Group work/8th Neg. Session/11th 12-3 pm Neg. Session

**WEEK 13**

April 13/15
NEGOITIATION: 13th Group work, 15th Neg. Session

**WEEK 14**

April 20/22
Debriefing on Negotiation
Organizational Theory and Planning for Change
Participation #7 Class Exercise

**WEEK 15**

April 27/29
Leadership for Change
Participation #8 Class Exercise

*Negotiation: Final Individual Research Paper – due April 29th*


WEEK 16  May 4/6  
Leadership for Change  
Participation #9 Class Exercise  
Hand out Exam #2 Organizational Memo assignment, covers Weeks 14-16  

Finals week  May 14th  
Exam #2 Organizational Memo due on May 14th, 10:30-12:30.  
Dropped off in Rm. #312 Green Hall