Syllabus

RSCN/EVST 379W
Collaboration in Natural Resource Decisions

Spring 2009

Instructors: Jim Burchfield
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Office hours: Tuesday and Thursday 1:00 – 3:00 p.m.

David Morris
Office hours: By appointment

Meeting Times: Monday 10:00 – 11:00 a.m.
Wednesday 10:00 - 12:00 p.m.

Credits: Three (3)

Location: Education Building Room

Background

Multi-party decision-making processes that purposefully incorporate diverse, frequently opposing interests have emerged as new models in addressing complex natural resources problems. Often operating within community-based settings, collaborative natural resource planning and decision-making may have implications beyond resolving specific issues. They may represent a revitalization of political engagement and discourse that recreate older visions of democratic governance. However, the institutional and practical barriers to effective multi-party engagement have kept collaborative processes on the margin of standard operating procedures. The appropriate level of influence of people external to public sector agencies remains ambiguous. Both citizens and natural resource managers will benefit from understanding the strengths and weaknesses of collaborative decision-making processes, as well as the social settings where they may be successfully applied.

Course Objectives

This interdisciplinary course will explore the social and political implications of citizen involvement in decision-making on natural resource issues. Its objectives are to:

1. Examine the potential for the collision of diverse interests to promote creative solutions in the management of natural resources;
2. Explore the origins and guiding philosophies of participatory democracy and review the social and psychological expectations surrounding citizen involvement in public sector decisions;
3. Understand the evolution of land management policies and the changing role of administrative agencies in addressing natural resource problems; and
4. Explore specific cases of collaborative efforts to understand the opportunities and constraints of multi-party management.
Course Format

The course will be designed to incorporate lectures, discussion sessions, and case studies to provide a range of learning opportunities for students. The one-hour Monday sessions will typically focus on lecture-style presentations, and the two-hour Wednesday sessions are designed to be in-depth, interactive sessions that examine specific cases or problems. Ongoing natural resource debates within the region will be highlighted as illustrative examples. Natural resources issues as they are portrayed in the local newspaper, the Missoulian, will be an ongoing source of material for discussion and evaluation. Several major case studies will be examined during the semester to demonstrate the integrated nature of natural resource issues and the opportunities and pitfalls of collaborative approaches to decision-making.

Upper Division Writing

This course is one of three courses needed to satisfy the upper division writing requirement for CFC majors. Each student is required to achieve satisfactory scores on a sophomore-level writing course (FOR 220/WBIO 245 or equivalent). The successful completion of one of these courses plus the writing proficiency exam will be prerequisites for completion of the upper division distributed writing requirement.

Assessment of student writing will be on the basis of the following criteria:

1. A clear statement of purpose (hypothesis or question or goal) within the scientific context of the specific discipline.
2. The development of effective logical arguments using evidence and/or theory from the discipline or supporting disciplines.
3. Writing meets discipline-specific writing conventions including the proper citation of sources of information.
4. Demonstrate appropriate English language usage.

Grading and Course Requirements

The course will be graded on a standard (traditional) grading scale (A-F). Graduate students will produce an extra increment of graded material to receive graduate credit. This is an upper division writing class (W), so students will be doing writing assignments throughout the term. The second paper will have a single revision allowed, based on instructor comments, and only the final version of the paper will be graded. The course will also use an online Wiki site for course assignments, communications, and required course materials.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm?page=1321.

All students will be assigned readings in advance of each class meeting to supplement discussions.

Each student will be expected to attend at least two sessions of a public advisory committee or two public meetings outside of class. From this experience, students will produce a brief, written summary and analysis of the effectiveness of the public process observed. This summary will account for 20% of the student grade. The following table summarizes student grading:

<table>
<thead>
<tr>
<th>Assignment/Evaluation type</th>
<th>Due date</th>
<th>Proportion of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student paper #1</td>
<td>February</td>
<td>15%</td>
</tr>
<tr>
<td>Public Meetings summary</td>
<td>March</td>
<td>20%</td>
</tr>
<tr>
<td>Student paper #2 (final version only graded)</td>
<td>April</td>
<td>20%</td>
</tr>
<tr>
<td>Wiki participation</td>
<td>All term</td>
<td>20%</td>
</tr>
<tr>
<td>Final examination</td>
<td>May</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
LATE PAPER POLICY: All late papers must be approved a minimum of 24 hours IN ADVANCE of the
due date of the paper. Each day the paper is late will result in a loss of 10% of the grade.

Course Texts

Brick, Philip, Donald Snow, and Sarah Van de Wettering. 2000. Across the great divide: Explorations in

Penguin.

Missoulian daily newspaper

Other readings as assigned

Schedule

January 26

Introductions and course overview

January 28

Introduction to collaboration

READINGS: Brick, et al. “Across the Great Divide” Sec. 1; pages 1-24
Lasch, Christopher “Fraternalist Manifesto” Handout

February 2

The nature of natural resources disputes

READINGS: Kliendorfer “Understanding Individuals' Environ. Decisions” Reserve

February 4

Introducing the course “Wiki” – computer lab to be announced

READINGS: Selections from newspaper editorials Handout

February 9

Characteristics of collaborative conservation

READINGS: Leach, W.: Is devolution democratic? Reserve

February 11

CASE ONE: Deborgia Collaborative Planning Group

READINGS: Executive Summary: DeBaugan Project Reserve
Wiki Assignment: If only I was in charge…!

February 16

NO CLASS – PRESIDENTS’ DAY

February 18

The Changing West

READINGS: Brick, et al. “Across the Great Divide” Sec. 2; pp. 43-57
Sonoran Inst. “Ten Truths about the American West” Handout

Wiki Assignment: It’s hard to recognize this place any more

February 23

Community in Rural America

READINGS: Brick, et al. “Across the Great Divide” Sec. 2; pp. 71-75

February 25

The Restoration Task Force in Montana – Progress on Collaboration

READINGS: MT Restoration Committee: Restoring Montana’s NF Lands Handout

Paper #1 due

March 2

Understanding conflict within human relationships

READING: Fisher and Ury Section I, Section II parts 2 and 3

March 4

Understanding conflict within human relationships, Part 2

READING: Fisher and Ury Section II parts 4-5
Active Listening Handout

March 9

BATNA

READINGS: Fisher and Ury Section III and Section IV

Wiki Assignment: When I backed out of a deal that others thought was great
March 11

Nominal Group Technique

READINGS: Burchfield, J. “Nominal group technique”

March 16

Democratic governance and the constitution

READINGS: Mathews, R. If Men Were Angels Reserve
Wills, G. Constitutional Myths Reserve

March 18

CASE TWO: The Quincy Library Group

READINGS: Brick, et al. “Across the Great Divide” Pages 79-90
www.qlg.org website
Quincy Report to Congress:

March 23

NEPA and Collaboration

READINGS: Understanding the Relationship Between Collaboration and NEPA Reserve

March 25

CASE THREE: The Beaverhead/Deerlodge Partnership

READINGS: Beaverhead-Deerlodge Conservation, Restoration, and Stewardship Act of 2007 Reserve

Public meetings assignment due

March 30 and April 1 SPRING BREAK

April 6

Facilitation

READINGS: Ishenhart and Spangle: “Collaborative Approaches…” Reserve

April 8
Facilitation 2: Exercises in facilitation

**READINGS:** Facilitation tips

*Handout*

**Wiki Assignment:** *How I'd handle a big fat jerk*

April 13

Monitoring change

**READINGS:** Developing a multi-party monitoring plan

*Reserve*

April 15

Visualizing Change: CLASS EXERCISE: DIGITAL PHOTOS OF BICYCLE USE

**READINGS:** None

*First draft of Paper #2 due*

April 20

The use of science in decision-making

**READINGS:** Brick, et al. “Across the Great Divide” Pages 236-243

April 22

EARTH DAY: Tree planting in Missoula

**READINGS:** None

April 27

Private Property

**READINGS:** Sargent, F. The legal framework of planning

*Reserve*

April 29

Stewardship contracting

**READINGS:** TBA

*Wiki Assignment:* *Why I deserve a medal*

May 4

Into the future
READINGS: Berry, Wendell “The work of local culture” Reserve

May 6

Course review

READINGS: None

*Final version of Paper #2 due*

May 13

*Final Examination* 10:10 a.m. – 12:10 p.m.