



### **CSUCI Mission Statement**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

**"Opportunity-Collaboration-Integration-Community"**

## **COMMUNICATION PROGRAM COMM 450: Sec. 01 Environmental Conflict Resolution W 4:00-6:50 PM, Spring 2009**

Instructor: Tracylee Clarke, PhD  
Office: Bell Tower E 2834  
Office Hours: T/TH 1:00 PM – 4:00 PM  
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**Course Description:** This course provides practical experience in negotiation and mediation techniques within the context of complex environmental and public policy disputes. We will discuss theories of public policy dispute resolution, various processes and the necessary techniques to solve complex, interdisciplinary issues. This is a hands-on course with simulated role-plays based on real-world conflicts.

### **Required Readings:**



Assigned articles and book chapters will be available on e-reserve accessible through Blackboard.

### **Student Learning Outcomes**

Upon completion of this course, students will

- ✓ Identify the benefits and challenges of collaboration in resolving environmental disputes,
- ✓ Identify various processes and models of environmental dispute resolution and their appropriate application,
- ✓ Articulate the key differences between mediation and facilitation and develop appropriate skills through case study simulations,
- ✓ Explore the critical interplay between science, policy and technology as it relates to dispute resolution processes,
- ✓ Investigate the importance of environmental justice in designing environmental resolution dispute processes,
- ✓ Comprehend the role of civic engagement to address environmental conflict, and,
- ✓ Examine the role of language and public communication in environmental policy development and the construction and resolution of environmental conflict.

## Course Policies & Procedures

**Attendance, Participation and Professionalism:** These are vital to your role as a learner, much of which is contingent upon in-class participation. Student contribution to this class is mandatory. This is an activity-centered, discussion-based course, and is most successful with insightful comments, observations etc. from students. Much of what we learn in this class will result from actual interaction with other class members through activities, discussions and group. You must be here to have this interaction. We will be discussing the readings and engaging in class activities to illustrate different aspects of environmental conflict resolution. You are expected to keep up with the readings and come to class prepared to discuss. Regular class attendance is important in order to successfully complete your individual and group responsibilities. You have one free absence; use it wisely. After your first absence, you will lose 10 points per absence.

**Late Work and Missed Assignments:** Be prepared to turn in your assignments on the day assigned. I will accept late work, however you will lose 10 points each class period that they are late.

**Assignment Formatting:** Papers must be typed with 12-point font and 1-inch margins (spacing is assignment specific). You must conform to the most current guidelines of the American Psychological Association (APA); consult an APA manual in the library if needed. You must also include reference page for everything you cite including the textbook and readings.

**Academic Honesty:** All students are expected to complete assignments in this course as their own work. Plagiarism is defined as to pass off the ideas or words of another as one's own without crediting the source. If I suspect a student has violated the academic honesty guidelines, I will discuss the apparent violation with the student to provide them with an opportunity to explain the situation. If I feel that Academic Dishonesty has occurred, I file an incident report with the Dean of the Faculty, the Provost, and the Vice-President for Student Affairs. Depending on the severity of the offense, I may assign the responsible student a failing grade on the assignment/ paper/ quiz/ exam or an overall course grade of an "F". Students should consult the Academic Dishonesty policy as listed in the 2006-2007 Catalog (page 63).

**Disabilities:** Students with disabilities needing accommodation should make requests to Disability Accommodation Services, Bell Tower, East Wing, Room 1796 (805.437.8528). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with instructor.

**GRADING POLICY:** (See the CSUCI General Catalogue for University Grading Policies)

<u>Points</u>	<u>Percentage</u>	<u>Grade</u>	<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
510-550	93-100	A	402-423	73-76	C
495-509	90-92	A-	385-401	70-72	C-
479-494	87-89	B+	359-384	67-69	D+
457-478	83-86	B	347-358	63-66	D
440-456	80-82	B-	330-346	60-62	D-
424-439	77-79	C+	0-329	0-60	F

## Class Assignments

Assignments	Points
1. Assessment & Design Paper	150
2. Simulated Role Play Package	75
3. Conflict Analysis Paper	75
4. Camping Participation & Reflection Paper	25
5. Guest Speaker Reflection	25
6. Expert Panel	25
7. Article Outlines	150
8. Class Participation / Attendance	<u>25</u>
<b>TOTAL POINTS POSSIBLE</b>	<b>550</b>

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**Assessment & Design Paper:** For this paper you will be paired with a classmate and will choose a local environmental conflict. You will then write a 12 page conflict situational assessment outlining the history, key players, issues, challenges and opportunities for resolution. You will then design a collaborative dispute resolution process to address the conflict. Further details for this assignment will be given in class.

**Role-Play Package & Facilitated Simulation:** Based on the Assessment & Design paper you and your research partner/co-mediator will develop a role-play package for 6 parties (some party interests maybe combined). This package includes history of the conflict, role-play instructions for each player, necessary scientific findings, and a project area map. You will then mediate your role-play with the class in a 2-hour simulation. You will need to develop two copies of the package - one to be used during your role-play and one to hand in. Further details for this assignment will be given in class.

**Conflict Analysis Paper:** Your final paper is an 18-page conflict analysis paper. This includes your previous work from both your assessment and design paper as well as information gathered during your role-play. It is an analysis of the local conflict, options and criteria for resolution as well as implementation and evaluation. Further details for this assignment will be given in class.

**Guest Speaker Summaries:** Throughout the semester we will have various guest speakers. You are responsible to write a 2-page review of one presentations linking their talking points to course concepts (lecture & readings). Your summary is due the week after the guest speaker visits our class.

**Civic Engagement Camping Trip:** For this assignment you will participate in an overnight class field trip. To provide context for class discussion on the importance of civic engagement, we will travel to the Angeles District Malibu Sector of Pt. Mugu Leo Carrillo State Park (20 miles from CSUCI) where we will spend the night in designated campgrounds on the beach. On Friday evening, we will participate in an interpretive hike/discussion co-led by a Ranger and a Park Interpretive Specialist. The following morning (Saturday), we will volunteer for four-six hours doing a variety of activities including beach clean up and trail restoration. You are to observe, reflect, meditate and write your thoughts and responses in a 250-word essay. Additional guidelines and details for this field trip will be given in class.

**Expert Panel:** Class members will be divided into groups of five article experts. This expert panel will lead the class in a 20-minute discussion of an assigned text (course reading for the day).

**Article Summary Outline:** During the semester we will be reading twelve (12) articles. You are responsible to read and outline ten (10) of these articles in detailed format. These outlines are worth 15 points each and are due when you come to class. No exceptions. Late outlines will not be accepted. On some days more than one article is assigned therefore you will write an outline for *each* article you are assigned to read that day.

**Readings:** Weekly reading assignments are given in the class schedule. Students will be expected to keep up with the readings and to come to class ready to discuss and share their reactions. In addition to the course textbook, we will be reading the following articles (in the order they appear on the syllabus).

Cantrill, J. G., & Oravec, C. L. (Eds.) (1996). Introduction. *The Symbolic Earth: Discourse and our Creation of the Environment* (pp. 1-5). Lexington: University of Kentucky Press.

Peterson, T. R. & Horton, C. C. (1995). Rooted in the soil: How understanding the perspectives of landowners can enhance the management of environmental disputes. *Quarterly Journal of Speech* 81: 139-166.

Senecah, S. L. (2000). Current issues facing the practice of environmental mediation. *Mediation Quarterly*, 17:4, 391-407.

Bingham, L Fairman, D, Fiorino, D. & O'Leary, R. (2003). Fulfilling the promise of Environmental Conflict Resolution. In Rosemary O'Leary & Lisa Bingham (Eds). *The Promise and Performance of Environmental Conflict Resolution* (pps. 329-352). Washington D.C.: Resources for the Future.

Susskind, L & Thomas-Larmer, J. (1999). Conducting a conflict assessment. In Lawrence Susskind, Sarah McKearnan, Jennifer Thomas-Larmer (Eds.) *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement* (pp. 99-136), Thousand Oaks: Sage.

Hamilton & Wills-Toker (2006). Reconceptualizing dialogue in environmental public participation. *The Policy Studies Journal*, Vol. 34, No. 4, 755-775.

Senecah, S. L. (2004). The Trinity of Voice: The role of practical theory in planning and evaluating the effectiveness of environmental participatory processes. In Stephen p. Depoe, John W. Delicath & Marie-France A. Elsenbeer, (Eds.) *Communication and Public Participation in Environmental Decision Making*. (pp. 13-33). New York: State University of New York Press.

Walker G. B. & Daniels, S. E. (2004). Dialogue and deliberation in environmental conflict: enacting civic science. In Senecah, S. L. (Ed.), *The Environmental Communication Yearbook*, Volume 1 (pp. 135-152). Mahwah NJ: Lawrence Erlbaum.

McCreary, S. & Gamman, J. (2000). Refining and Testing Joint Fact-Finding for Environmental Dispute Resolution: Ten Years of Success. *Mediation Quarterly*, Volume 18 (4), 329-348.

Oravec, C. (1996) To stand outside oneself: The sublime in the discourse of natural scenery. In Cantrill, J. G., & Oravec, C. L. (Eds.), *The symbolic earth: Discourse and our creation of the environment* (pp. 58-75). Lexington: University of Kentucky Press.

Brogden, M. (2003). The Assessment of Environmental Outcomes. In Rosemary O'Leary & Lisa Bingham (Eds). *The Promise and Performance of Environmental Conflict Resolution* (pps. 277-300). Washington D.C.: Resources for the Future.

Bingham, L., Emerson, K., Nabatchi, O'Leary, R., & Stephens, J. (2003). The challenge of environmental conflict resolution. In Rosemary O'Leary & Lisa Bingham (Eds). *The Promise and Performance of Environmental Conflict Resolution* (pps. 3-26). Washington D.C.: Resources for the Future.