



UNIVERSITY OF
ALBERTA



RSOC 375

Public Participation and Conflict Resolution

In Winter 2020, RSOC 375, *Environmental Issues: Public Participation and Conflict Resolution*, is being offered at Yukon College as part of the Northern Environmental and Conservation Sciences, B.Sc. Program. All students registered in RSOC 375 must adhere to the requirements outlined in this course syllabus. University of Alberta students must also be aware of, and adhere to, the University's Code of Student Behaviour, referenced in the outline.

INSTRUCTOR: Coral Voss, BA, M.Dip., MES
Sessional Instructor

OFFICE HOURS: By arrangement

OFFICE LOCATION: N/A

TELEPHONE/E-MAIL: (604) 340-3758; coralvoss@gmail.com
(Please note: E-mail and text is the best way to reach me at all)

CLASS DAYS & TIMES: Tuesday/Thursday 4:00-5:25 pm

CLASS LOCATION: A2101

PLEASE NOTE: Cell phones are to be turned off during lectures, labs and seminars. Cell phones are NOT to be brought to exams.

COURSE DESCRIPTION:

The anatomy of environmental and resource management conflict is examined through a lens of critical sociological theory and deliberative democracy. Focusing on contemporary case studies of conflict in energy production, forestry, conservation and protected areas management, social practices and strategies for conflict resolution are explored.

STUDENT LEARNING OUTCOMES AND COMPETENCIES:

To explore theory, method and application of public participation in the conservation and use of natural resources. As a primary objective, students will work toward issue analysis and discussion of conflict and resolution through the examination of case studies. Key objectives:

- An increased understanding of how environmental conflicts are socially constructed with a focus on the role of science, citizens and stakeholders

- In-depth understanding of key historical and contemporary environmental conflicts with insight into the future of environmental conflict in Canada
- An awareness of concepts and tools for constructive public engagement and resolution of environmental conflicts
- Familiarity with the public engagement requirements related to environmental assessment

COURSE FORMAT:

This course will consist of classes and seminars. Please refer to the class outline below for more specific information on individual classes.

COURSE PREREQUISITES AND/OR CO-REQUISITES:

Registration in Yukon College/University of Alberta BSc in Environmental and Conservation Sciences degree program.

REQUIRED TEXTBOOKS/MATERIALS:

Required readings are noted on the syllabus appendices and are available through the University of Alberta library. Selected readings are provided in PDF format on BlackBoard.

Exception:

Hoggan, J. (2016). *I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up*. Gabriola Island, BC: New Society Publishers (for the book review outlined below).

NOTE: The schedule of reading assignments may be adjusted during the course. Other readings may be assigned during the term, or reading selections omitted at the discretion of the instructor.

COURSE WEBSITE

Yukon College Blackboard will be utilized for this course.

UNIVERSITY OF ALBERTA ACADEMIC INTEGRITY AND CODE OF STUDENT BEHAVIOUR

Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or

participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Code of Student Behaviour

All students at the University of Alberta are subject to the Code of Student Behaviour, as outlined at:

<https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>. Please familiarize yourself with it and ensure that you do not participate in any inappropriate behavior as defined by the Code. Key components of the code include the following statements.

30.3.2(1) No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) c. No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

YUKON FIRST NATIONS CORE COMPETENCY:

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

PROFESSIONALISM AND CLASSROOM RULES OF ENGAGEMENT

In order to meet the aforementioned objectives, students are expected to have read all assigned materials before class and be able to discuss them as required; regular attendance is expected.

Please do not use cellular phones during class. Laptops are permitted for note taking and in-class work; however, please do not use laptops in class for non-class-related activities.

COURSE EVALUATION:

The course grade will be determined as follows:

Class Participation (20%)

Which includes reading and being prepared to discuss all reading assignments in class. Oral discussion based only on experience and opinion, rather than including reading and comprehension of assigned readings, will not merit success in class participation.

Assignments:

Assignments are intended to facilitate class participation and deepen the learning experience through focused engagement with environmental and natural resource controversies or conceptual issues that are identified in the published literature.

Assignment #1: Reading Beyond the Class Readings (10%)

The academic literature published on public participation and conflict resolution are voluminous. At best, a course such as this can merely scratch the surface of that literature through a Course Reading list. This assignment begins with the assumption that each learner brings to the course or will develop as the course unfolds specific interests in one, a few, or several of the numerous dimensions on the course subject matter. This assignment provides the student with the opportunity to identify their own readings in those dimensions of the course subject matter that most attract your interest.

For this assignment you will identify, read, and critically reflect on two (2) additional sources from the academic literature on public participation and/or conflict resolution (i.e. articles, book chapters, etc.) and prepare a maximum one-page annotated bibliography of each of these readings (double-spaced, 12-point font with standard margins). When submitting this assignment please include PDF copies of the two selected documents. Please submit via e-mail on **Thursday, March 12th (by 9am)**.

Assignment #2: Book Review (20%)

Student will prepare a 2-page book review of the following book (double-spaced, 12-point font with standard margins). A book review outline will be distributed and reviewed during the second week of class.

- Hoggan, J. (2016). *I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up*. Gabriola Island, BC: New Society Publishers.

Please submit your book review via e-mail on **Thursday, April 2nd (by 9am)**.

Assignment #3:

Term Paper: Students will prepare an 8-page term paper (double-spaced, 12-point font with standard margins) plus extra pages for references as needed. Students will choose an essay topic that relates to any aspect of the course material that appeals to them. Students will submit a 1-page proposal to outline their potential topic. A term paper outline will be distributed and reviewed during the second week of class.

The term paper assignment has three key stages as follows:

Assignment #3a: Term Paper Proposal (5%)

Submit your 1-page proposal via BlackBoard on **Thursday, February 20th (by 9am)**. The proposal will be returned with feedback by no later than Thursday, February 27th (by 9am).

Assignment #3b: Term Paper Meeting (10%)

This is a mandatory meeting with the instructor during **the week of February 10, 2020** to review progress on your proposal.

Assignment #3c: Final Term Paper (20%)

Submit your final paper via BlackBoard for grading by the instructor on **Thursday, April 16th (by 11pm)**.

Assignment #4: Presentation (15%)

Students will offer a 15-minute oral presentation discussing their term paper. The presentations will be completed in the last three days of classes. Names will be drawn to determine dates.

KEY DATES

- February 20th – Term Paper Proposal
- March 12th – Reading Beyond the Class Readings
- April 2nd – Book Review
- April 7th/9th/16th – Presentation
- April 16th – Term Paper

Attendance and Participation

Participation is an important component of this course. The participation grade will consist of one short assignment in the first class and in-class participation throughout the course. Most classes will be conducted as a seminar with short lectures followed by questions for class discussion (in small and large groups) so it is critical to read all assigned readings before class and be prepared to discuss those readings in class.

Assignments

A list of assignments is indicated above.

Exams

There are no exams scheduled for this course.

Late Assignments

Deadlines for assignments are deadlines. Late assignments will be penalized 10% per day that they are late to a maximum of three days (-30%); after three days no late assignments will be accepted. Only in extremely special cases will extensions be granted. The instructor

will not be responsible for any assignment handed in to anyone other than via email to the instructor. All assignments must be submitted by e-mail in a word document by the beginning of class on the due date.

Assignment of grades

The total numerical score will be converted to a grade under the following (University of Alberta) grading system:

4.0 A+ 95-100%	2.3 C+ 67-70%
4.0 A 90-94%	2.0 C 64-66%
3.7 A- 85-89%	1.7 C- 60-63%
3.3 B+ 79-84%	1.3 D+ 55-59%
3.0 B 75-78%	1.0 D 50-54%
2.7 B- 71-74%	0.0 F 0-49%

Please note that some classes in the B.Sc. Northern ENCS Program may be recorded using web conferencing software, and links to recordings may be posted on the class website.

The Assessment and Grading Policy is available at:

<https://policiesonline.ualberta.ca/policiesprocedures/policies/assessment-and-grading-policy.pdf>

The Grading Procedure is available at:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Grading-Procedure.pdf>

RECORDING OF LECTURES, LABS, ETC.:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

ACADEMIC ACCOMMODATION:

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukoncollege.yk.ca.

COURSE OUTLINE

WEEK	SUBJECT	READING	
1	07-Jan	Introduction	N/A
	09-Jan	What is Public Participation and Public Engagement? What is Conflict Resolution, Mediation, Negotiation?	N/A
2	14-Jan	No Class	N/A
	16-Jan	No Class	N/A
3	21-Jan	Environmental debates - a view of science	Hardin, G. (1968). <i>Tragedy of the Commons</i> . <i>Science</i> . Ostrom, E. et al. (1999). <i>Revisiting the Commons: Local Lessons, Global Challenges</i> . <i>Science</i> . Ozawa, C.P. (1996). <i>Science in Environmental Conflicts</i>
	23-Jan	Environmental debates - a view of science	Gardiner, S.M. (2004). <i>Ethics and Global Climate Change</i> . Karl, H.A., Susskind, L.E., & Wallace, K.H. (2007). <i>A Dialogue, Not a Diatribe: Effective Integration of Science and Policy through Joint Fact Finding</i> .
4	28-Jan	Environmental debates - a view of citizens	Burgess, J., Harrison, C.M. & Filius, P. (1998). <i>Environmental communication and the cultural politics of environmental citizenship</i> .
	30-Jan	Environmental debates - a view of citizens	Pacheco-Vega, R, Weibust, I. & Fox, J. (2010). <i>Lessons from the Citizen Submissions on Enforcement Matters (CESM) to the North American Commission on Environmental Cooperation (NACEC). Report Phase 1 (PIERAN)</i> Tytler, R., Duggan, S. & Gott. R. (2001). <i>Public participation in an environmental dispute: implications for science education</i> .
5	04-Feb	Social/Cultural Aspects of Environmental Discourse	Bohl-van den Boogard, T., Freeman, J. & Carter, J. (2013). <i>Negotiating Resource Agreements: A Community Perspective on Interests, Rights and Power</i> .
	06-Feb	Social/Cultural Aspects of Environmental Discourse	Smith, M. & Sterritt, A. (2010). <i>Towards a Shared Vision: Lessons Learned from Collaboration between First Nations and Environmental Organizations to Protect the Great Bear Rainforest and Coastal First Nations Communities</i> . In Davis, L. (Ed.), <i>Alliances, Re/Envisioning Indigenous - non-Indigenous Relationships</i> .
			Tyrrell, M. (2008). <i>Nunavik Inuit Perspectives on Beluga Whale Management in the Canadian Arctic</i> .
6	11-Feb	No Class	N/A
	13-Feb	Climate Change - The Science	Wuebbles, D.J., Fahey, D.W., Hibbard, K.A., Dokken, D.J., Stewart, B.C. & Maycock, T.K. (Eds.). (2017). <i>Climate Science Special Report: Fourth National Climate Assessment, Volume I. (Ch. 1)</i> IPCC. [Masson-Delmotte, V. et al.] (2018). <i>Summary for Policymakers</i> . In: <i>Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways</i> .
			18-Feb
7	20-Feb	Climate Change - The Discourse	Shaftel, H. (2018). <i>The scientific method and climate change: How scientists know</i> . Kasemir, B., Dahinden, U., Swartling, A.G., Schule, R. Tabara, D. & Jaeger, C.C. (2000). <i>Citizens' perspectives on climate change and energy use</i> .
	25-Feb	Climate Change - The Discourse	Roser-Renouf, C., Maibach, E., Leiserowitz, A., & Rosenthal, S. (2016). <i>Global Warming's Six Americas and the Election</i> .
8	27-Feb	Public Participation & Engagement	Mason, M. (2000). <i>Evaluating Participative Capacity-building in Environmental Policy: Provincial Fish Protection and Parks Management in British Columbia, Canada</i> .
			Webler, T. & Krueger, R. & Tuler, S. (2001). <i>What Is a Good Public Participation Process? Five Perspectives from the Public</i> .
9	03-Mar	Public Participation & Engagement	Richardson, B.J., & Razzaque, J. (2006). <i>Public Participation in Environmental Decision Making</i> .
	05-Mar	Environmental Assessment & Public Participation	Canadian Environmental Assessment Agency (CEAA). (2008). <i>Public Participation Guide, A Guide for Meaningful Public Participation in Environmental Assessments under the Canadian Environmental Assessment Act</i> .
			Glucker, A.N., Driessen, P.P.J., Kolhoff, A. & Runhaar, A.C. (2013). <i>Public participation in environmental impact assessment: why, who and how?</i>
10	10-Mar	Conflict Resolution, Mediation, Negotiation	Redpath, S.M. et al. (2013). <i>Understanding and managing conservation conflicts</i> .
	12-Mar	Conflict Resolution, Mediation, Negotiation	Chess, C., & Purcell, K. (1999). <i>Public Participation and the Environment: Do We Know What Works?</i> van der Bank, M. & van der Bank, C.M. (2017). <i>Alternative Dispute Resolution in the Settlement of Environmental Disputes in South Africa</i> .
11	17-Mar 19-Mar	READING WEEK - OFF	

WEEK	SUBJECT	READING	
12	24-Mar	Conflict Resolution & Public Participation - Tools Fisher, R. & Ury, W. & Patton, B. (Ed.). (2011) (3rd Ed.). Getting to YES, Negotiating Agreement Without Giving In. (selected readings)	
	26-Mar	Conflict Resolution & Public Participation - Tools Nelischer, K. (2016). White Paper, Conflict Management and Public Participation. Krishnaswamy, A. (2012). Strategies and tools for effective public participation in natural resource management.	
13	31-Mar	Addressing Environmental Conflict and Future Discourse Andersson, J. & Westholm, E. (2019). Closing the Future: Environmental Research and the Management of Conflicting Future Value Orders. Duckett, D., Feliciano, D., Martin-Ortega, J. & Munoz-Rojas, J. (2016). Tackling wicked environmental problems: The discourse and its influence on praxis in Scotland. Dietz, T. (2013). Bringing values and deliberation to science communication.	
		02-Apr	Book Review Discussion Hoggan, J. (2016). I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up.
	07-Apr	Presentations	N/A
14	09-Apr	Presentations	N/A
15	14-Apr	No Class	N/A
	16-Apr	Presentations	N/A