

SYLLABUS for NRSM 379
Collaboration in Natural Resource Decisions
Spring 2020

Instructor

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Office hours:

& by appointment

Meeting Times

Tuesdays 9:30 to 10:50 AM
Thursdays 9:30 to 10:50 AM

Credits

Three (3.0), letter grade only (Credit/No Credit unavailable)

Location

011 Payne Native American Center

Course Purpose

This course explores theories and methods used by natural resource professionals to engage stakeholders in natural resource decision-making processes. In addition to understanding the sciences, professionals must know how to facilitate dialogue and create outcomes embraced by stakeholders. This course will prepare students to successfully participate in and lead decision-making processes that purposefully incorporate diverse interests to address complex natural resource issues.

Course Outcomes

Upon completion of this course, students will be able to:

- Work constructively with diverse interests in group settings to promote creative solutions to natural resources conservation and management
- Recognize the guiding philosophies of participatory democracy and the social and psychological incentives affecting citizen involvement in public decisions
- Organize, convene, and facilitate a meeting of diverse stakeholders
- Communicate effectively in a persuasive manner in public settings and in writing

Required Readings

Two books are required for this course:

Fisher, Roger and William Ury. 1981. "Getting to yes." Penguin Books. New York. (other editions are available and acceptable; all are quite similar).

- Strauss, David. 2002. "How to make collaboration work." Berrett-Koehler. San Francisco.
- Other required readings for this course will be located on Moodle.

This course is designed to incorporate lectures, readings, discussions, activities, writing assignments, case study reviews, guest speakers, and public meetings to provide a range of learning opportunities for students. Current natural resource debates will be highlighted as illustrative examples.

Grading and Course Requirements

Please note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option. This course will be graded on the following grading scale: 93-100 (A), 90-92 (A-), 87-89 (B+), 83-86(B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 60-69 (D), <60 (F).

Grading and Course Requirements (continued)

Grades will be based on the following:

Description	Points
Participation	10pts
Persuasive Writing (2 of them, like op-eds)	20pts (10 pts each)
Synthesis of a Natural Resources Topic (First and	20pts
Public Meeting Critique	15pts
Mid-term Exam	15pts
Final Exam	20pts
Total	100pts

To be successful in this class, you will be expected to:

- Attend all classes, complete all readings, and actively participate in class activities & discussion
 - Brief and occasional absences may be excused for illness, injury, family emergency, religious observance or participation in a University sponsored activity
 - Absences will be excused for military service or mandatory public service
 - No absence will be excused without proper documentation
 - If you miss class, you are still responsible for the material. Please ask a classmate for the information before visiting me during office hours. Opportunities to make up missed assignments will only be offered to students who contact me *beforehand* and have a legitimate and documented reason.
- Attend one (1) public meeting outside class and complete a written critique about your experience and observations
- Complete two persuasive papers, which are essentially opinion-editorials of between 750-800 words.
- Complete one “synthesis” of a relevant natural resources topic of your choice. The synthesis paper will be 4-5 pages in length and contain at a minimum 10 citations from legitimate sources (books, technical papers, interviews, or articles from respected journals). The content of the synthesis should be geared for a lay audience – think of a volunteer participant in a collaborative group.
- Complete and submit all assignments on time. All assignments are due at the start of class on their due date, unless otherwise noted. Assignments must be submitted in both printed and electronic format (electronic formats to the Assignments Page in Moodle). Any writing assignment submitted after the due date will lose 10 percent of the possible grade *each day*. In certain circumstances, late papers will be accepted *if you contact me at least 48 hours before the due date/time with a legitimate reason*.
- Complete both the mid-term and final examinations on the dates scheduled in class. On rare occasions a make-up exam will be offered for a legitimate excuse, *but please note, make up exams are harder*.

Academic Honesty

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 [Student Conduct Code \(http://www.umt.edu/vpsa/policies/student_conduct.php\)](http://www.umt.edu/vpsa/policies/student_conduct.php). Plagiarism will not be tolerated; all plagiarism will result in one of the following: zero credit for the assignment, zero-credit for the course, and/or reference to the Provost and Vice President for Academic Affairs.

Equal Access

The University of Montana assures equal access to instruction through collaboration among students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Upper-Division Writing Courses

NRSM 379 is an upper-division writing course within the College of Forestry and Conservation. These courses are designed to give students more experience with college-level writing. The following are the writing course learning outcomes and upper-division writing requirement in the major outcomes:

Writing Course Learning Outcomes:

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

Upper-Division Writing Requirement in the Major Outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

Important Dates Restricting Opportunities to Drop a Course Spring 2020

Deadline	Description	Date
To 15 th instructional day	Students can drop classes on CyberBear with refund & no "W" on Transcript; last day to change	February 3 @ 5:00 pm
16 th to 45 th instructional day	A class drop requires a form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W' on transcript,	February 4 through March 24 @ 5:00 pm
Beginning 46 th instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45 th instructional day of the semester. Requests to drop must be signed by the instructor, advisor, and Associate Dean (in that order) and a \$10 fee applies. Instructor must indicate whether the individual is Passing or Failing	March 25 – May 1 @ 5:00 pm

Last items

The classroom will be a "cell phone free zone." This means that cell phones will be turned off and put in your pockets BEFORE you walk into class and throughout the class period. In addition, please be mindful of others and do not eat food in class.

UM is a tobacco free campus. This includes smokeless tobacco. Do not bring any tobacco products to class.

Your UM e-mail is the only way I am allowed to electronically communicate with you about University-related and course-related business. You are expected to check, read, and (if necessary) respond to your e-mail on a regular basis.

Course schedule and assigned readings

January 14

Introductions and overview of the course. READINGS: None.

January 16

Separating people from the problem and issues in communication. READINGS: Fisher and Ury. "Getting to Yes." Pages 1-39.

January 21

Focusing on Interests and Inventing Options. READINGS: Fisher and Ury, "Getting to Yes." Pages 40-80.

January 23

The Nominal Group Technique: A class exercise. READINGS: Nominal Group Technique Handout (only one page to read!)

January 28

Using objective criteria and understanding your best alternative to a negotiated agreement (BATNA). READINGS: Fisher and Ury, "Getting to Yes." Pages 81-128.

January 30

Dealing with deception and sabotage (discussion session). READINGS: Fisher and Ury. "Getting to Yes." Pages 129-148.

February 4

Power of persuasion. READINGS: Ronald Adler and George Rodman. Chapter 14: "Persuasive speaking." IN: "Understanding Human Communication." Pages 427-452.

February 6

Empathy and persuasion (discussion session). READINGS: None.

ASSIGNMENT ONE DUE. PERSUASIVE PAPER, A 750-800 WORD EDITORIAL ON A TOPIC OF YOUR CHOICE.

February 11

The Southwest Crown Collaborative: A case study. GUEST SPEAKER, Cory Davis. READINGS: TBD.

February 13

Conservation values (discussion session). READINGS: E.O. Wilson. "The conservation ethic." IN: "Biophilia." Pages 119-140.

February 18

Group function I. READINGS: Ronald Adler and George Rodman. Chapter 9: "Solving problems within groups." IN: "Understanding Human Communication." Pages 290-321.

February 20

Group function II (discussion session). READINGS: None.

ASSIGNMENT TWO DUE. THE SECOND AND FINAL PERSUASIVE PAPER, ANOTHER 750-800 WORD EDITORIAL ON A TOPIC OF YOUR CHOICE.

February 25

Making participation worth the effort. READINGS: Rachel Kaplan, Stephen Kaplan, and Robert Ryan. "Engaging people." IN: "With people in mind." Pages 123-146.

February 27

MID-TERM EXAMINATION

March 3

The Blackfoot Challenge: A case study. GUEST SPEAKER, Seth Wilson. READINGS: TBD.

March 5

The Montana Forest Collaboration Network: A case study. GUEST SPEAKER, Tim Love. READINGS: TBD.

March 10

Collective action theory. READINGS: Elinor Ostrom. "A behavioral approach to the theory of collective action." Pages 1-22.

March 12

Reputation, trust, and reciprocity (discussion session). READINGS: (Continue discussion of Ostrum paper).

March 17

SPRING BREAK.

March 19

SPRING BREAK.

March 24

Principles of collaboration I. READINGS: William Leach. "Collaborative public management and democracy." Pages 100-110.

March 26

Principles of collaboration II (another view). READINGS: David Straus. "How to make collaboration work." Pages 1-56.

March 31

Ways to view the process of collaboration. READINGS: David Straus. "How to make collaboration work." Pages 57-105.

April 2

Why the process doesn't always work (discussion session). READINGS: The Lolo Restoration Committee operating principles. (Handout)

ASSIGNMENT THREE DUE. THE FIRST DRAFT OF YOUR SYNTHESIS PAPER ON A NATURAL RESOURCES TOPIC OF YOUR CHOICE (4-5 pages with a minimum of 10 citations).

April 7

Facilitation and leadership. READINGS: David Straus. "How to make collaboration work." Pages 107-164.

April 9

Being an effective facilitator. READINGS: (continue with Straus readings).

April 14

Science and technical expertise. READINGS: S. Lele and Richard Norgaard. "Sustainability and the scientist's burden." Pages 354-365. (Optional reading: "Finding science's voice in the forest.")

April 16

The importance of community (discussion). READINGS: Carl Moore. "What is community?" IN: "Across the great divide." Pages 71-75.

ASSIGNMENT FOUR DUE. YOUR OBSERVATIONS AND CRITIQUE OF A PUBLIC MEETING THAT YOU ATTENDED.

April 21

Private property. READINGS: F. Sargent, P Lusk, J. Rivera, and M Varela. "The legal framework of planning." IN: "Rural environmental planning for sustainable communities." Pages 213-230.

April 23

Responsibilities of property owners (discussion). READINGS: Eric Frefrogle. "Private property for an ecological

age." IN: "The land we share." Pages 203-253.

April 28

National and local interests. READINGS: Garry Wills. "The uses of faction." IN: A necessary evil." Pages 91-103.

April 30

Review session. READINGS: Christopher Lasch. "Fraternalist Manifesto." (Handout)

ASSIGNMENT FIVE DUE. THE SECOND AND FINAL DRAFT OF YOUR SYNTHESIS PAPER ON A NATURAL RESOURCES TOPIC OF YOUR CHOICE (4-5 pages with a minimum of 10 citations).

MAY 7: FINAL EXAMINATION, 8:00 – 10:00 a.m.