

SYLLABUS for NRS 379
Collaboration in Natural Resource Decisions
Spring 2023

Instructor

Dr. James Burchfield
james.burchfield@umontana.edu

Office: 103C Forestry Building
Office hours: Tuesdays and Thursdays, 1:30 – 3:15
& by appointment

Meeting

Times/Location	Tuesdays	3:30 to 4:50 pm	Education Building, Room 214
	Thursdays	3:30 to 4:50 pm	Education Building, Room 214
Three (3.0), letter grade only (Credit/No Credit unavailable)			

Credits

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	5 pts
Persuasive Writing (2 short papers ~800 words)	30pts (15 pts each)
Synthesis of a Natural Resources Topic: 1 st and 2 nd Drafts; 5 pages; only 2 nd graded	20pts
Public Meeting Critique	10pts
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 2022

Deadline	Description	Date
To 15 th instructional day	Students can drop classes on CyberBear with refund & no "W" on Transcript; last day to change to Audit	February 6 @ 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, no refund.	February 7 through March 28 @ 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 the class at the time of request.	March 29 – May 5 @ 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 17

Introductions and overview of the course. READINGS: None.

January 19

Issues in environmental management. READINGS: Wilson, E.O. "Biophilia; The Conservation Ethic." Pages 119-140.

January 24

Environmental values and place attachment. READINGS: Hebel, Misha, "World-views as the Emergent Property of Human Value Systems; and Scannell, Leila and Robert Gifford, "Defining Place Attachment: A Tripartite Organizing Framework."

January 26

Environmental problems – issues and complexity. READINGS: Kleindorfer, P. R. "Understanding Individuals' Environmental Decisions: A Decision Sciences Approach."

January 31

Communication skills. READINGS: Adler, Ronald and George Rodman, "Human Communication: What and Why" Pages 8-16. Plus, Communication skills handout in class.

February 2

Separating people from the problem and the focus on interests. READINGS: Fisher and Ury. "Getting to Yes."

Pages 1-55.

February 7

Developing options and using objective criteria. READINGS: Fisher and Ury, "Getting to Yes," pp. 56-94.

February 9

Nominal Group Technique – class exercise in ranking preferences. READINGS: NONE

ASSIGNMENT ONE, PART ONE DUE. FIRST DRAFT OF A DESCRIPTIVE, 4-5 PAGE PAPER ON A NATURAL RESOURCES ISSUE OF YOUR CHOICE.

February 14

Learning in groups: Forester, John. "The Deliberative Practitioner; Chapter 5: Beyond Dialogue to Transformative Learning." Pages 115-153.

February 16

Means to engage people. READINGS: Rachel Kaplan, Stephen Kaplan, and Robert Ryan. "Engaging people." IN: "With people in mind." Pages 123-146.

February 21

Case Study #1: The Blackfoot Challenge. Guest speaker, Dr. Seth Wilson, Executive Director, the Blackfoot Challenge. READINGS: TBD.

February 23

Case Study #2: The Montana Forest Collaboration Network. Guest speaker, Tim Love, Coordinator, the Montana Forest Collaboration Network. READINGS: NONE.

ASSIGNMENT ONE, PART TWO DUE. SECOND AND FINAL DRAFT OF A DESCRIPTIVE, 4-5 PAGE PAPER ON A NATURAL RESOURCES ISSUE OF YOUR CHOICE.

February 28

Group function I: Problem identification and decisions. READINGS: Ronald Adler and George Rodman. Chapter 9: "Solving problems within groups." IN: "Understanding Human Communication." Pages 290-307.

March 2

Group function II: Leadership. READINGS: Ronald Adler and George Rodman. Chapter 9: "Solving problems within groups." IN: "Understanding Human Communication." Pages 308-321.

March 7

A framework for evaluating collaboration. READINGS: William Leach. "Collaborative public management and democracy." Pages 100-110.

March 9

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

March 14

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

March 16

MID-TERM EXAMINATION

March 21

SPRING BREAK.

March 23

SPRING BREAK.

March 28

Persuasive communication: READINGS: Ronald Adler and George Rodman. Chapter 11: "Persuasive Speaking." IN: "Understanding Human Communication." Pages 428-452.

March 30

Principles of collaboration. 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 4

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

April 6

Developing a group charter: READINGS: NONE. Examples of charters from two collaborative groups in Montana will be provided as handouts in class.

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

April 11

Critiques of collaboration. READINGS: McCloskey, Mike. "The Skeptic: Collaboration Has Its Limits."

April 13

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 18

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

ASSIGNMENT THREE DUE. THE SEOND PERSUASIVE PAPER, ANOTHER 750-800 WORD EDITORIAL ON A TOPIC OF YOUR CHOICE

April 20

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 25

Responsibilities of property owners (discussion). READINGS: Eric Frefrogle. "Private property for an ecological age." IN: "The land we share." Pages 203-253.

April 27

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

ASSIGNMENT FOUR DUE. A SUMMARY OF THE PUBLIC MEETING YOU ATTENDED.

May 2

Negotiating the planetary crises. READINGS: Christopher Lasch. "Fraternalist Manifesto." (Handout)
10 citations).

May 4

Review session. READINGS: NONE

FINAL EXAMINATION, Finals week, time to be announced