

Yale-NUS College

YID3213 ENVIRONMENTAL CONFLICT AND COLLABORATION
Semester 1, AY 2017-18
Course Syllabus

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Course location and hours: Classroom 19, RC3-01-01, Tues and Fri, 2:30 – 4 pm



Conflict is everywhere. It exists between individuals, within families, among friends, in the workplace, among communities and organizations, and even at the level of nations and societies. It manifests in any given situation where individuals and groups interact in a space and time of differing worldviews, beliefs, perspectives, resources, and social orientations—whether of age, class, race, ethnicity, gender, sexuality, religion, and ability. It reveals itself most evidently in diversity, but may also thrive in homogeneity. It transcends time, defining history, preoccupying the contemporary, and creating anxieties for the forthcoming. As many scholars would argue, it is neither good nor bad; conflict is just a constant in human life that we all have to deal with. However, over time, we have become more and more informed in how we handle conflict and find ways of enhancing cooperation and collaboration. We have developed theories and tools that help elucidate and tackle its complexities. Whether such theories and tools are effective remains a recurring question, but what is important is that scholars and practitioners are in pursuit to learn more.

Environmental conflict (and collaboration), in particular, is an essential area of scholarship in environmental studies. The environment is not just an apolitical, biophysical entity; it is a space defined by complex social relations of competing interests, differentiated access, and inequalities. The environment also transcends boundaries, often complicating interactions and existing rules and understandings among groups. As expected, it is a space mired in conflict. It is then essential for future environmental scholars and practitioners to understand the complexities of environmental conflict and learn ways of bolstering cooperation and collaboration, especially in a world that is increasingly becoming turbulent.

This module will introduce students to the field of environmental conflict and collaboration. As an interdisciplinary endeavour, it draws from an eclectic body of scholarship—sociology, political economy/ecology, social psychology, public policy, environmental governance, to name a few. It builds on the foundational concepts that students learn from Introduction to Environmental Studies (e.g. multiple perspectives in environmental studies, power, politics, resilience, environmental ethics) and complements higher level Environmental Studies modules, such as Global Environmental Governance, Ecological Economics, Theory and Practice of Environmental Policymaking, Environmental Movements, and the Applied Environmental Studies. The module is organized around interactive lectures, intensive class discussions, workshops, and a simulation exercise scheduled towards Weeks 12 and 13. The expected learning outcomes for the students are as follows:



Photo: <http://amandafraayer.com/portfolio/environmental-justice-handbook/>

- 1) students will be familiar with contemporary issues on environmental conflict and collaboration, with emphasis on select cases around the world;
- 2) students will be knowledgeable of concepts and theories relevant to conflict studies, alternative dispute resolution, collaborative governance, and deliberative democracy. Students will also be cognizant of the debates surrounding these concepts and theories;
- 3) students will be capable of analyzing various cases of environmental conflict and collaboration by drawing from the theories and concepts they learn in class; and

- 4) Lastly, students will gain foundational skills and methods (e.g. interest-based negotiations, facilitation, and mediation) in addressing conflict and facilitating collaboration. They will also learn to critique these methods and recognize both their strengths and weaknesses.

Course Material:

The readings will be as follows:

- Boulle, L. 2005. Mediation: Principles, process, practice, 2nd ed. Chatswood, NSW: LexisNexis. (selected chapters)
- Boulle, L., Goldblatt, V., Green, P. 2015. Mediation: Skills and Strategies. New Zealand: LexisNexis NZ. (selected chapters)
- Bryson, J.M., Crosby, B.C., Stone, M.M. 2015. Designing and implementing cross-sectoral collaborations: Needed and Challenging. *Public Administration Review*, 75(5), 647-663.
- Dryzek, J.S. 2010. Foundations and frontiers of deliberative governance. Oxford, UK: Oxford University Press. Chapters 1-5.
- Emerson, K., Nabatchi, T., Balogh, S. 2011. An integrative framework for collaborative governance. *Journal of Public Administration Research and Theory*, 22(1), 1-29.
- Emerson, K., Nabatchi, T., O’Leary, R., Stephens, J. 2003. The challenges of environmental conflict resolution. In: R. O’Leary and L.B. Bingham (eds.), The promise

- and performance of environmental conflict resolution, pp. 3-26. Washington, DC: RFF.
- Fisher, R., Ury, W., Patton, B. 2011. Getting to yes: Negotiating agreement without giving in, 3rd Ed. New York, NY: Penguin. (selected chapters)
 - Flyvbjerg, B. 1998. Habermas and Foucault: Thinkers for Civil Society? *The British Journal of Sociology*, 49(2), 210-33.
 - Gilfedder, M., Robinson, C.J., Grundy, M. 2016. Where has all the salinity gone? The challenges of using science to inform local collaborative efforts to respond to large-scale environmental change. In: R.D. Margerum, C.J. Robinson, (eds.) The challenges of collaboration in environmental governance, pp. 131-151. Cheltenham, UK: Edward Elgar.
 - Homer-Dixon, T., Blitt, J. 1998. Ecoviolence: Links among environment, population, and security. Lanham, MD: Rowman & Littlefield. Chapters 1 and 2
 - Koontz, T.M. 2016. Back to the future? Collaborative environmental governance theory and practice. In: R.D. Margerum, C.J. Robinson, (eds.) The challenges of collaboration in environmental governance, pp. 54-80. Cheltenham, UK: Edward Elgar.
 - Koontz, T., et al. 2004. Collaborative environmental management. What roles for government? Chapters 1-3, 7 and 8
 - Lewanski, R. 2013. Institutionalizing Deliberative Democracy: The ‘Tuscany Laboratory.’ *Journal of Public Deliberation*, 9(1)
 - MacLean, S., Burgess, M.M. In the Public Interest: Assessing Expert and Stakeholder Influence in Public Deliberation about Biobanks. *Public Understanding of Science*, 19(4), 486–96.
 - Margerum, R.D. 2016. Theoretical perspectives on the challenges of collaboration. In: R.D. Margerum, C.J. Robinson, (eds.) The challenges of collaboration in environmental governance, pp. 27-53. Cheltenham, UK: Edward Elgar.
 - O’Leary, R., Bingham, L.B. 2007. A manager’s guide to resolving conflicts in collaborative networks. IBM Center for the Business of Governance.
 - Peluso, N., Watts, M. 2001. Violent Environments. Ithaca, NY: Cornell University Press.
 - Purdy, J.M. 2012. A framework for assessing power in collaborative governance processes. *Public Administration Review*, 72(3), 409-417.
 - Ravazzi, S, Pomatto, G. 2014. Flexibility, Argumentation and Confrontation. How Deliberative Minipublics Can Affect Policies on Controversial Issues. *Journal of Public Deliberation*, 10(2)
 - Sidaway, R. 2005. Resolving environmental disputes: From conflict to consensus. Sterling, VA: Earthscan. Chapter 3.
 - Tidwell, A.C. 1998. Conflict resolved? A critical assessment of conflict resolution. New York, NY: Continuum.

Course Assessment Breakdown

Class Participation	10%
• Participation and attendance in class discussion @ 5%	

• In-class writing exercises @ 5%	
Class Essays <ul style="list-style-type: none"> • Critical peer review essay (due on 13 Oct, Fri) @ 10% • Analysis of personal conflict style (due on 31 Oct, Tues) @ 10% 	20%
Simulation Exercise <ul style="list-style-type: none"> • Participation in simulation @ 10% • Preparations for simulation (due on 24 Oct, Tues) @ 10% • Analytical reflection on simulation (due on 17 Nov, Fri) @ 10% 	30%
Conflict-Collaboration Analytical Paper <ul style="list-style-type: none"> • Proposal (due on 25 Aug, Fri) @ 5% • First draft of analysis (due on 22 Sep, Fri) @ 20% • Revised draft with recommendations (due on 30 Nov, Wed) @ 15% 	40%
TOTAL	100%

Assignments and Grading

Class Participation (10%) = participation in discussion (5%) and in-class writing exercises (5%)

Students are expected to read all the assigned material prior to attending classes and to participate in all discussions. As Yale-NUS students, they are expected to not just be passive consumers of information; they should *actively engage* with the readings and discussions. The class participation grade will be based on the contribution students make (i.e. the questions, comments, answers, and feedback given) towards the learning experience of their classmates (i.e. the discussion participation) and the short writing exercises they do in class. An excellent participation grade would mean the student providing meaningful insights in class and small group discussions by raising thought-provoking questions and comments and directly conversing with peers (e.g. questioning or building on someone else's comments). Being part of the "conversation" is key here. Overspeaking and dominating discussions are not encouraged. Hence, participation is not a "quantity game," but rather a measure of the quality of contribution to discussions. On the other hand, an excellent response to the in-class writing exercises demonstrates that the student has understood and closely engaged the assigned readings. Feedback will be provided to each student by the end of Week 6.

Simulation exercise (20%) = participation (5%) + preparation (10%) + analytical reflection (15%)

Students will undergo a simulation of environmental conflict resolution involving one

fictitious case in Weeks 12 and 13. The class will be divided into two groups with both undergoing the same simulation case. Students will be grouped in pairs and assigned specific roles that they will prepare for. The **preparation (10% of the grade)**—which will be done in pairs—will entail an analysis of the conflict situation and the possible strategies to employ during negotiations. The preparatory documents are **due 24 Oct (Tues) at 11:59 pm**. During negotiations, students are expected to fully internalize their roles and follow their strategies. Pairs will be meeting outside the negotiation room to continue strategizing. The individual participation grade (5%) will be based on the instructor's assessment of the students' contributions to the negotiations and peer assessment. The assessment will primarily be based on how serious the student negotiated and played his/her role. Finally, the pairs will be asked to write an **analytical reflection piece (15%) of no more than 750 words** to detail their thoughts about the process in relation to the theories they learned in class and how they think the process should be improved. This reflection piece is **due 17 Nov (Fri) at 11:59 pm**.

Conflict-Collaboration Analytical Paper (40%)

Part of the learning outcomes for the course is for students to learn to analyze an environmental conflict or collaboration situation by critically engaging concepts, theories and debates they encountered in class. The paper is an opportunity for students to go deeper into their exploration of particular substantive and theoretical areas discussed in class. Emphasis will be given on meaningful engagement with the literature, concepts, and theories, as they explore particular topics and cases of interest. The paper will be done in two parts. Students will first be asked to submit a **proposal (5%) by 25 Aug (Fri) at 11:59 pm** of what particular case of environmental conflict or collaboration they are interested in examining. They are encouraged to pursue a topic which they can have some tangible contribution (e.g. a local case of environmental conflict involving a group in Singapore or elsewhere that can benefit from the analysis). The **first full draft of the analysis (20%)** will be submitted to canvas **by 22 Sep (Fri) at 11:59 pm**. The draft analytical paper should be **no more than 2500 words**. More information will be given on 18 Aug (Fri).

The paper will then be subjected to critical peer review (see below). Each student will receive feedback from both the blind reviewer and the instructor by 17 Oct (Fri), which s/he will then use to further hone the paper for the second part. The second part requires students to draft a set of recommendations based on the analysis they conducted. The recommendations will be integrated with the analytical paper in a single document. The whole document—including the revised analysis—should be **no more than 3500 words**, leaving about 1000 words for the recommendations part. **The fully revised document with the recommendations (15%)** should be submitted by **30 Nov (Wed) at 11:59 pm**.

Class Essays (20%) = peer review essay (10%) + analysis of personal conflict style (10%)

Two 500-word essays will be required in the middle of the semester. The first is a peer review essay (10%) that provides a constructive critique of a student's draft conflict-collaboration analytical paper (see above). The assignment of the peer review process will be double blind. The **critical review essay is due on 13 Oct (Fri) at 11:59 pm**. The second essay requires the student to critically analyze his/her conflict resolution style based on the Thomas-Kilmann conflict mode instrument. The **analysis of personal conflict style (10%)** is due on **31 Oct (Tues) at 11:59 pm**.

Late Assignment Policy

Assignment will be considered late if the student misses the deadline without a VR note or Medical Certificate from a Doctor. Late assignments will be deducted by 5 percent per 24

hours after the deadline. Meaning, an assignment graded '90' at the outset will be marked down to '80' if submitted two days after the deadline.

Canvas Page Policy

All readings are available in the E-Reserve Readings folder of our canvas site. Announcements will be sent out via canvas at least 2 days before each class to remind students of what to do for the upcoming class session. Students will receive every announcement in their Yale-Nus email. Course requirements must be submitted electronically as an MS Word document via Canvas on the day they are due. Grades and feedback on submitted material will be available on canvas as well.

Other Course Policies

- Attendance is required; it is generally acceptable for a student to miss a class or two, but anything beyond that will reflect badly on the student's participation grade. Students should request for permission from the instructor if they anticipate missing a class;
- The teaching methods used in the course require full participation of students. Every student is also expected to participate fully in each class discussion. Therefore, students are expected to have done a generous reading of the course material ahead of time. They should also be prepared to engage in meaningful debates and conversations with their classmates and instructor. Dominating class discussions will have a negative impact on participation grade. The instructor will send feedback regarding the students' participation in class before the recess break;
- Other class policies (e.g. use of technology and proper decorum in class) will be negotiated on the first day.

Academic Integrity Policy

Academic honesty is essential in upholding the integrity of knowledge production. Just as their instructors and academic mentors, students are expected to uphold the highest standards of academic honesty. Acting with academic integrity requires that (a) students do their own work, (b) students not interfere with the work of others, (c) students accurately and honestly represent the content of their work, and (d) students properly attribute others' work. Moreover, a work submitted for another class (either in part or whole) will not be accepted. If a student wishes to build on from previous work, he/she should make an arrangement to discuss the matter with the instructor. Proper citation and referencing are expected.

Violations of the College's academic integrity standards undermine both the community and the individual growth of students. Accordingly, they will be addressed with the utmost seriousness and sanctions ranging from grade penalties to expulsion. Examples of violations of academic integrity include plagiarism, copying or sharing homework answers, submitting work completed for one course as 'new' work for another course, or fabricating or falsifying research data. The policies of the college require instructors to refer any suspected instances of academic dishonesty to the Academic Integrity Committee for assessment and adjudication. It is the responsibility of the student to refer to the Yale-NUS College Handbook of Academic Integrity and the websites below if they are unclear of what constitutes academic dishonesty and plagiarism.

For more information please visit the Student Services website, Policies and Procedures section: <https://studentlife.yale-nus.edu.sg/policies/academic-integrity/>.

Please refer to the Yale-NUS library information (below) on proper citations and plagiarism:
<http://library.yale-nus.edu.sg/plagiarism/>)

For this particular module, students are required to use the APA format (see <https://owl.english.purdue.edu/owl/resource/560/01/> for reference).

Health and Wellness Contacts

Students are encouraged to contact the Yale-NUS Health and Wellness Centre if they are experiencing stress or if they feel they might benefit from private counseling. The wellness centre also offers a wide range of enriching workshops and events. Students may also reach out to the Vice Rector within their residential College. Please refer to this link for more information: <https://studentlife.yale-nus.edu.sg/wellness/>

Schedule of Topics, Readings and Assignment

Date	Topic/Assignment
Week 1	
Aug 15 (Tues)	<p>Course Overview and Introduction</p> <ul style="list-style-type: none"> • Open discussion on why we study environmental conflict? • Discussion of course requirements and expectations <p>Due: Request students to answer the following questions, “What is conflict? What is collaboration? Why study these two?” (Less than 5 sentences for each question). Ask students to bring responses to class.</p>
PART I: THEORY AND ANALYSIS	
Aug 18 (Fri)	<p>What is conflict?</p> <ul style="list-style-type: none"> • Various ways of defining and understanding conflict? • Some theoretical perspectives on conflict <p><u>Required Readings:</u> Tidwell 1998, chapters 3 and 4; Sidaway 2005, Chapter 3</p>
Week 2	
Aug 22 (Tues)	<p>Theorizing Environmental Conflict 1</p> <ul style="list-style-type: none"> • The role of environmental scarcity in conflict (the Homer-Dixon model) <p><u>Required Readings:</u> Homer-Dixon and Blitt 1998, Chapters 1 and 2</p> <p>Due at 11:59 pm: Conflict-collaboration analytical paper proposal</p>
Aug 25 (Fri)	<p>Theorizing Environmental Conflict 2</p> <ul style="list-style-type: none"> • Complicating environmental conflict pathways <p><u>Required Readings:</u></p>

	Peluso and Watts 2001, Chapters 1 and 7
Week 3	
Aug 29 (Tues)	<p>Theorizing Collaboration</p> <ul style="list-style-type: none"> • Frameworks on collaboration and collaborative governance <p><u>Required Readings:</u> Emerson et al. 2011; Bryson et al. 2015</p>
Sep 1 (Fri)	Hari Raya Haji (Holiday)
Week 4	
Sep 5 (Tues)	<p>Environmental Collaboration</p> <ul style="list-style-type: none"> • Theorizing challenges in collaboration • Evolution of collaboration in environmental governance <p><u>Required Readings:</u> Margerum 2016; Koontz 2016</p>
Sep 8 (Fri)	<p>Theorizing Deliberation Part 1</p> <ul style="list-style-type: none"> • Theoretical foundations of deliberative democracy • The deliberative turn • Legitimacy and representation <p><u>Required Readings:</u> Dryzek 2010, Chapters 1-3</p>
Week 5	
Sep 12 (Tues)	<p>Theorizing Deliberation Part 2</p> <ul style="list-style-type: none"> • Communication and rhetoric • Pluralism and meta-consensus <p><u>Required Readings:</u> Dryzek 2010, chapters 4 and 5</p>
Sep 15 (Fri)	<p>Power in Conflict, Collaboration and Deliberation</p> <ul style="list-style-type: none"> • Power in collaborative governance • Habermas versus Foucault <p><u>Required Readings:</u> Purdy 2012; Flyvbjerg 1998</p>
Week 6	
Sep 19 (Tues)	<p>“Experts” and Scientists in Conflict and Collaboration</p> <ul style="list-style-type: none"> • Role and influence of “experts” and scientists in conflict, collaboration, and

	<p>deliberation</p> <p><u>Required Readings:</u> MacLean and Burgess 2010; Gilfedder et al. 2016</p>
Sep 22 (Fri)	<p>Simulation Briefing</p> <p><u>Due at 11:59 pm:</u> First full draft of conflict-collaboration analytical paper</p>
Week 7	Recess Week (Sep 23 – Oct 1)
PART II: PRACTICE	
Week 8	
Oct 3 (Tues)	<p>Approaches to dealing with collaboration</p> <ul style="list-style-type: none"> • Case studies of government vis-à-vis non-state actor initiatives <p><u>Required Readings:</u> Koontz et al. 2004, Chapters 1-3, 7 and 8</p> <p>Analytical paper to be distributed for peer review</p>
Oct 6 (Fri)	<p>Approaches to dealing with deliberation</p> <ul style="list-style-type: none"> • Deliberative approaches to governance <p><u>Required Readings:</u> Lewanski 2013; Ravazzi and Pomatto 2014</p>
Week 9	
Oct 10 (Tues)	<p>Approaches to dealing with conflict</p> <ul style="list-style-type: none"> • Legal and alternative dispute resolution • Introduction to mediation <p><u>Required Readings:</u> Emerson et al. 2003; Boule 2005, Chapter 1 and 4 (Chapter 2 for short lecture)</p>
Oct 13 (Fri)	<p>Interest-Based Dispute Resolution</p> <p><u>Required Readings:</u> Fisher, Urry and Patton 2011 (selected chapters) O’Leary and Bingham 2007</p> <p><u>Due at 11:59 pm:</u> Critical peer review essay</p>
Week 10	
Oct 17 (Tues)	<p>Mediating Environmental Conflicts Part 2</p> <ul style="list-style-type: none"> • Diagnosis and definition of the problem

	<ul style="list-style-type: none"> • Mediation process <p><u>Required Readings:</u> Boulle et al. 2015, Chapters 4 and 5</p>
Oct 20 (Fri)	<p>Mediating Environmental Conflicts Part 2</p> <ul style="list-style-type: none"> • Facilitating the process and communication dynamics <p><u>Required Readings:</u> Boulle et al. 2015, Chapters 6, 7, and 8</p>
Week 11	
Oct 24 (Tues)	<p>Mediating Environmental Conflicts Part 3</p> <ul style="list-style-type: none"> • Issues and effectiveness <p><u>Required Readings:</u> Boulle et al. 2015, Chapters 9 and 10</p> <p><u>Due at 11:59 pm:</u> Preparations for simulation</p>
Oct 27 (Fri)	No Class (I will be in a field trip)
Make-up Class	<p>Personal Conflict Styles</p> <ul style="list-style-type: none"> • The Thomas-Kilman Conflict Mode Instrument <p><u>Required Readings:</u> TBD</p>
Week 12	Simulation
Oct 31 (Tues)	<p>Conflict Resolution Simulation (Kick Off Meeting)</p> <p><u>Due at 11:59 pm:</u> Analysis of personal conflict style</p>
Nov 3 (Fri)	Conflict Resolution Simulation (Day 1)
Week 13	Simulation
Nov 7 (Tues)	<p>Conflict Resolution Simulation (Day 2)</p> <ul style="list-style-type: none"> • Agroecology and food sovereignty movement
Nov 10 (Fri)	Conflict Resolution Simulation (Day 3)
Week 14	

<p>Nov 14 (Tues)</p>	<p>Conflict Resolution Simulation (Briefing)</p>
<p>Nov 17 (Fri)</p>	<p>Wrap-up and Synthesis <u>Due at 11:59 pm:</u> Analytical reflection on simulation</p>
<p>Nov 20 - 24</p>	<p>READING WEEK</p>
<p>Nov 25 - Dec 9</p>	<p><u>Due on November 30 (Wed):</u> Revised draft and recommendations</p>