



RSOC 375 Public Participation and Conflict Resolution

In Winter 2021, 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 on Zoom or other platform
OFFICE LOCATION:	N/A
TELEPHONE/E-MAIL: (best option)	(604) 340-3758; cvoss@yukonu.ca or coralvoss@gmail.com
(Please note: E-mail and text is the best way to reach me at all)	
CLASS DAYS & TIMES:	Online
CLASS LOCATION:	Online

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 University/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, alternatively they are also available at the links listed below. Selected readings are provided in PDF format on Moodle.

- Fisher, R. & Ury, W. & Patton, B. (Ed.). (2011) (3rd Ed.). **Getting to YES, Negotiating Agreement Without Giving In**. New York, NY: Penguin Group. (any edition is acceptable but this is the one that I work from)
 - Electronically available at:
 - https://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf
 - <https://www.amazon.com/Getting-Yes-Negotiating-Agreement-Without-ebook/dp/B0051SDM5Q>
 - https://www.kobo.com/ca/en/ebook/getting-to-yes-negotiating-agreement-without-giving-in?utm_campaign=shopping_feed_ca_en&utm_source=google&utm_medium=cpc&gclid=EA1aIQobChMII9Hh28Oy7QIVSsyZCh0a_wuXEAQYASABEglaUPD_BwE
 - https://play.google.com/store/books/details/Roger_Fisher_Getting_to_Yes?id=W89fHCJZrcwC&hl=en-CA&gl=ca
- Hoggan, J. (2019). **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. (any edition is acceptable but this is the one that I work from)
 - Electronically available at:
 - <https://www.amazon.ca/Im-Right-Youre-Idiot-Discourse-ebook/dp/B07HNRN1TK>
 - https://www.kobo.com/ca/en/ebook/i-m-right-and-you-re-an-idiot-2nd-edition?utm_campaign=shopping_feed_ca_en&utm_source=google&utm_medium

[m=cpc&gclid=EAIaIQobChMI5NbcmMSy7QIVFbbICh2Q2wUrEAQYASABEgIAqfD_BwE](https://play.google.com/store/books/details?id=H1BwDwAAQBAJ&gl=ca&hl=en-CA&source=productsearch&utm_source=HA_Desktop_US&utm_medium=SEM&utm_campaign=PLA&pcampaignid=MKT-FDR-na-us-1000189-Med-pla-bk-Evergreen-Jul1520-PLA-eBooks_Catch_All&gclid=EAIaIQobChMI5NbcmMSy7QIVFbbICh2Q2wUrEAQYASABEgIAqfD_BwE)

- https://play.google.com/store/books/details?id=H1BwDwAAQBAJ&gl=ca&hl=en-CA&source=productsearch&utm_source=HA_Desktop_US&utm_medium=SEM&utm_campaign=PLA&pcampaignid=MKT-FDR-na-us-1000189-Med-pla-bk-Evergreen-Jul1520-PLA-eBooks_Catch_All&gclid=EAIaIQobChMI5NbcmMSy7QIVFbbICh2Q2wUrEAQYAiABEgJXkfd_BwE&gclsrc=aw.ds

COURSE WEBSITE

Yukon University Moodle 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.

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 engagement with course lectures is expected.

COURSE EVALUATION:

The course grade will be determined as follows:

Class Participation (30% [3%/lecture post])

Class participation includes reading and being prepared to engage with the subject matter. Each lecture will be posted with three (3) discussion questions. After viewing the lecture it is expected that each student post answers to two (2) questions and comment on at least one classmate's post by 9am each Monday following the release of the lecture on Thursday at 11pm. There are eleven (11) lectures with readings, each student is expected to complete this participatory exercise for ten (10) lectures.

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 (20%)

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 Moodle on **Thursday, March 18th, 2020 (by 9am)**.

Assignment #2: Book Review (15%)

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

- Fisher, R. & Ury, W. & Patton, B. (Ed.). (2011) (3rd Ed.). Getting to YES, Negotiating Agreement Without Giving In. New York, NY: Penguin Group. (any edition is acceptable but this is the one that I work from)

- 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 Moodle on **Thursday, April 15th (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 Meeting (5%)

This is a mandatory Zoom meeting with the instructor during **the week of February 1st, 2020** to review progress on your proposal.

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

Submit your 1-page proposal via Moodle on **Thursday, February 18th, 2020**. The proposal will be returned with feedback by no later than Monday, February 22nd, 2020 (by 11pm).

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

Submit your final paper via Moodle for grading by the instructor on **Thursday, April 15th, 2020 (by 9am)**.

KEY DATES

- February 18th – Term Paper Proposal
- March 18th – Reading Beyond the Class Readings
- April 15th – Book Review
- April 15th – Term Paper

Attendance and Participation

Participation is an important component of this course. Please see above regarding participation.

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%

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>

ELECTRONIC DEVICES:

There are no prohibitions on electronic devices in this course, other than recordings as outlined below.

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).

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.

YUKON FIRST NATIONS CORE COMPETENCY:

Yukon University 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 University program, you will be required to achieve core competency in knowledge of

Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

COURSE OUTLINE:

On the following page:

WEEK	SUBJECT		READING
1	Jan. 7	Introduction	N/A
		What is Public Participation and Public Engagement? What is Conflict Resolution, Mediation, Negotiation?	N/A
2	Jan. 14	Negotiation	Fisher, R. & Ury, W. & Patton, B. (Ed.). (2011) (3rd Ed.). Getting to YES, Negotiating Agreement Without Giving In. - Introduction, Section I: The Problem & Section II: The Method (only Chapter 2)
3	Jan. 21	Negotiation	Fisher, R. & Ury, W. & Patton, B. (Ed.). (2011) (3rd Ed.). Getting to YES, Negotiating Agreement Without Giving In. - Section II: The Method (the remainder, Chapter 3-5 inclusive)
4	Jan. 28	Negotiation	Fisher, R. & Ury, W. & Patton, B. (Ed.). (2011) (3rd Ed.). Getting to YES, Negotiating Agreement Without Giving In. - Section III: Yes, But . . . & Section IV: In Conclusion
5	Feb. 4	Discourse	Hoggan, J. (2016). I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up. - Prologue: A Beginner's Mind & Part 1: The Polluted Public Square, Section A: Smashing Heads Doesn't Open Minds
6	Feb. 11	Discourse	Hoggan, J. (2016). I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up. - Part 1: The Polluted Public Square, Section B: A Failure to Communicate & Section C: The Duped and How (only Chapter 8 & 9)
7	Feb. 18	Discourse	Hoggan, J. (2016). I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up. - Part 1: The Polluted Public Square, Section C: The Duped and How (the remainder, Chapter 10-14)
8	Feb. 25	READING WEEK - OFF	
9	Mar. 4	Discourse	Hoggan, J. (2016). I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up. - Part 1: The Polluted Public Square, Section C: The Duped and How (only Chapter 8 & 9)
10	Mar. 11	Discourse	Hoggan, J. (2016). I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up. - Part 2: Speak the Truth, But Not to Punish, Section E: The Mighty Tool of Public Narrative
11	Mar. 18	Discourse	Hoggan, J. (2016). I'm Right and You're an Idiot, The Toxic State of Public Discourse and How to Clean It Up. - Part 2: Speak the Truth, But Not to Punish, Section F: From the Heart
12	Apr. 8	Public Participation & Engagement	Webler, T. & Krueger, R. & Tuler, S. (2001). What Is a Good Public Participation Process? Five Perspectives from the Public.
			Richardson, B.J., & Razzaque, J. (2006). Public Participation in Environmental Decision Making.
			Nelischer, K. (2016). White Paper, Conflict Management and Public Participation.
13	Apr. 15	Public Participation	Krishnaswamy, A. (2012). Strategies and tools for effective public participation in natural resource management.
			Glucker, A.N., Driessen, P.P.J., Kolhoff, A. & Runhaar, A.C. (2013). Public participation in environmental impact assessment: why, who and how?