Course Description:
This course provides an overview of the causes, dynamics, and consequences of environmental and natural resource conflicts. The course is divided into two modules. During the first module, we will critically analyze the theories and assumptions surrounding the study of environmental conflict. We will examine conflict pathways, the spectrum of conflict and cooperation. The second module is devoted to methods and tools used to manage, diffuse and resolve environmental and natural resource conflict. Students will be introduced to alternative dispute resolution, interest-based negotiation, and collaborative environmental policy. Students will learn and practice facilitation and negotiation skills. Real world examples of international, national and local conflicts will support the theoretical underpinnings of the class and will be presented through readings, simulation exercises and lecture.

Learning Objectives:
Through the course students will gain knowledge of the course materials as well as analysis and synthesis skills. At the end of the course students should be able to:
- Describe the multiple forms of natural resource and environmental conflict
- Explain and critique theories of environmental conflict
- Demonstrate ability to analyze stakeholder interests
- Practice group facilitation and mediation skills
- Recommend appropriate tools for conflict mitigation

Text: The course will draw on literature from a variety of sources, primarily in the peer-reviewed literature. PDFs of required readings will be made available for download from the course website in accordance with university and copyright policies.

Appraisal: As a graduate seminar, much of the learning will occur through in-class discussion. Since the class will be interactive and will build on material from the readings, it is very important that you complete the assigned readings before class. Students will be evaluated based on class participation, discussion leadership, short-reading response pieces; a conflict case study, and on a final term paper and peer review of it.

(1) Attendance and Participation (20%)
Class meetings will be structured as an interactive discussion and lecture format. Active participation will be an important part of class and you should come to class prepared to ask questions and speak your mind. Regular attendance (including arriving on time and not leaving early) and informed and engaged participation are very important. Irregular attendance and chronic unpreparedness will adversely affect your grade.

(2) Reading Response Pieces (20%)
Readings are a core component of the class. Seven times during the semester you will write a brief (1 page, single spaced) response to the weekly readings. Reading responses should demonstrate you have read and reflected on the readings. Your response should (i) critically discuss the ideas from the readings
you found most interesting or provocative, or reflect on the implications of these ideas for your own research and/or professional goals and (ii) include two-three questions you have about any or all of the readings – your questions can be about parts of the readings that you found puzzling, discussion-style questions, and/or questions about the implications of the readings.

Students will be divided into two groups: Group 1 will write responses for readings assigned for Monday class periods; Group 2 will write responses for readings assigned for Wednesday class periods. Students will self-select into groups during the first day of class. Responses are due by 3pm two days in advance. Reading responses will be graded as “excellent,” “complete,” “late,” or “not complete.” The lowest mark will be dropped – this means that you may miss one response paper or have one late response paper without penalty. Responses will be submitted online via Moodle.

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(3) Discussion Leadership (15%)
Throughout the semester, groups of 2-3 students will lead class discussion. Each student will co-lead the discussion twice. During the first week of class, students will choose class periods for they wish to lead the discussion. Class discussions should involve integrating across the readings and identifying one or more questions related to the topic that are of particular importance or have been left unanswered. As part of their preparation, discussion leaders will be expected to peruse the reading responses and compile a set of discussion points, issues for clarification, and questions asked by their classmates.

(4) Conflict Case Study Presentation (10%)
One time during the semester, in teams of 2-3, students will research and present a case study of an environmental conflict. Presentations will be approximately 20 minutes and should include detailed information on the actors and resources involved in the conflict, the history and transformation of the conflict over time, what steps have been taken to resolve the conflict, and the current state.

(5) Term Project (40%)
The culmination of the class will be a paper (9-10 pages single-spaced) containing in-depth critical analysis of an issue related to environmental conflicts or collaborative environmental policy. Students may choose to work in teams of two on this paper. If working in a team, each student is expected to contribute equally and both will receive the same grade – no exceptions. If appropriate, this paper can be an original research paper associated with your ongoing research and/or contain original data analysis. There will be three components of this project:
i. a one page paper prospectus containing your research questions, a brief description of the paper topic, and your proposed approach (paper copy due in class Wednesday March 11)

ii. a complete draft of your paper for peer review (due via Moodle by 5 pm Monday April 13)

iii. the final paper (due via Moodle 5pm Monday May 4). Late submissions of the final paper for the Term Paper will not be accepted. No exceptions will be granted unless prior permission is requested and permission will be granted only in extreme circumstances such as illness or other legitimate personal emergencies.

More information on the paper will be provided in class. I encourage you to work with me during office hours to refine the focus of your paper.

(6) Peer Review of Term Project (40%)

We will devote two full class period to peer review, during which each of your research papers will be discussed and reviewed in small groups. In addition to the verbal comments of the peer review session, you will each receive written comments from at least two other class members (and you, in turn, will provide written comments for two papers). Additional guidance will be provided closer to the date.

Deadlines: written comments due in class AND posted to Moodle Wednesday April 22.

Accommodations: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological or learning disability on file with Disability Services (DS), Learning Disabilities and Support Services (LDSS) or Psychological Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester in order to make appropriate arrangements.

Honor code: Please review the university’s academic honesty regulations. Student’s not abiding by these policies will be referred to the Dean’s office. If you have any questions, do not hesitate to contact me. For further information consult Academic Regulations at: http://www.umass.edu/registrar/media/academicregs.pdf

Class Schedule and Assigned Readings:

Readings are available on the course website and many are also in the UMass Library. Students should always check the course website as the schedule is subject to change.

Module 1: Environmental Conflict

Weds January 21: Introduction

Mon January 26: Theorizing Environmental Conflict


Weds January 28: Researching Conflict: Debates and Methods

**Mon February 2:** Large-N Analyses – Climate and Conflict

ENTIRE CLASS:

GROUP 1 ONLY:

GROUP 2 ONLY:

**Weds February 4:** Spectrum of Conflict to Cooperation


**Mon February 9:** Human-Wildlife Conflict


**Weds February 11:** Beyond the “State” - Global Resources and Private Actors


**Mon February 15:** President’s Day, No Class

**Tues February 17 (Mon Class Schedule):** Case Studies
Weds February 18: Case Studies

Mon February 23: Frames

Weds February 25: Intractability

Module 2: Conflict Resolution & Collaborative Policy

Mon March 2: Alternative Dispute Resolution and Collaborative Policy

Weds March 4: Negotiated Rule-Making

Mon March 9: Assessing Conflict Situations

Weds March 11: Term Project Topic Review

SPRING BREAK

Mon March 23: Two-Party Environmental Conflicts

**Wed March 25:** Interest-Based Negotiation

**Mon March 30:** Facilitation Skills

**Weds April 1:** Multi-Party Negotiation Simulation

**Mon April 6:** Multi-Party Negotiation Simulation

**Weds April 8:** Science, Data and Environmental Conflict

**Mon April 13:** Shortcomings of Collaboration

**Weds April 15:** Peer Review

**Mon April 20:** Patriot's Day – No Class

**Weds April 22:** Peer Review

**Mon April 27:** Measuring Success

**Wed April 29:** Synthesis

**Mon May 4th:** Final Papers Due 5pm