

Environmental Advocacy Campaigns and Conflict Resolution
(EST 608; Fall 2016)
Wednesday 2:15 – 5:05pm, 111 Marshall Hall

Instructor: Professor Andrea Parker, 108a Marshall Hall, amparker@esf.edu, office hours: 10:30 – 11:30am Monday/Wednesday

Course Description: This class addresses complex dynamics, strategies, and tactics of (1) organized campaigns by grassroots to international organizations to advocate for particular environmental policy; and (2) processes that seek to resolve, manage, or prevent environmental conflicts when appropriate.

Course Learning Outcomes: Students will gain: (1) knowledge of social theories and concepts as they pertain to advocacy and conflict; (2) exposure to advocacy campaigns and how they are constructed; (3) experience with conflict situations and tactics for conflict mediation; and (4) experience with self-directed research.

Program Learning Outcomes: This course is an option elective for graduate degrees in Environmental Studies as well as Environmental Communication and Participatory Processes, Environmental and Natural Resources Policy, Human Dimensions of the Environment, and Coupled Natural and Human Systems areas within the Graduate Program in Environmental Science (GPES). It also serves as a social science course for other GPES areas and is part of the Environmental Decision-making Certificate of Graduate Study.

College Learning Outcomes: Course incorporates scientific reasoning; basic communication skills; values, ethics and diverse perspectives; and critical thinking into the curriculum.

Required Readings

Books – available at the ESF Virtual Bookstore (bookweb.syr.edu/esf) or on Amazon.com

Abbey, E., 2006. *The monkey wrench gang*. New York, NY: HarperCollins.

Carson, R., 2002. *Silent spring* (40th anniversary ed.). New York, NY: Houghton Mifflin Company.

Clarke, T. and Peterson, T.R. 2016. *Environmental Conflict Management*. Thousand Oaks, CA: SAGE Publications, Inc.

Chapters/Articles

All readings, with the exception of the books listed above, will be distributed via Blackboard.

Websites

350.org.: <http://www.350.org/> and WWF: <http://www.worldwildlife.org/home-full.html>

Assignments

You will (1) give an in-class report of a book chapter; (2) write 3 short summaries from your readings; (3) conduct field observations from one public meeting (submitted as a meeting summary); and (4) complete an abbreviated research project on a topic of your choosing related to either environmental advocacy or an issue of environmental conflict (subject matter must be approved by the instructor). You will deliver the research project as (1) two oral presentations; and (2) a final paper. Please note:

- All written assignments must be (1) submitted via Blackboard by assigned date and time; (2) formatted as Word documents, double-spaced with 12 pt. Times New Roman font; and (3) conform to the APA Style Index (6th Ed.) - http://www.tandf.co.uk/journals/authors/style/reference/tf_APAs.pdf
- Presentations formatted in Power Point or a similar program must be submitted via email by 7:00pm the night before the presentation date (2MB or less please).

Participation

In order to receive full participation points, you are expected to attend all classes (with the exception of excused absences) and participate in discussions. Participation is worth 10% of your final grade.

In-Class Chapter Report

You will give an 8 to 10 minute oral presentation (no presentation mediums allowed – i.e., PowerPoint or the like) on your assigned chapter on the date assigned to you. This presentation should be a summary of the chapter, complete with take home message(s). This oral report is worth 5% of your final grade.

Reading Summaries

You will write an essay, outline, or list of bullet points that summarizes the following selected readings. The summaries should be between 1,000 and 1,500 words each. To be counted as “on time” they must be submitted by class time on their due date. Each reading summary is worth 10% of your final grade, 30% total.

Reading	Due Date
Norton 2007	Sept. 14 th
Downey and Fenton 2003	Oct. 5 th
Mouffe 2000	Oct. 26 th

Meeting Summary

You will attend a public meeting addressing an environmental issue, take field notes using Geertz’s method of thick description (reading on Blackboard), and turn in a 1,500 to 2,000 word summary of the event (field notes should not be included). This summary should include: (1) the setting of the meeting, including details about the people and location; and (2) the content of the meeting such as what was discussed, how and by whom. This assignment is due by class time on Dec. 7th, but may be turned in prior to that date (encouraged). This summary is worth 15% of your final grade.

Oral Presentations

You will give two oral reports in class on your semester-long project. These presentations should serve as progress reports and are limited to 10 minutes with 5 minutes for questions. The first presentation (in October) should include your topic with relevant background, literature review and draft research questions and study objectives. The second presentation (in November) should be a synopsis of a mostly complete or already completed project including introduction, research questions/study objectives, methods, results (preliminary okay) and discussion (preliminary okay). A digital copy of your presentation or notes should be submitted to me via email by 7pm the night before presentation day. The combined presentations will count as 10% of your final grade.

Final Paper

You will write a research paper on a topic pertaining to an environmental advocacy campaign or environmental conflict complete with the following sections: introduction (including background on subject of interest, literature review complete with theoretical framework, research questions and study objectives), methods, results, discussion and conclusions (no abstract or appendices should be included). Paper length should be between 4,000 and 4,500 words including literature cited, tables and figures. This assignment is due by 5:00pm on Dec. 12th. Final papers are worth 30% of your final grade.

Grading

Assignment	Grade Percentage
Participation	10%
In-class Chapter Report	5%
Reading Summaries (3)	30%
Oral Presentations (2)	10%
Meeting Summary	15%
Final Paper	30%
Total	100%

Criteria for Instructor Evaluation of Student Performance		Grade		
Assignment	Criteria	A	B	C
Participation	Attendance	Yes	-	No
	Informed participation in discussion	Exceptional	Okay	Unacceptable
In-class Chapter Report	Came to class prepared for report/discussion with reading notes	Exceptional	Okay	Unacceptable
Summaries and Final Paper	Assignments turned in on time	Yes	-	No = zero for assignment
	Used correct English grammar and spelling	Yes	-	No
	Assignments within specified word limits	Yes	-	No
	Used clear and concise writing style	Exceptional	Okay	Unacceptable
	Captured content in sufficient detail	Exceptional	Okay	Unacceptable
	Included necessary components of assignment	Yes	-	No
Oral presentations	Delivery was clear, complete and well organized	Exceptional	Okay	Unacceptable
	Use of a presentation medium was helpful, well organized and fully integrated with the oral presentation	Exceptional	Okay	Unacceptable

Tentative Schedule with Readings and Assignments

Date	Topic	Readings	Activities	Assignments
Aug. 31	Intro to class; Env. advocacy campaigns	Cox 2010 – chapter 7; Cantrill 1993	Introduction to syllabus; Assign report chapters; Discussion	N/A
Sept. 7	Env. advocacy campaigns	Endres et al. 2009	Chapter reports and discussion	Chapter reports
Sept. 14	Theories and constructs	Schwarze 2006; Hardy-Short and Short 1995; Norton 2007	Discussion	Summary #1
Sept. 21	Approaches to advocacy/activism	O'Neill and Nicholson-Cole 2009; Abbey 2006 – chapters 2,3,7,8; DeChristopher 2011	Game play – The Adventures of Carbon Bond; Debate about eco-sabotage	N/A
Sept. 28	Advocacy in science	Thomas 2009; Carson 2002 - chapters 1-4 and 15-17	Discussion	N/A
Oct. 5	Advocacy in response to new media	Downey and Fenton 2003; Obar et al. 2012; 350.org; WWF (look at the whole website for both)	Discussion; Group activity – design your own advocacy website using Weebly	Summary #2
Oct. 12	Environmental conflict; Theory and constructs	Cox 2010 – chapter 4; Kinsella 2008; Callister 2013	Discussion	N/A
Oct. 19	Project presentations	N/A	N/A	Presentations
Oct. 26	Theory and constructs; Praxis	Mouffe 2000 chapters Intro-2; Westberg et al. 2010; McCool et al. 2000	Discussion	Summary #3
Nov. 2	Conflict and consensus; Conflict resolution	Peterson et al. 2005; Leach 2006; Peterson et al. 2006; Peterson and Feldpausch-Parker 2013	Movie: 12 Angry Men; Discussion	N/A
Nov. 9	Conflict mediation	Rieke et al. 2009; Peterson et al. 2004; Walker et al. 2006; case study materials	Open lands case study	N/A
Nov. 16	Project presentations	N/A	N/A	Presentations
Nov. 23	Thanksgiving Recess, no class	N/A	N/A	N/A

Nov. 30	Conflict management; Identifying components of conflict	Clarke and Peterson 2016, chapters 1-6	Motor cross case study; Discussion	N/A
Dec. 7	Conflict management	Clarke and Peterson 2016, chapters 7-12	Discussion; Final projects Q&A	Meeting summary
Dec. 12	Course completion	N/A	N/A	Final papers

Students with Learning and Physical Disabilities

SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue- Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process. To learn more about ODS, visit <http://disabilityservices.syr.edu>. Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Dishonesty

Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (<http://www.esf.edu/students/handbook/StudentHB.05.pdf>), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (<http://www.esf.edu/students/integrity/>). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (<http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf>).