ECOLOGY AND HUMAN AFFAIRS

SYLLABUS

COURSE OBJECTIVES

Our natural environment, a key limited resource, is often the subject of heated debate among concerned individuals, communities, the business sector, and agencies at all government levels that engage in policy formulation and in regulatory and permitting activities. Decisions are usually fraught with conflict that delays or prevents any action.

Decision making that affects the environment has to take into account conflicting values, information with heavy scientific content, and the possibility that consequences will affect numerous people for extended periods of time. One measure of the quality of decisions is their implementability. The implementation of environmental policies and decisions can be hampered by decision processes geared to the interests of some parties to the near exclusion of other interests. Such processes predictably foil implementation by failing to ensure the participation of those who can assist or prevent it. On the other hand, broad participatory processes can also reach impasse as various interest groups successfully block each other's initiatives. What types of processes are most likely to yield decisions and policies that can be implemented?

Ecology and Human Affairs addresses this question. It introduces students to principles, techniques and examples of decision making in contexts with environmental linkage. It develops the student's ability to assess decision situations affecting the environment, by:

- discussing the kinds of process challenges that decision makers encounter in the realms of planning and environmental decision making;
- identifying strategies (negotiation, litigation, lobbying, etc.) suitable for various decision situations -- such as one-shot versus on-going, two-party versus multiparty, local versus national -- with focus on implementability;
- carrying out the analysis on which decisions can be based, generating implementable strategies, and negotiating them with others who have a say in implementing a selected strategy;
- honing skills for presenting results of the analysis and of negotiations to constituencies.

At the conclusion of this course, students should be able to:

- identify the joint aspects of an environmental decision situation;
- analyze own interests, options, and likelihoods of consequences;
- identify potential stakeholders in the decision, map their interests, resources and strategies;
- understand the design needs for a negotiation process that leads to an acceptable and implementable decision;
- understand what is necessary for arguing in favor of selected decisions before a constituency.
Connect to the course WEB page:
http://urban.csuohio.edu/~sanda/syl/env.htm
for syllabus and for up-to-date links to other related WEB sites.

TABLE OF CONTENTS

COURSE OBJECTIVES ........................................... 1
IMPORTANT CSU DATES ........................................ 2
SPECIAL NEEDS .............................................. 2
COURSE METHOD ............................................... 3
TEXTS, MATERIALS ........................................... 3
EVALUATION PROCEDURE ................................. 5
OFFICE, PHONE ................................................ 5
UNIVERSITY POLICIES ....................................... 5
SCHEDULE ....................................................... 6
   HOMEWORK 1 .............................................. 7
   HOMEWORK 2 .............................................. 7
   CASE STUDY .............................................. 7
PRESENTATION SCHEDULE ................................. 8

IMPORTANT CSU DATES
See CSU Academic calendar, http://www.csuohio.edu/registrar/calendar.html

STUDENTS WITH SPECIAL NEEDS
Anyone anticipating the need for special accommodations to participate in the class or complete assignments must identify him/herself to the instructor by the end of the first week of classes. These accommodations are available to students with university-documented challenges.
COURSE METHOD

The course consists of:

• lectures on decision making and negotiations principles and strategies;
• class discussions of current issues and case studies;
• student presentations on assigned questions regarding case studies;
• negotiation simulation games.

⇒ Students are expected to: attend all classes; participate actively in games and discussions, asking clarifying questions; read text materials as assigned.

⇒ Assignments should be handed in ON TIME (typed). Since written assignments serve the goal of sharpening communication skills that complement the analytic ones, pay attention to completeness, clarity and aspect. Grading will be based on both soundness of the analytical thinking and effectiveness of interpretation and communication of conclusions.

⇒ Prepare for class sessions by reading text assignments, identifying topics that need clarification or discussion in class. Feel free to raise questions to ensure that you thoroughly understand discussed analytical frameworks and can apply them outside the classroom.

TEXTS, MATERIALS


2. Class web site: http://urban.csuohio.edu/~sanda/syl/env.htm & related pages:
   - http://urban.csuohio.edu/~sanda/envir/sust.htm (sustainability sources)
   - http://urban.csuohio.edu/~sanda/dec.htm, and http://urban.csuohio.edu/~sanda/gis.htm (methods and GIS sources)

Related Readings


1 Also: consult the instructor’s WEB page for additional readings and resources.
M. Moore, *Creating Public value.* Harvard University Press.

**EVALUATION PROCEDURE**

The final grade will be a composite of grades for:

- Assignments 10%
- Test 40%
- Case study 20%
- Games participation, discussions, presentations 30%

- No extra credit beyond the list above.
- Late homeworks will not be accepted.
- **Attendance at exams is required.** (Students earn a score of zero on missed exams.)
  Makeup exams will be given only in extreme, documented circumstances (proof required; vacation arrangements are not emergencies) and with advance notice. The student must schedule the make-up exam within 7 days of the in-class exam. The make-up exam will vary in form, content, and length from that given in class.
- If any course component is not offered, the points are redistributed among remaining components.
- **Class attendance is not required, but strongly recommended because:**
  - that’s how you get participation the points
  - changes to this syllabus may be announced in class

**OFFICE HOURS, LOCATION, PHONE**

Office: Urban Building, Room 220.
Office hours: Before each class and by appointment.
Office phone: 216.687.2367; E-mail: s.kaufman@csuohio.edu
Homepage: [http://urban.csuohio.edu/~sanda/newsk.htm](http://urban.csuohio.edu/~sanda/newsk.htm)

**UNIVERSITY POLICIES**

- Students should refer to the CSU Bulletin for procedures regarding add/drop and withdrawal as well as S/U and incomplete grading.
- Contact the instructor at the beginning of the Semester if you need to make special arrangements for testing, etc.
- Academic misconduct: plagiarism or cheating will result in an "F" for the course.
- Grades cannot be changed after their issuance at the end of the Semester.
## Schedule

**Tentative (changes are expected and will be announced in class and on the web)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Read Bacow-Wheeler Text</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5.23</td>
<td>BW Chapters 1, 2</td>
<td>Introduction—class organization, course content; Game 1 The Nature of Environmental Conflict, Dispute Resolution Theory Incentives to Negotiate, Joint Problem Solving Game 2</td>
</tr>
<tr>
<td>5.25</td>
<td>BW Chapters 3, 4</td>
<td></td>
</tr>
<tr>
<td>2. 5.30</td>
<td>BW Chapter 5</td>
<td>Memorial Day (no class)</td>
</tr>
<tr>
<td>6.1</td>
<td></td>
<td>Data negotiation (HW 1)</td>
</tr>
<tr>
<td>3. 6.6</td>
<td>BW Chapter 6</td>
<td>Two-Party versus Multiparty Negotiations Game 3</td>
</tr>
<tr>
<td>6.8</td>
<td>BW Chapter 7</td>
<td>Prospects for Compliance Game 4</td>
</tr>
<tr>
<td>4. 6.13</td>
<td>BW Chapter 8</td>
<td>Mediation Techniques Game 5</td>
</tr>
<tr>
<td>6.15</td>
<td>BW Chapter 9</td>
<td>Mediating Large Disputes (HW 2)</td>
</tr>
<tr>
<td>5. 6.20</td>
<td></td>
<td>Midterm: Chapters 1 - 9 + games</td>
</tr>
<tr>
<td>6.22</td>
<td></td>
<td>Case study preparation – independent work</td>
</tr>
<tr>
<td>5. 6.27</td>
<td>BW Chapters 10, 11</td>
<td>Mediation Ethics Game 7</td>
</tr>
<tr>
<td>6.29</td>
<td>BW Chapter 12</td>
<td>Negotiated Rule Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institutionalizing Negotiations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case study presentations</td>
</tr>
</tbody>
</table>
Write concisely (homeworks at most 2 pages; case study 5-6 pages), but in sufficient detail that items do not appear vague or general. Where necessary, give your reasoning.

**Type and proofread.**

- Homework grades: based on coverage of issues included in the format.
- Case study grade: based on coverage of issues included in the format, quality of the analysis and presentation.

**HOMEWORK 1 (DUE: JUNE 2, 2011)**

1. Give 2 brief examples of environmental problems you think should become a priority for the Cleveland area.
   Format: issue, reasons for its importance, why it is a joint decision problem.
2. Solve *Special Problem*, Bacow-Wheeler, p. 44. Give reasons for your answers.

**HOMEWORK 2 (DUE: JUNE 15, 2011)**

1. Re-read Chapter 5 (Bacow-Wheeler, Data negotiation).
   Answer questions 2 and 3, page 100.
   Format: Use examples. Give your reasons, identifying facts, beliefs, and values.
2. Give two examples of national or international environmental issues in contention, where one involves two main parties while the other is multi-party.

**CASE STUDY (GROUP ASSIGNMENT) (DUE: JUNE 27, 2011)**

Find an environmental dispute (or a decision affecting the environment that is already in dispute or where disputes might be expected) at the local, regional, national, or international level. Locate information to build a case study similar to the textbook. Format:

- Background (history)
- Issues under contention
- Stakeholders and their interests and positions
- Decision process/moves by stakeholders to advance their interests
- Timeline
- Outcomes (if any)
- Analysis:
  - Aspects of the case that relate to the textbook chapters (for example, incentives to negotiate, compliance concerns, or mediation)
  - Evaluation of decision process and outcomes (or speculation on what the outcome might be, giving reasons for the prediction).

Give sources for each piece of information (newspapers, web, personal experience, etc.)

Be prepared to present the case in class. Submit the case as a group project.

Begin work on the case early. Assemble the information. Use the session of 6.22.2011 to organize the information, write up the case and prepare the presentation.