

LAS 6291 -- Impacting Conservation and Development Policy

REVISED Fall 2008 Schedule (November 6, 2008)

Date / class	Topics	Reading	Possible guests and PROJECT MILESTONES
Week 1: August 29	<ul style="list-style-type: none"> • Introductions and Expectations • Review of syllabus 		Monumental, a video biography of David Brower
Week 2: Sept 5	Conceptual Framework <ul style="list-style-type: none"> • Presentation on policy lessons from creation of ARPA, Brazilian protected areas program • Stakeholder Analysis. Power and interest groups. 	Heineman, Chapter 9 (Interest Groups) Power Tools: Getting Started http://www.policypowertools.org/Tools/Understanding/docs/getting_started_tool_english.pdf The Varda Group: Power Analysis (pdf)	
Week 3: Sept 12	<ul style="list-style-type: none"> • Framing • Campaigning 	Rose: Introduction, pp 6-16, pp 27-37 Gray, Barbara. 2003. Framing of Environmental Disputes. Pp 11-34 in Lewicki, Gray, and Elliott: Making sense of intractable environmental conflicts: concepts and cases	
Week 4: Sept 19	Field trip to Alachua County Government: Dept of Env't Protection and Dept of Growth Management Discuss growth management, green infrastructure, Alachua County Forever	http://www.co.alachua.fl.us/government/about/ Heineman, Chapters 12-13 (Executive Offices and Bureaucracies)	Chris Bird Ramesh Reddy Steve Lachtint
Week 5: Sept 26	Local activism and campaigning <ul style="list-style-type: none"> • NGOs • Citizen advisory boards 	Begin on reading for next week	Rob Brinkman, Sierra Club
Week 6: Oct 3	Review and evaluate learning to date Elements of a campaign framework Discuss class project	Barnett, Chapters 3 – 6 Rose, Chapters 6 and 8,	

Week 7: Oct 10 (follows WFT conference)	Involving local stakeholders in Conservation	The Road Less Traveled, Chapter 15 in Contested Nature PP 172-195 in The Green Agenda in American Politics.	Roberto Palmieri, IMAFLORA
Week 8: Oct 17 Jon NRLI	<ul style="list-style-type: none"> • How the media works. • Media practicum (press releases, interviews) • Personal lobbying • Presentations 	Rose: pp 21-26, pp 38-43, Chapters 5 and 7 Heineman, Chapter 8 (Public Opinion)	Video, Everything's Cool MILESTONE: Define Objectives
Oct 24 HOMECOMING HOLIDAY __ NO CLASS			
Week 9: Oct 31 Bob Brazil	Collaborative and Public Participation Processes.	<ul style="list-style-type: none"> • Chapter 4 "Design a Process Map" in David Strauss' <u>How to make Collaboration Work</u> (2002 – Berrett Koehler) • <i>Forest Conversion Newsletter</i>, latest issue at: http://assets.panda.org/downloads/fcn_20_october_08.pdf • Go to http://www.panda.org/about_wwf/what_we_do/forests/our_solutions/responsible_forestry/forest_conversion_agriculture/index.cfm and read about both the soy and palm oil roundtables by clicking on the appropriate links in brown window on the top left corner of the page. 	MILESTONE: Stakeholder analysis
Week 10: Nov 7	Campaign strategy design	Rose, Chapters 3, 4, and 9	
Week 11: Nov 14	Local campaigns: Wild Spaces, Public Places, Charter Amendment and Amendment 4	New Weave, Chapters 14 and 15 (handout)	MILESTONE: communication Robert Hutchinson (3-5 pm)
Week 12: Nov 21	International negotiations and global governance -- How negotiations work; how to influence them Main focus: a) World Bank and b) UNFCCC, Kyoto, etc. Also present UN system, WTO, Biodiversity Convention, IUCN, World Parks Congress, ITTO	Heineman, Chapters 16-17 (International System and Organizations) Wirth, David A. (1998). Partnership Advocacy in World Bank Environmental Reform, pp 51-79 in Fox and Brown, eds. <i>The Struggle for Accountability: The World Bank, NGOs and Grassroots Movements</i> (other chapters are recommended). Clemencon, 2008. <i>The Bali Road Map</i> . http://jed.sagepub.com/cgi/reprint/17/1/70	MILESTONE: Mobilizing stakeholders
Nov 28 THANKSGIVING HOLIDAY			
Week 13: Dec 5 (Last Class)	<ul style="list-style-type: none"> • Water policy • State legislative process • Lobbying and interest groups 	Heineman, Chapter 14 (Legislatures)	Nancy Argenziano, PSC MILESTONE: Influence decisionmakers
Final Presentation (in lieu of exam): Fri Dec 12, 2-4 pm (or alternative time)			

LAS 6291 (SECTION 3764)
Impacting Conservation and Development Policy

Fall Semester, 2008
Fridays, periods 7-9 (1:55-4:55), Grinter 376

Professors:

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Office Hours: By Appointment

Target Audience:

This course aims to fulfill the Tropical Conservation and Development Program's Conservation Skills requirement. By "conservation skills" we mean professional abilities that are essential to the effective implementation of Tropical Conservation and Development, but that would not normally be addressed in a natural or social science academic curriculum. This course is intended for grad students who envision themselves working in a conservation organization and would like to learn advocacy and campaigning skills that will be useful in that work.

Learning Objectives:

This course will analyze political processes related to public policy development and implementation in the environmental arena, and will help students to develop practical advocacy skills for achieving desirable policy outcomes.

Relevant skills that will be presented and tested in the course include:

- Campaign and advocacy strategy development, including stakeholder and power analysis, definition of goals, and planning interventions;
- Developing partnerships, convening stakeholder groups, and social networking;
- Framing issues;
- Working with the media;
- Effective communications (presentations, briefing papers, and personal advocacy);
- Social marketing.

We will take a case study approach, looking at ongoing policy reform processes in north-central Florida, the US and internationally. Through this approach, students will gain familiarity with specific policy issues (private property rights and environmental policy, water management in Florida, growth management, REDD), will learn about the policymaking process at multiple levels (local government, legislatures, executive agencies, international organizations), and will look at multiple roles (citizen activism, NGOs, science, politicians, bureaucrats).

Format:

This is a seminar course that will include reading, discussion, interviews with policy actors, and practice. We will also ask participating students to discuss the applicability and adaptation of the case study material to policy issues from their own research area and tropical experience.

We meet on Friday afternoons to promote informal discussions. Some class meetings may be off campus (meetings with policy stakeholders, government agencies, etc.)

Course projects:

We will divide the class into 3 or 4 groups, and each group will work throughout the semester to design a comprehensive issue campaign. Students will be expected to actually carry out some steps of the campaign that they design, such as writing policy briefs, op-ed articles, or press releases, mobilizing stakeholders, etc. Suggestions of relevant local current project topics are given here, but student groups may define a topic of their own choice. Students are free to take and promote any policy position that they choose, i.e. be pro or con of any issue.

1. Serenola Forest. Mobilize community support, explore options for purchase as a protected area, and block any zoning changes or large-scale residential development. See <http://www.serenolaforest.com/>
2. Influence the Public Service Commission to promote renewal energy in Florida's mix.
3. Generate support from Florida's congressional delegation for Lieberman-Warner or an alternative climate change measure.
4. Alachua County charter amendment to create a Registry of Public Places. See <http://alachuaconservationtrust.org/index.php?alachua/archives/charter-amendment-to-create-registry-of-protected-public-places/>
5. Renewal of Alachua county forever. See <http://www.wildspacespublicplaces.org/beta/>

Other assignments:

Students are expected to read assigned reading prior to each class and be prepared to discuss the readings in class. We will use WebCT or an alternative social networking tool and post comments on each week's readings in advance of each class. Posting expectations will be discussed in class; they will range from a free response to the readings to specific exercises based on readings and class discussions. Each student is expected to post each week; you may miss 1 post during the semester without prejudice. Posting is due at 9 am on the day before class.

Learning journals are designed to help you and us monitor your learning during the semester. Unlike WebCT discussions, learning journals focus on specific things that you learn in class, your "Ah-ha!" moments. By learning moments we mean moments both in and out of class when something happens to clarify your understanding of an issue or theme, make you look at something in a new way, or suddenly link concepts or issues that previously had no connection in your mind. Such moments can happen while reading, attending class, participating in a non-course related activity, talking or listening to someone, writing, or simply thinking (eg. "I realized today that local officials are misinterpreting my message"). Learning journal thoughts are to be recorded weekly and will be turned in every two weeks during the semester.

Grading:

Group project (written and presentation): 50%

Preparation and participation in class and online discussions: 50%

Schedule, topics and reading:

A schedule of topics and reading is attached. Because there will be a lot of interaction with non-university stakeholders, we will need to be flexible and this schedule may be adjusted. At the first class meeting, we will explore the feasibility of 1-2 half to full day field trips outside of Gainesville; this will also affect the class schedule.

Texts:

You are expected to purchase 3 books for this course. All other readings will be distributed either electronically, on library reserve, or in handouts. The books are all available at Amazon.com.

Heineman, Robert A. 1996. *Political Science, An Introduction*. McGraw Hill. This is a basic and readable text to the field of political science. We will read about 7 chapters throughout the semester. Part One will not be assigned or discussed in class, but I recommend that you read this on your own.

Rose, Chris. 2005. *How to Win Campaigns, 100 steps to success*. Earthscan. A how-to guide written by an experienced Greenpeace campaigner. We will use this throughout the course, and it will be very helpful for your group projects.

Barnett, C. 2007. *Mirage: Florida and the Vanishing Water of the Eastern U.S.* University of Michigan Press. Barnett is a UF graduate and Gainesville resident. This very readable book describes in depth a major Florida (and national) policy issue, water, and thus provides essential context for the course. For Florida, the water issue is inextricably linked with growth, and thus the state's overall history. Chapters 3-6 are assigned, but I recommend that you read it all at your leisure.

University Policies

The University of Florida Honor Code, signed by all students upon registration, states: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* "In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action." (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden.

Students with disabilities are entitled to classroom accommodation. Please register with the Dean of Students Office in Peabody hall, who will provide documentation that the student will then provide to the Instructor when requesting accommodation.

The University of Florida has excellent counseling services available on campus for students having personal problems or needing help in defining career and academic goals pursuant to good academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resources Center, Reitz Union, 392-1601, career development assistance and counseling

Software Use: All faculty, staff and students of the University are required to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Annotated Bibliography for LAS 6291: Influencing Conservation and Development Policy

Political Science Theory:

Doron, Gideon and Itai Sened. 2001. Political Bargaining: Theory, Practice and Process. Sage Publications, London.

Political bargaining is a set of rules, plus rules about how you change the rules.

Formal political theory (game theory):

Players: difference of interests, time factor

Evolution from “primitive state of nature” to “civil society” represents a bargained social contract.

Differences between parliamentary and presidential systems:

- Elections
- Legislative bargaining
- Post-electoral bargaining

Denhardt, Robert B. 2008. Theories of Public Organization.

Good historical and philosophical background

Public Administration – Public Service

Politics – Administration

Allan J. Cigler and Burdett A. Loomis, eds. 2007. Interest group politics

Chapters 8-9: Interest group money in elections

Chapter 7: religious groups and elections.

Chapter 11 (pp 256-278): Corporate lobbying – worth using in course. Presents lobbying as a 2-stage process: coalitions of businesses work together to set an agenda and pass a policy that is collectively positive; then lobbyists for individual corporations work to get more narrow, “private goods” policies passes.

Chapter 12: case study of AARP, it’s identity, relations with members, how it influences policy, etc.

Conclusions chapter (pp 433-453) summarizes inter-relationship between 3 major political institutions at national level: interest groups, political parties, Congress. This chapter, and book overall, focus on how different interest groups influence specific policy sectors (e.g. role of business’ campaign contributions, role of ethnic groups in foreign policy vis-à-vis their home country, etc.).

Wilson, James Q. 1974. Political Organizations.

Considered a classic; has been updated.

Heinemann, Political Science.

Chap 4-6: philosophies; liberal, Marx, conservative

Chap 10: political parties (comparative systems of government)

Chap 11: overview different philosophical and scholarly approaches – nothing “operational” (do not assign)

Chap 12: Good international comparisons of government systems; read as background for Chap 13

Chap 13: Bureaucracy (could read together with Panarchy chapter)

These 3 readings make a good unit on “how to work in a bureaucracy” or how to interact with and influence bureaucracy

Bureaucracies:

Thomas, 2003. Bureaucratic Landscapes.

Differences between NPS and BLM in terms of different kinds of bureaucratic pressures and how they responded.

Science Libe and eBook.

Holling. Panarchy

Gunderson, Lance and Holling, CS. Chapter 13, The Devil in the Dynamics, Adaptive Management on the Front Lines. Pages: 333-360

The political reality of a conservation bureaucrat.

Role of Environmental Movement in Policy:

Speth, James Gustave. 2008. The Bridge at the End of the World.

See Chapter 3 (pp 67-88): The Limits of Today's Environmentalism.

Building the Next Ark: How NGOs work to Protect Biodiversity.

Duffy, Robert J 2003. The Green Agenda in American Politics

Pages: 172-195. Environmental Ballot Initiatives

Role of International NGOs:

Keck, Margaret. 1998. Activists Beyond Borders

Pages: 121-163. Keck, Margaret and Sikkink, Kathryn. Environmental Advocacy Networks

The Struggle for Accountability

Pages: 51-79. Wirth, David. Ch.2 Partnership Advocacy in World Bank environmental reform.

Framing

George Lakoff, 2006. Thinking points : communicating our American values and vision: a progressive's handbook. Farrar, Strauss and Giroux, New York.

George Lakoff, 200X. Don't Think of an Elephant!: Know your values and frame the debate. PP 3-14 give a good overview of framing.

Lakoff is a cognitive scientist and has a strong progressive perspective. "Biconceptuals" versus a mythical "center". Authenticity. Communicating values more important than specific policy positions. Family as operative metaphor for government: Strict father vs. nurturant parent models.

Gray, Barbara Making Sense of Intractable Environmental Conflicts

Chapter 1. Framing of Environmental Disputes

Brechin, Steven, Wilshusen, Peter, Fortwangler, Crystal and West, Patrick. 2003. Contested Nature

Pages: 251-270. The Road Less Traveled. Concluding chapter.

Communications:

Cox, Robert. 2006. Environmental communication and the public sphere. Sage Publications, Inc. Thousand Oaks, California.

Pp 20-28, actors / spheres

Chap 3, public participation. Exercise pg. 106, attend and observe a public hearing.

Chap 5, Media and journalism
Chap 7, Advocacy and Campaigns
Chap 9, Science. Symbolic legitimacy
Chap 10, Corporate campaigns.

Jacobson, Susan. 1999. Communication Skills for Conservation Professionals.

Negotiation:

Harvard Law: www.pon.org/catalog/index.php?cPath=27

e.g. Lake Wasota 6-party negotiation

http://www.pon.org/catalog/product_info.php?cPath=27&products_id=53

Lewicki, Roy; Gray, Barbara; Elliott, Michael. 2003. Making Sense of Intractable Environmental Conflicts
Gray, Barbara Chapter 1. Framing of Environmental Disputes.