

WRP 599 and WRP 508: Water Governance and Conflict Management (3 credits)
June 15-26, 2009

Instructors

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“No problem can be solved from the same level of consciousness that created it.”
– Albert Einstein

Course Description

How can we move debates about water resource issues beyond entrenched positions? What are some less confrontational approaches that bring conflicting interests and institutions together to craft workable solutions; ones that build community rather than disrupt it? Can we find solutions that work across different scales of both time and space? What are some ways we ourselves can work more peacefully within contentious situations?

Experience suggests that 21st Century water demands and associated issues will challenge us to seek new strategies. The complexity we face calls for approaches that foster sustained, long-term stewardship which connects people with the environment as well as with their communities.

“Water Governance and Conflict Management” offers an opportunity for water resources professionals and graduate students to learn about current and leading-edge ways to work effectively in contentious water situations. It explores conflict tolerance, prevention, management, and transformation through collaborative structures as well as through models of negotiation and dialogue.

This week-long course emphasizes experiential learning. Class offers a place to learn and practice new skills that are applicable from the individual level to the societal level and across a range of real-life situations. Additionally, the course helps students understand just how creative, messy and inelegant workable solutions are likely to be.

Course Schedule

This course meets for one week (June 15 to June 19) from 8:00 am to 5:00 pm with a one-hour break for lunch. You must complete the readings prior to class – come ready to participate in discussions, exercises, and critiques. The final paper is due one week after class completes (June 26).

Prerequisites

This class is open to graduate students and professionals interested in knowing more about the transformation in conflict, particularly in natural resource arenas. Undergraduates may enroll in the class with permission from the instructors. There are no pre-requisites.

Learning Objectives

Through engagement in this course – participating in class, doing the reading, reflecting on experiences and readings, and creating a final project – you will finish with increased knowledge and practice in creating transformative solutions. Specifically you will be able to:

- *Understand and execute*: your listening skills will be increased through practice and critique. This will be assessed through in-class exercises as well as written response papers after every class.
- *Understand and apply*: you will be able to apply your understanding of the culture and environment you “swim in” to include the power of “frames,” and multiple perspectives and scales (both geographic and temporal) on conflict; this will be assessed through your response papers as well as the final paper.
- *Explain and plan*: you will be able to reframe water conflicts from intractable to transformable through application of different negotiation tools, and different frameworks, philosophies and perspectives; this will be assessed through in-class exercises and your final paper designing a conflict response strategy.
- *Execute and actualize*: you will demonstrate creativity in the face of intransigence and negativity regarding water conflicts; this will be assessed through through in-class role plays and response papers.
- *Execute and achieve*: through practice, reflection, and critique, you will demonstrate your skills with a wide range of conflict transformation tools; this will be assessed through in-class exercises, response papers, and the final project.
- *Actualize*: you will enhance joy in life and openness in your heart; this will be assessed through your in-class participation.

Assessment

For those students taking the class for credit (WRP 599), performance is assessed through two methods:

- Class participation and reflection on experiences
- Changes in knowledge about strategies for managing conflict

Each of these is described in more detail below.

For those taking the course as professional development (WRP 508), we encourage you complete the reflections and strategy design as we believe they enhance the learning experience.

Participation and Reflection: 60% of Grade

The course is designed to be interactive and experiential, so it is critical that you come to each class prepared and ready to participate in exercises, simulations, and discussions. Please do the reading, including the “pre-course” reading prior to each class. Most of the reading will not be directly addressed in class, although it was selected to provide background information on topics that will be covered during class.

At the end of class Monday through Thursday, we will pose a question designed to help you synthesize the material covered in class. Bring together information from the readings, lectures, discussions, and experiences to complete the reflection question. Each of these reflections is worth 15 points and will be collected at the beginning of each class Tuesday through Friday. We will be looking for evidence of critical and thoughtful thinking, and the ability to bring multiple sources of information together in coherent and compelling discussions. Feel free to bring in information from outside class readings and discussions as it pertains to your thoughts about the reflection question.

New Strategies for Managing Conflict: 40% of Grade

This assignment has two sections. The first is designed to be done prior to beginning the class; the second will be done after class is completed.

Part A. Due: June 15, 2009. Prior to class, identify a conflict that you have some familiarity with through direct experience or study. Briefly describe background information that you consider critical to help someone understand the conflict: issues, players, historical context, and any other critical information. Propose a strategy for managing the conflict. Consider things like who should be involved? What kinds of processes should be utilized? What kinds of outcomes are you looking for? How will you know when you've reached the end? This part of the assignment should be about 5 pages long, double spaced.

Part B. Due: June 26, 2009. Use information, ideas, and concepts learned in class to re-describe the background conflict (what else do you now think is critical for others to understand) and revise your strategy for managing the conflict (reconsider the questions above, especially regarding processes and outcomes). This part of the assignment should be about 5 pages long, double spaced. E-mail both Part A and Part

B of this assignment to Julia Doermann at doermanj@onid.orst.edu by 5:00 pm, June 26, 2009.

We will be looking for evidence of increased sophistication in the way you're thinking about conflict management, as well as innovative approaches to managing conflict. Have fun in developing your conflict management strategy - don't feel particularly limited by budgets or other practical matters (although you should feel free to address these issues as appropriate).

Grading

A = 90-100%

C = 70-79%

F = less than 60%

B = 80-89%

D = 60-69%

Rules of the Road for Class

- Be respectful and maintain a professional tone
- Be responsible
- Be inclusive
- Class starts and ends on time
- Turn off cell phones, beepers, pagers, computers, etc.
- Check your e-mail and BlackBoard regularly for information and announcements.
- Follow University policies regarding plagiarism and other ethical conduct.

<http://www.oregonstate.edu/admin/stucon/achon.htm>

Students with Disabilities

Accommodations are collaborative efforts between students, faculty, and Disability Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Readings and Texts

Articles for class are available on the class BlackBoard site.

Text: Lederach, John Paul. 2003. *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books . Available at the bookstore or at Amazon.com.

**WRP 599: Water Governance and Conflict Management
June 15 - 19, 2009**

Dates	Major Topics	Reading Assignments (to be completed prior to class). Available on the class BlackBoard site.
June 15	Introductions and Background	<p>Lederach, <u>Conflict Transformation</u>, 2003. (Text at bookstore.)</p> <p>Wolf, Aaron, "Healing the Enlightenment Rift: Rationality, Spirituality, and Shared Waters," (forthcoming).</p> <p>Lawrence MacDonnell and Denise Fort, "A New Western Water Agenda," pp. 1-16.</p> <p>Patrick Moriarty, Charles Batchelor, Pater Laban, and Hazem Fahmy, "The EMPOWERS Approach to Water Governance."</p> <p>The Other Liquidity Crisis, The Oregonian.</p> <p>The Hydroitics of Water, Module 0, pp. 14-16.</p> <p>Enlibra</p>
June 16	Understanding and Working with Four-fold Approaches as Individuals	<p>Villoldo, Alberto, <u>The Four Insights</u>, 2006.</p> <p>Isaacs, William, 1999, <u>Dialogue and the Art of Thinking Together</u>, "A Conversation with a Center, Not Sides."</p> <p>Hwoschinsky, Carol, <u>Listening with the Heart</u>, "Individual Preparation."</p>
June 17	Understanding and Working with Four-fold Approaches in Groups	<p>Lach, Denise and Sally Duncan, <u>Conserving Creatures of the Forest</u>, "How We Make Decisions."</p> <p>Utton Center, "Crossing Cultural Boundaries," 2005.</p> <p>Scharmer, Otto, <u>Theory U</u>, "The Journey to "U."</p>
June 18	Understanding Transformation	<p>Bowling, How to Bring Peace into the Room</p> <p>Hwoschinsky, Carol, <u>Listening with the Heart</u>, "The Practice."</p> <p>Governor John Kitzhaber, Western Governors' Association Enlibra Speech, 1996.</p> <p>Governor John Kitzhaber, Environmental Summit II Speech, 2002.</p> <p>Isaacs, William, 1999, <u>Dialogue and the Art of Thinking Together</u>, "Setting the Container."</p>

June 19	Taking it Home	<p>Kornfield, Jack, "After the Ecstasy, the Laundry."</p> <p>Kauffman, Eddie, Guidelines for Going Home.</p> <p>McDonough, William, "How Do You Love ALL the Children?" Yes! Magazine.</p> <p>Senge, et al, <u>Presence</u>.</p>
June 26	Paper due	

Day 1: Introductions and Background:

We begin today with introductions to each other, the class, and the four-fold matrix we're going to be exploring throughout the week. We also go through some very basic information about water in the west and emerging water issues.

Day 2: Understanding and Working with Four-fold Approaches as Individuals

Introduction to different approaches for understanding yourself and your own roles in conflict transformation. We will also begin thinking about how we bring ourself - our perceptions, experiences, and understandings - to work with larger groups.

Day 3: Understanding and Working with Four-fold Approaches in Groups

Today we continue learning more about how to apply four-fold frameworks as we think about and work with larger groups. We'll introduce frameworks and apply multiple frameworks to conflict situations.

Day 4: Understanding Transformation

We'll focus our attention on transformative processes within ourselves and the groups we work with. Along the way, we'll think about complex systems, dealing with uncertainty, and managing institutional norms and expectations.

Day 5: Taking it Home

On our last day together we'll turn our attention to "reentry" - what do we want to bring home and how can we frame this new awareness and knowledge to work within - and maybe transform - existing systems?