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Rm: Mon & Th, 8:30-10:20 – RCB6125   **Office Hours:** Tu 8:15-10:15 & by appointment
Cooperation in REM Portal: http://www.lib.sfu.ca/help/subject-guides/rem/cooperation-in-rem
For Readings, Lecture Slides, etc., Go To **SFU Connect → MySFU → Online Course Tools → REM 601 G100**

COURSE DESCRIPTION FROM SFU CALENDAR

"An introduction to the relevance of social science perspectives, data and analytical tools in resource management, especially as these complement, supplement or critique perspectives from natural science or economics."

OVERVIEW: We examine why and how cooperation occurs in REM contexts, factors affecting its outcomes, and tactics and strategies for sparking, sustaining, and optimizing benefits from collaboration.

Why study collaboration? Institutional arrangements for resource and environmental management (REM) around the world seek to provide for the sustainable use of important biophysical and cultural inheritances. Prevailing demographic, economic, cultural, and technological and dynamics are overwhelming many resource management institutions. As demands for and on common pool resources and other public goods escalate and the values of 'stakes' in environmental decision making increase, potentials for both conflict and its often-more-constructive flip side, cooperation, also rise. Each stakeholder chooses whether and to what extent to cooperate…or to get as much as they can, quickly.

REM 601 examines the proposition that cooperation is the most critical ingredient in institutional arrangements in REM. Contrary to prevailing beliefs in Western culture—i.e., that selfishness and aggression are innate and that harsh conflict is inevitable—there are viable alternatives to violence and many options for conflict resolution. In truth, human "nature" and human values, behavior, culture and institutions are highly malleable. Conflict types, levels and meanings vary from one cultural and social setting to the next, with some societies expressing few inclinations toward domination or violence. It is likely not a coincidence that many such social groups have been extinguished or 'radicalized' through encounters with Western Civilization. Such encounters—the coercive and commoditizing influences of colonialism and the creativity of Indigenous responses thereto—are among Welch's research foci.

Personality, culture, and social context shape how people perceive and deal with conflict. This reality occupies center stage when people from different ethnic, religious, racial, economic, disciplinary, personal, or organizational backgrounds bring their values, interests, and preferences to bear on REM issues and programs. In such contexts and many others, conflict is inevitable and normal. Some questions arising include: Can diverse interests underlying conflict also drive cooperation? Is it possible to use the 601 classroom as a microcosm for 'real world' REM decision making and action taking? How does influence ebb and flow within groups having stakes in delimited resources? Are both commoditizing capitalism and 'greenness' subject to analysis as cultural, even spiritual, phenomena?

REM 601 engages participants and topics in an exploration of theories and practices for harmonizing diverse interests in REM contexts. Because REM is multidisciplinary, ideas and materials are drawn from anthropology, First Nations studies, political science, sociology, social psychology, institutional economics, public administration and management. Studying cooperation in varied interpersonal, cultural and institutional settings relieves practicing professionals of personal attachments, expands our repertoires of conflict responses (including cooperation), and guides individual and collective learning about and appreciation for cooperation. REM 601 examines both theoretical constructs and practical tools for identifying and creating conditions that encourage cooperation and creativity in pursuit of futures that are just, sustainable, adaptive, resilient, joyous....

LEARNING GOALS:
→ Develop analytic vocabulary, skills, and other social science tools for application to diverse issues in REM.
→ Know how to use these tools, when to ask additional questions, and where to find additional tools.
→ Understand how institutional design and cultural factors affect individual and group behaviours.
→ Appreciate how configurations of rules and organizations may promote (or constrain) creative cooperation.

LEARNING OUTCOMES: Students completing the course should be able to:

1. Explain the relevance of four dimensions of temperament variation—relating [E/I], perceiving [N/S], deciding [T/F], being [P/J]—and how this variation can influence group processes. Determine how you and your small group can use these differences by consciously and candidly addressing issues arising from personal differences. How do the small groups reflect and suggest models of / for organizational function?

2. Classify and discuss resource types in terms of their "subtractability" and ease of exclusion.

3. Recognize key differences (for REM) in market, state, and community institutional frameworks. Critically assess situations in which each framework may be useful and other circumstances in which hybrids may promote reciprocally beneficial outcomes. Evaluate and explain why things do and don't 'work out' in REM.

4. Recognize and seize opportunities to develop and apply social science middle-range theory. How and for what purposes is social knowledge and theory created, advanced and deployed to help craft desired futures?

5. Understand and apply concepts and the general analytic framework of the new institutional economics. How and in what contexts can these concepts help resource managers?

6. Understand and describe how cultural factors influence behavior—including economic behavior—and the limits of rational choice theory. Understand basic concepts and approaches of cultural ecology and political ecology, especially as contrasted with institutional economics. Explain what these approaches indicate about social and spatial scales at which resource managers should design institutional arrangements.

7. Characterize and analyze ecosystem-based management by regional and local organizations. Explain some challenges locally based management is likely to encounter and suggest strategies to overcome these.

8. Characterize and analyze the operation of government REM agencies and their (in)compatibility with local and ecosystem-based management. Explain how state bureaucracies have co-opted local systems and privatized communal property. Describe differences between bureaucratic and ecosystem rationality.

9. Identify and apply some elements of effective organizational leadership and the characteristics of an organization that is capable of learning and implementing what it has learned.

10. Apply four basic management frames—*structural, human resource, political, symbolic*—in analysing complex organizations (such as government bureaucracies). Use these frames to assess organizational issues, especially in co-managing local or regional entities. Describe how different authors' approaches fit into these frames and which frames are emphasized or incompletely considered in which readings.

11. Assess and provide feedback on individual and small group effectiveness. Identify and use tools for: building effective teams; promoting group learning; and effecting adaptive change within complex organizations and small work groups. Describe some good ways to promote cooperative behaviour, creativity, group learning and team performance.

12. Understand and foster conditions that favour cooperation and creative problem solving among multi-party regional groups and equivalent regional-scale organizations. Integrate these understandings with the analysis of how teamwork is successfully conducted at various scales.

13. Develop and apply institutional design and decision-making principles that take social, cultural, economic, and political factors into account, and promote sustainable outcomes. Critically assess some theories of cooperation. Describe how cooperation can be developed, sustained, and harnessed in creative and satisfying initiatives that improve the conservation of biophysical and cultural heritage.

14. Trust yourself and others to find effective ways to manage that which is scarcest and most important.

ELEMENTS OF COURSE FORMAT & STUDENT ASSESSMENT (100 total points available)

- **Small groups and discussions therein:** increase and diversify participation; enhance and expand self-directed and collaborative learning; encourage team-building; and provide direct, contextualized experience of social and social science concepts. Each group is composed of members with complementary training, skills and perspectives. Each group is charged with distributing and rotating responsibilities for leading intra-group discussion, safeguarding process, reporting group process and results to the class, and experimenting with alternatives. Each group is self-regulating and must explicitly address the following: How to conduct discussion (i.e., assure all voices are heard)? What constitutes consensus (i.e., 100%? majority minus 1? no strong disagreement?)? How to evaluate and provide feedback to optimise group participation and effectiveness.

- **Readings** address course concepts. When **read** *prior* **to class**, these enable student participation small group deliberations to answer the question assigned for most readings. Group members are responsible for preparing to respond to questions using **'***real world***'** **examples** at the **beginning of each class meeting**. For supplementary materials associated with many topics, see http://www.lib.sfu.ca/help/subject-guides/rem/cooperation-in-rem

- **Lectures** provide context for readings and exercises. Most lecture slides will be made available to students.

- **Class exercises** provide a direct experience of the core course concepts under active consideration, using participants as learning resources. Debriefing from exercises prompts group and class discussion, etc.

- **Papers** **(up to 34 points).** Students submit three original, ~1800-word papers reflecting their grasp of three respective suites of core course concepts in relation to **common pool resources**. The papers require students to illustrate their understanding of course content by devising CPR scenarios—based on pertinent personal experiences or domains of interest—that embed core concepts. Papers are 'creative non-fiction' that employ lightly fictionalized cases to illustrate and embed core concepts. Instructor will provide feedback on each paper.

- **Group Report** **(up to 25 points).** Show the instructor how to teach! Each group will apply and illustrate course concepts by producing and presenting a 30–40 minute report on a topic of the group's choice (suggestions will also be offered). The reports will receive peer and instructor feedback grounded in the following five criteria:
    - _____Concept presentation—clarity + effectiveness of core course concepts presented (up to 5 points).
    - _____Concept linking, integrating, exercising, extending (i.e., bringing new knowledge…)(up to 5 points)
    - _____Group deployment—effective use of full spectrum of group attributes (up to 5 points)
    - _____Presentation originality, creativity, effectiveness of conceptualization (up to 5 points)
    - _____Audience engagement and general presentation—use of time, visual aids, nonverbal teaching (eyes, gestures, 'body language'), humour, dramatic contrasts, narrative illustration, paralleling analysis—that encourage group learning. Submit all visual aids to assist instructor with assessment (up to 5 points)

    Please: Do not confuse feedback with either cheerleading or avenging. The instructor will discard feedback presented without critical remarks that support quantitative assessments.

- **Group Process Report** **(up to 15 points).** Near the term's end, each small group orally presents a 15–20 minute analysis (**plus time for questions**) of challenges and opportunities encountered in pursuit of collective learning. The objective of the GPR is to demonstrate collective command of the specific processes and dynamics that affected group and individual learning and team building, **not to assess group products**. *The goal is not to evaluate the hand that each group was dealt, but how the hand was played*—how the group applied core course concepts and deployed its diverse members and other "resources" to maximum advantage. Successful GPRs offer specific representative examples, *inter alia*, of: (a) Situations that gave rise to disagreements; (b) Efforts to address disagreements; (c) Processes used to reach difficult or consequential decisions; (d) Inhibitors and accelerators of cooperation, conflict, conflict resolution. The instructor evaluates group process reports based on the quality and candidness of each group's self-analyses. The exercise provides a context for groups to reflect upon and be acknowledged for their efforts to deal with issues and situations that are commonly vexing (e.g., differing visions, conflicting personalities, challenging circumstances arising…).

- **Class Participation (up to 11 points).** Participation in all class meetings and related processes is essential to the achievement of learning objectives. All students are responsible for required readings, for engaging in group processes in and outside of class, and for constructive contributions to others' learning. Full credit for participation is usually withheld from students who miss more than one class meeting or who fail to share in discussions.

- **Intra-Group Peer Feedback (up to 5 points for "giver"; 10 points for "gitter").** Each group member will offer feedback to every other member of their small group, providing both quantitative marks (percentage score) and constructive comments. Especially useful feedback (a) is offered in 1st or 3rd person writing, not a combination; (b) discusses individual attributes primarily in conjunction with analyses of contributions to team processes and products; (c) guides optimization of both individual potential and group performance.

Forms are submitted to the instructor, who then averages the scores for each individual and passes on the anonymous feedback to the individual. The instructor also assesses each evaluator in terms of the *compassionate thoughtfulness, critical rigor, and personalized content and tone* reflected in their feedback, assigning up to 5 points. Non-anonymous feedback is encouraged, especially via open discussion within the work groups

The **criteria for peer feedback** (developed by previous 601 students) 100 points possible:

10 points: **logistics**

___/10 – attendance, punctuality, participation in group discussions and projects

45 points: **substantive contributions** (7.5 points each)

___/7.5 – level of preparedness for group discussion (did reading, worked on questions)
___/7.5 – contribution to synthesizing ideas (in class discussion and on group projects)
___/7.5 – contribution to analysis (in class discussion and on group projects)
___/7.5 – contribution of creative ideas (in class discussion and on group projects)
___/7.5 – contribution of information and ideas which enlarged the scope of discussion
___/7.5 – contribution to the form, content, presentation style of group report

45 points: **process contributions** (7.5 points each)

___/7.5 – level of participation (took initiative or responded readily)
___/7.5 – inclusion of all members in discussion and decision-making
___/7.5 – effective listening, effective giving and receiving of feedback
___/7.5 – cooperative promotion of the learning of other group members
___/7.5 – contribution of energy, enthusiasm, positive directions
___/7.5 – contribution to conflict resolution, keeping on track with the task

> *All or most scores in each of these two categories are to be separated by at least 0.25 points. **You must either distinguish among team members by at least 0.5 points or provide a detailed and compelling explanation of why this was impossible**.*

Scheme for Final Course Mark:
95-100=A+ 91-94=A 87-90=A- 82-86=B+ 77-81=B 72-76=B   67-71=C+ 62-66=C 56-61=C- 50-55=D

Class-By-Class Agenda

Class	Preparations	Core Course Concepts (CCCs) (and associated notes)	Agenda
1 08 Sep	Whatever you need to do to show up! Read this course guide.	Common pool resources (CPRs); CPRs are subtractable, CPRs are rivalrous and difficult to exclude (ab)users; Tragedy of Commons	*Kingdom of Seahorse*; Keirsey Temp. Sorter; Form work groups
2 12 Sep	Axelrod 1984 *Lansing & Miller 2005*	Game theory; Tit-for-tat strategy; Repeated and continuing interaction fosters cooperation; Prisoner's Dilemma; Egotists	Lecture; Group discussion; Participant intros
3 15 Sep	Ostrom 1992, Chapters 1 & 2 *Dietz, Ostrom & Stern 2003*	Institution vs Organization; Transaction costs; Social capital; Human capital; Physical capital; Institutional frameworks (market, state, community)	Cannibal – Cave Dilemma; Papers; Introductions

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* At least one member from each group should read and be prepared with a specific question and an apt example.

Class	Preparations	Core Course Concepts (CCCs) (and associated notes)	Agenda
4 19 Sep	Ostrom 1992, Chapters 3 & 4	De jure and de facto rules and rights; Free-riding; Efficient vs. Effective; Discount rate; Perverse incentive; Constitutional, operational & collective choice rules; Path dependence; Scale-Appropriate adaptive governance	Lecture; Group discussion; Participant intros
5 22 Sep	**PAPER 1 DUE** Ross 1992, Chapter 3	TEK/ LK vs. Western science; Pattern thought; Individual vs. Group welfare; Realism vs. Constructivism	Group discussion; Lecture
6 26 Sep	Ross 1992, Chapter 6	Process vs. outcomes; Dialogue; How children learn; Solidarity; Ideologically driven rule enforcement	Group discussion; Lecture; Blind construction game;
7 29 Sep	Schlager & Ostrom 1993 + Characteristics of Listening Behaviour	Middle-range theory vs. Grand Theory vs. Case studies; Property rights → more property rights → better management; Tiered rights: access → withdrawal → management → exclusion → alienation; Individual vs. collective rights (collective = exclusion and management)	Lecture; Group discussion Discuss conflict mode results
8 03 Oct	Fukuyama 1995, Chapters 1 & 2 + Conflict is 4 Birds Self-Assessment Exercise	Trust → social capital → civil society; Ideological influences on economy; Rational choice theory flaws (80/20); Civil society links to trust	Team rule making exercise; Lecture & Group Discussion
9 06 Oct	Pinkerton & Weinstein 1995 + Feedback Guidelines **PAPER 2 DUE END OF DAY**	(3 approaches to CPR management): neo-classical; institutional; cultural ecology; (Features of communities that successfully manage fisheries and sustainably manage community-based fisheries p.179, 181); Accountability mechanisms (pg.181)	Lecture, unit synthesis & Group Discussion
10 10 Oct	Happy Thanksgiving! Welch et al. 2011	Characteristics of effective leadership in resource management	Group discussion and lecture
11 13 Oct	Group Report Guide + Maracle (it is short, so also pre-read 13_Scott, which is longish)	No extra concepts: assignment is to identify central course concepts in Schaepe work and presentation.	Dr. David Schaepe: Land use planning, First Nations, Intergovernmental Relations & REM
12 17 Oct	Pinkerton 1998, pp 371-387, skim pp 363-370 The Lax'skiik Initiative 2001; Delgamuukw	Communal tenure; (Elements of human–land connectivity): Property duties; Stewardship; Personal relationship with territory; Values placed on multiple resources; Harmonized resource and management scales (Gitksan and elsewhere)	Group discussion and lecture
13 20 Oct	Scott 1998, pp 11-52	Cadastralization of landscape (simplification, legibility); Bureaucratic vs. ecosystem rationality (table of contrasts)	Group discussion and lecture; Discuss Group Reports
14 24 Oct	Lane & Stephenson 2000	Functional- vs. productivity-based emphasis in REM culture; Science vs. "non-science" emphasis in REM culture; Multi-disciplinary vs. interdisciplinary; Organizational legitimacy; Semi-autonomous task groups vs. Authoritarian management (German Army example)	Film: Nettie Wild's *Blockade* (after class on 3-day reserve at Bennett Library)
15 27 Oct	Pinkerton 2007	(5 behavioural biases of bureaucracies); Single- vs. double-loop learning; Sources of agency power– Triadic; Sources of agency power– Countervailing; Captured agency; Characteristics of effective organizations	Decide order of Group Reports; Tutorial Schedule
16 31 Oct	Westley 2002	Micro-level leadership within complex agencies; Managing in, out, up and through; Citizen science	Unit summary and synthesis

Class	Preparations	Core Course Concepts (CCCs) (and associated notes)	Agenda
17 03 Nov	**PAPER 3 DUE** Dealing with Conflict	Re-framing—Political, Structural, Human Resource, Symbolic; <u>In-class reading</u>: Bolman & Deal 1991 (Ch 16); Set order for GRs & GPPs	Exercise: Apply Bolman & Deal frames to readings
18 07 Nov	Diduck et al. 2005	Social Science Research Methods; Social learning; Community-based management; Single- and double-loop learning	Lecture; Group discussion;
19 10 Nov	None – *Kitchen Stories* film in class (then on 3-day reserve, Bennett Library)	Participant observation	Lecture; Group discussion;
20 14 Nov	Hora + Millar 2011; Tuckman's Team Development Model	Implications of social learning for research design; adaptive management; Organizational development; Forming, storming, norming; performing; adjourning	Lecture; Discussion Work on Group Reports
21 17 Nov	**GROUP REPORT PRESENTATIONS**		Presentations + feedback
22 21 Nov	**GROUP REPORT PRESENTATIONS**		Presentations + feedback
23 24 Nov	Sharmer 2008; Thomas-Killion Conflict Assessor; Appreciative Facilitation Cycle	Appreciative Process / Inquiry; Blind spots—learning what you don't know you don't know	*Appreciative Inquiry* in REM and Group Processes
24 28 Nov	Facilitating Learning; IPI_SOAR vs. SWOT	When Institutions Fail: Direct Action, Civil Disobedience, and Moral Responsibilities of Scientists	Guest: Prof. Lynne Quarmby
25 01 Dec	**GROUP PROCESS REPORTS; PEER FEEDBACK DUE**	Process report presentations	
26 05 Dec	**COURSE EVALUATIONS**	Learning organizations; Adaptive (coping) & generative (creative) learning; Servant leadership	Unit summary and synthesis; *Course, instructor, and TA evaluations*

Notes:
1. Instructor may alter content or schedule in response to feedback from participants, weather or other contingencies. Effort will be made to obtain course participants' advice and consent in advance.
2. Students are responsible for (a) adhering to SFU's policy on academic integrity; (b) preparing for and participating in every class, and (c) seeking clarification as regards confounding course content or apparent inconsistencies in course requirements, policies or procedures.
3. Students with religious obligations that may conflict with course obligations should request religious accommodation early in the term.
4. Projects submitted for other courses are not acceptable for credit, except by prior arrangement.
5. No use of phones, email or social networking programs during class, except by prior agreement.
6. Late assignments will be 'docked' 1/3 of a grade per day (e.g., a perfect paper due in class but turned in after class will receive an A instead of an A+; if tuned in the next day, an A-).

Quotes:
"Progressive societies outgrow institutions as children outgrow clothes." – Henry George (1839-1897)

 "Leadership is based on inspiration, not domination; on cooperation, not intimidation." – William A. Wood

"History does not always repeat itself. Sometimes it just yells, 'Can't you remember anything I told you?' and lets fly with a club." – John W. Campbell Jr.

 "Mother nature always bats last, and she always bats 1,000." – Rob Watson