Course Description & Student Learning Objectives:
Environmental degradation, mismanagement, and conflict often arise due to problems of asymmetric information, misaligned incentives, and unforeseen consequences. Collaborative processes amongst industrial sectors, government agencies, and community groups provide a venue for communication and means of addressing seemingly intractable problems, such as global climate change.

This course explores the role of planners in collaborative processes and decision-making in response to environmental crises. Course topics include exploring types of collaboration, identifying various roles for planners in collaborative activities, issue-framing, collaborative processes and decision-making tools, the role of technology and science, and outcome synthesis and evaluation. Students will build skills in identifying stakeholders, designing collaborative processes, and evaluating project outcomes in the context of several planning paradigms where the planner acts as a facilitator, an advocate, or an expert.

Course Requirements & Grading Policy:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Short Essay Reading Reflections (x4)</td>
<td>20%</td>
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<tr>
<td>Case Study/Term Paper:</td>
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<tr>
<td>Draft Term Paper (Due November 25&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>10%</td>
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<tr>
<td>Case Study Presentation (Classes 14-15)</td>
<td>20%</td>
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<tr>
<td>Final Term Paper (Due December 16&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>30%</td>
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Assignments will be graded for logic, persuasiveness, accuracy, documentation, grammar, and spelling. Papers will be typewritten, double-spaced with one-inch margins. References should be completely and consistently documented using conventional standards.

Late assignments will be penalized a whole grade step from the maximum grade for each day that assignment is late (for example, from an A- to B- if late one day) unless previously arranged with the instructor (with a compelling reason). Incomplete grades will be given only to students with a compelling reason (like extended sickness).
**Class Participation** is expected throughout class discussions. While coming to class is important, it is also important to be an active listener and constructive contributor.

**Short Reading Reflections** are designed to allow students to synthesize and reflect upon key reading assignments. Students are required to select a reading from the reading lists of classes 2, 5, 9, and 13. Students will have one week to complete the assignment and will provide a printed version of the essay in-class the following week (classes 3, 6, 10, and 14). The essay should summarize the key points of the reading and assess its merit in a broader framework on collaboration (i.e. in relation to other literature and personal experience (but not solely personal experience!)). The essay should be in the author’s own words and should not simply paraphrase the abstract of the article. The essay should be not exceed one page in length, single-spaced (or 2-pages double-spaced).

The **Case Study** is an in-depth analysis of either an environmental problem through the lens of collaborative problem-solving or a review of a collaborative process surrounding an environmental problem. In other words, an assessment of: 1) What could a successful collaborative process look like in order to address this problem? Or 2) What did the collaborative process look like and was it successful? The case study should apply concepts learned in class and from readings. The case study will be both a **Term Paper** and **Class Presentation**.

The **Term Paper** should be between 15 and 25-pages in length, double-spaced, 1-inch margins. This includes a cover page, text, tables, and figures. This does not include references or appendices. All sources, include borrowed tables or figures, must be cited within the text as well as the bibliography. A draft of the term paper will be due November 25th. The draft provides the opportunity for the instructor to provide constructive feedback. The draft will be graded, however, and account for 10% of the final grade. It is thus worthwhile to take the draft seriously, using the time in-between the draft and the final report to fine-tune and perfect the paper rather than writing it at the last minute. Final papers are due on December 16th.

The **Class Presentation** is an oral presentation to the class of the case study. The presentation will be 20 minutes in duration with time for questions and discussion afterwards. Students may prepare handouts or a powerpoint presentation. Get creative and collaborative!

**Required Texts:**
The book can be purchased on [www.amazon.com](http://www.amazon.com), reading materials begin Class 2 (handouts will be provided in Class 1, but order asap!).

Class 1 (August 26th): Introductions & Housekeeping
  Review of Syllabus
  Tutorial on UH Online Journal Resources/Laulima

*Class 2 (September 2nd): The roles of the planner in collaboration
What constitutes collaboration?
- What does it mean to collaborate?
- What is the relationship between collaboration, conflict resolution, and problem-solving?

What is the role of the Planner in Collaborative Processes?
- Neutrals, Advocates, and/or Experts
- How to maintain “neutrality”: what is the role of the facilitator?
- Do you have to be a substance expert to be a process expert?

Readings:
Healey, Chapter 1. “Traditions of Planning Thought.”


Class 3 (September 9th): Identifying the need for collaboration & the players involved (Case: Climate Change & Small Island Nations)
Guest Lecture: Maxine Burkett
  Center for Island Climate Adaptation and Policy

How does Environmental Conflict arise?
- What is the problem/conflict? Goal?
- Who should/can participate in collaborative solutions? (sectors, agencies, people)
  Coalition of the willing versus everyone
  How to identify stakeholders, experts, and the public

Readings:


*Reading Reflection 1 Due

Class 4 (September 16th): The Use of Science in Collaborative Processes
    Guest Lectures: Kem Lowry (Urban and Regional Planning)
                    Asia Yeary (Environmental Protection Agency)

Readings:

*Class 5 (September 23rd): Understanding Diverse Perspectives & How to Frame the Issue
    Guest Lecture: Karen Umemoto, Professor of Urban & Regional Planning

Readings:
Healey, Chapter 2


September 30th: No Class

Class 6 (October 7th): Federal, State and Local Energy Initiatives
    Ted Peck (DBEDT Strategic Energy Division)
    Hawaii Clean Energy Initiative

Readings:
HCEI MOU
HCEI Voluntary Agreement

*Reading Reflection #2 Due
One-Page Paper Outline Due

Class 7 (October 14th): Collaboration and the Land Use System
    Guest Lecture: Lee Sichter, Belt Collins

Readings:
TBA

Class 8 (October 21st): How/Why/Whether to Involve the Public
    Locating Renewable Energy Projects
Guest Lecture: Spring 2009 Practicum

- Indirect V. Direct Participation
- What is the meaning of deliberative democracy?
- What constitutes authentic public participation (i.e. the difference between public involvement and public relations?)
- How to determine the level of public participation?
- What does it mean to get buy-in?
- How does the process differ depending on the planner’s role (or vice versa)?

Readings:
Healey, Chapter 7.


  Guest Lecture: Evelyn Wright, The Nature Conservancy

Class 10 (November 4th): The Role of Technology as Mechanisms for Collaboration
  Guest Lecture: Kanu Hawaii

Readings:
TBA

*Reading Reflection #3 Due

World Town Planning Day (November 6th): Evening Panel

Class 11 (November 11th): Mechanisms for Decision-Making
- Rules of Decision-Making:
  Consensus-Building
  Democracy: majority and supermajority
  Deal-Breaker
  Tyranny of the (Loud) minority
- Collaboration in Government Processes
  Sunshine laws
Quorum

Readings:


**Class 12 (November 18th): Generating outcomes**
- How to synthesize information and feedback
- What is the appropriate role of the planner in implementation?
- How to maintain the collaborative process into action?

Readings:
TBA

*Class 13 (November 25th): Evaluating outcomes*
   Guest Lecture: Dolores Foley

Readings:


**Class 14-15 (December 2nd & 9th): Class Presentations**

*Reading Reflection #4 Due*

**Term Paper DUE December 16th.**

Syllabus subject to change by Instructor.