

STUDY GUIDE



ENVIRONMENTAL CONFLICT RESOLUTION IN THE SOUTHWEST: A DOCUMENTARY FILM & CASE STUDY ABOUT CATRON COUNTY, NEW MEXICO

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This guide was designed for use with the film, *Whose Home on the Range?* and the case study, *The Catron County Citizens Group: A Case Study in Community Collaboration*. It is suitable for use in academic and training settings. Some of the exercises can be conducted during the showing of the film as the story unfolds to address specific issues related to the collaborative process. The exercises may also be used as the instructor sees fit after the film is shown and the case study read. The instructor may use any combination of exercises as appropriate to teach or reinforce issues in collaborative problem solving processes in natural resources conflict resolution.

1. STAKEHOLDER IDENTIFICATION AND ANALYSIS

Instructors may distribute Handout #1, **Stakeholder Identification and Analysis**, or copy it on chart paper.

- 1) Prior to starting the film, ask participants to make note of the diverse stakeholders in the conflicts in Catron County that unfold during the viewing of the film. This exercise may be conducted after viewing the entire film or during the showing.
- 2) If instructors chose the latter, stop the film after the second musical interlude. Ask participants to identify the stakeholders. Then have participants identify the issues for each of the stakeholders and the positions they hold on the issues.
- 3) At the conclusion of the film, complete the handout chart. This can be done as a group exercise with participants' responses recorded on chart paper. Participants can also be divided into stakeholder groups and asked to identify each of the areas listed on the handout. The groups would then report back and the information recorded by the trainer on chart paper.
- 4) Discussion questions:
 - ◆ What are the overlapping interests of each of the stakeholder groups?
 - ◆ To what extent do value differences interfere with the ability of the stakeholders to integrate their interests and find common ground on some of the issues?
 - ◆ Compare the sources of power of each of the stakeholder groups. To what extent does federal supremacy preclude local solutions to some of the resource issues?
 - ◆ To the extent that the environmental groups can use their power through the courts to achieve their goals, what might motivate them to come to the table and negotiate the issues rather than litigate them?

2. CONVENING

The convenors in a collaborative community process are critical to its success. After screening the film or after the first community meeting shown in the film, ask participants to consider the following questions:

- ◆ Who convened the citizens of Catron County?
- ◆ What made it possible for the convenor to bring the diverse parties and interests together?

HANDOUT 1: STAKEHOLDER IDENTIFICATION AND ANALYSIS

STAKEHOLDERS	ISSUES	POSITIONS	INTERESTS	VALUES	SOURCES OF POWER

3. INFORMATION GATHERING AND MEETING FACILITATION

Assume you were asked to assist in facilitation and process design for the group.

- ◆ How would you gather information about the issues?
- ◆ Who would you interview? What questions would you ask?
- ◆ How would you structure the first meeting?
- ◆ How would you explain your role as facilitator?
- ◆ What would be the challenges of a first meeting for the facilitator?

4. PROCESS DESIGN

- ◆ After the first meeting, what would be your next steps in process design?
- ◆ How would you identify other interested parties and seek their participation?
- ◆ How would you structure a dialogue on the issues?
- ◆ How would you assist the group in setting an agenda for their discussion and their work?
- ◆ How could parties be motivated to continue to participate in the process?
- ◆ How would you help parties sort through the complex issues and identify the ones they want to work on?

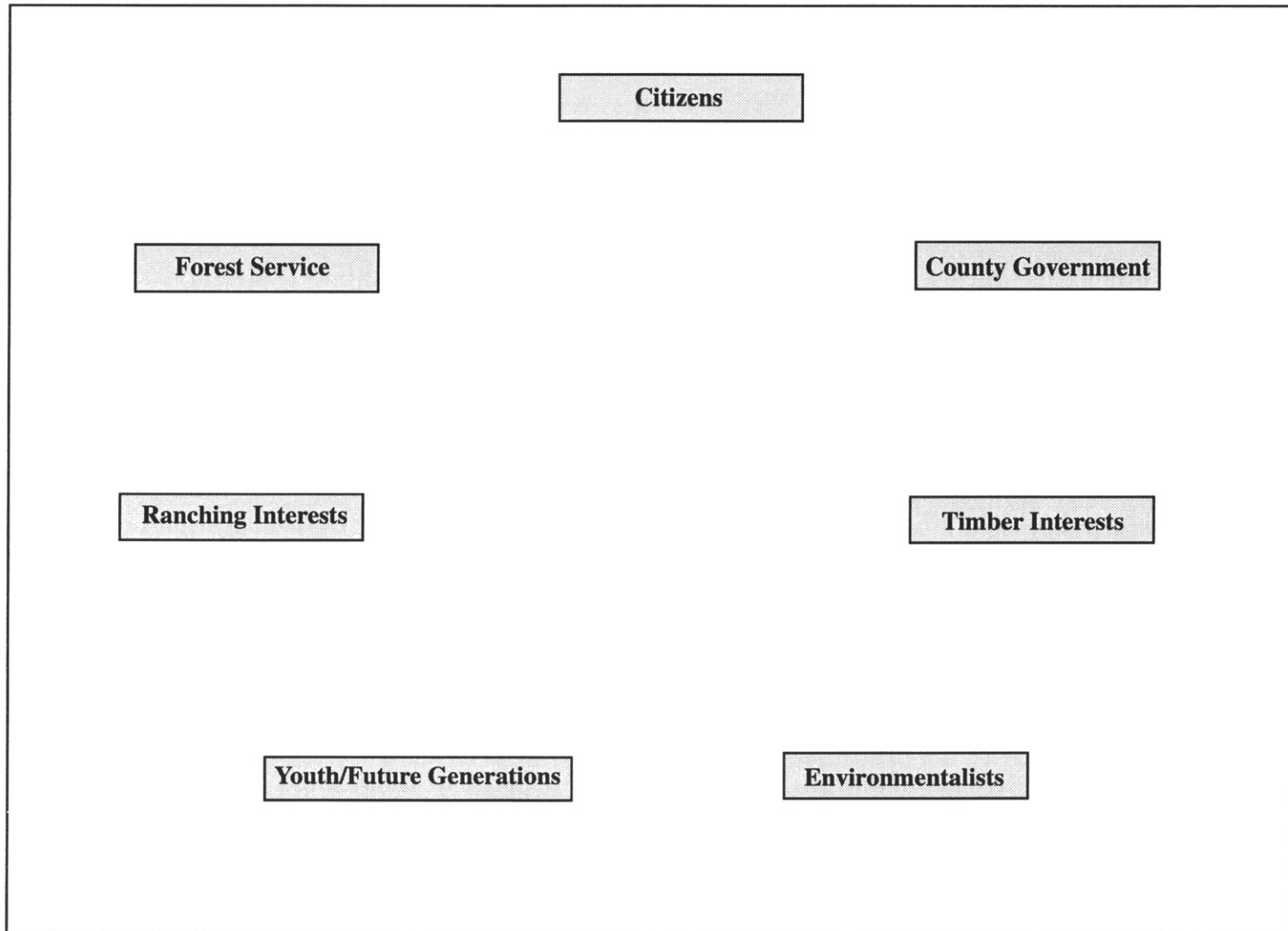
5. MAPPING THE CONFLICT

On chart paper and/or on Handout # 2, **Mapping the Conflict**, complete the conflict map. From what they have seen in the film and read in the case study, ask participants to identify the complex set of issues and conflicts that exist among the multiple stakeholders. Lines can be drawn between stakeholders and issues and conflicts identified.

The following are examples of the types of issues and conflicts participants might identify:

STAKEHOLDERS	CONFLICT
Forest Service—County Government	Local versus federal control of public lands management
Environmentalists—Forest Service	Adherence to federal laws such as the Endangered Species Act, National Forest Management Act and the National Environmental Policy Act
Ranchers—Forest Service	Issues of range management and range health; conflicts about number of cattle allowed on grazing allotments
Timber Industry/Loggers—Forest Service	Restrictions on volume of timber cut and diameter of trees cut; issues related to timber cutting after fires
Environmentalists—Ranchers	Issues of range management and range health; number of cattle on grazing allotments; grazing on riparian areas
Environmentalists—Loggers/Timber Industry	Volume and diameter of trees removed from public lands
Youth/Future Generations	Inability to stay in the county to make a living; community tension and conflict
Citizens—Others	Community conflict and tension; loss of economic livelihoods; inability to influence decisions that affect them.

HANDOUT 2: MAPPING THE CONFLICT



6. ANALYZING THE SOURCES OF CONFLICT

Analyzing the sources of conflict can help facilitators make good choices about how to guide the process. Use chart paper to identify and discuss the sources of the dispute. Possible responses include:

STRUCTURAL

Federal vs. local control and governance

DATA/INFORMATION

Difference in views of forest health, use of land

INTERESTS/NEEDS

Economic interests

Interests in forest health

Interest in controlling destiny

Interest in adhering to laws of the land

VALUES

Views of man's relationship to nature

Attitudes toward nature and appropriate use of it

Attitudes toward customs/cultures

Rural vs. urban life style

Views about knowledge and how it is gained—
science vs. experience

RELATIONSHIPS

Strained relationships between ranchers and Forest Service personnel over permitting and power issues.

Strained relationships between environmentalists and timber and grazing interests because of adversarial processes undertaken by environmental law suits

7. INTEGRATING INTERESTS

- ◆ What are some of the common interests of all of the stakeholders?
- ◆ How did the Apache timber sale integrate the interests of all of the stakeholders?
- ◆ In what other areas were the stakeholders able to integrate interests?
- ◆ By the fall of 1998, the Catron County Citizens Group was attempting to create an economic development project that would make use of small diameter timber. They did this by 1) exploring which forest products could be manufactured in the county with small logs, and 2) identifying potential markets for the products. How does this project integrate the interests of all the stakeholders? What problems might be anticipated in this project?

8. GENERAL DISCUSSION QUESTIONS

1. What were some of the challenges and external constraints in implementing collaborative problem solving in Catron County?
2. What were the benefits of having a local coordinator organize and facilitate meetings? What were the potential risks?
3. What were the benefits and risks of having outside mediators involved with process design and facilitation?
4. Participation of the environmental groups who were engaged in appeals and lawsuits was critical to negotiating projects that involve cutting timber. What strategies would you use to bring environmentalists to the table?
5. Litigation and appeals processes were being pursued concurrently while the group engaged in collaborative problem solving. As a process designer, how would you handle these parallel and contradictory dispute resolution strategies?
6. The Catron County Citizen's Group engaged in a range of meeting structures—large group meetings, task groups and committees, workshops, field trips and negotiations. Based on the case study and film, evaluate how these meeting structures and processes worked and the relative successes and challenges of each.