

How to Analyze Environmental Issues to Promote Dialogue, Reconciliation, and Better Solutions

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Workshop Schedule

- The nature and range of beliefs (20 min).
- Creation care beliefs inventory (20 min).
- Discussion of a policy meeting “role play” (20 min).

Imagine a town meeting on water use ...



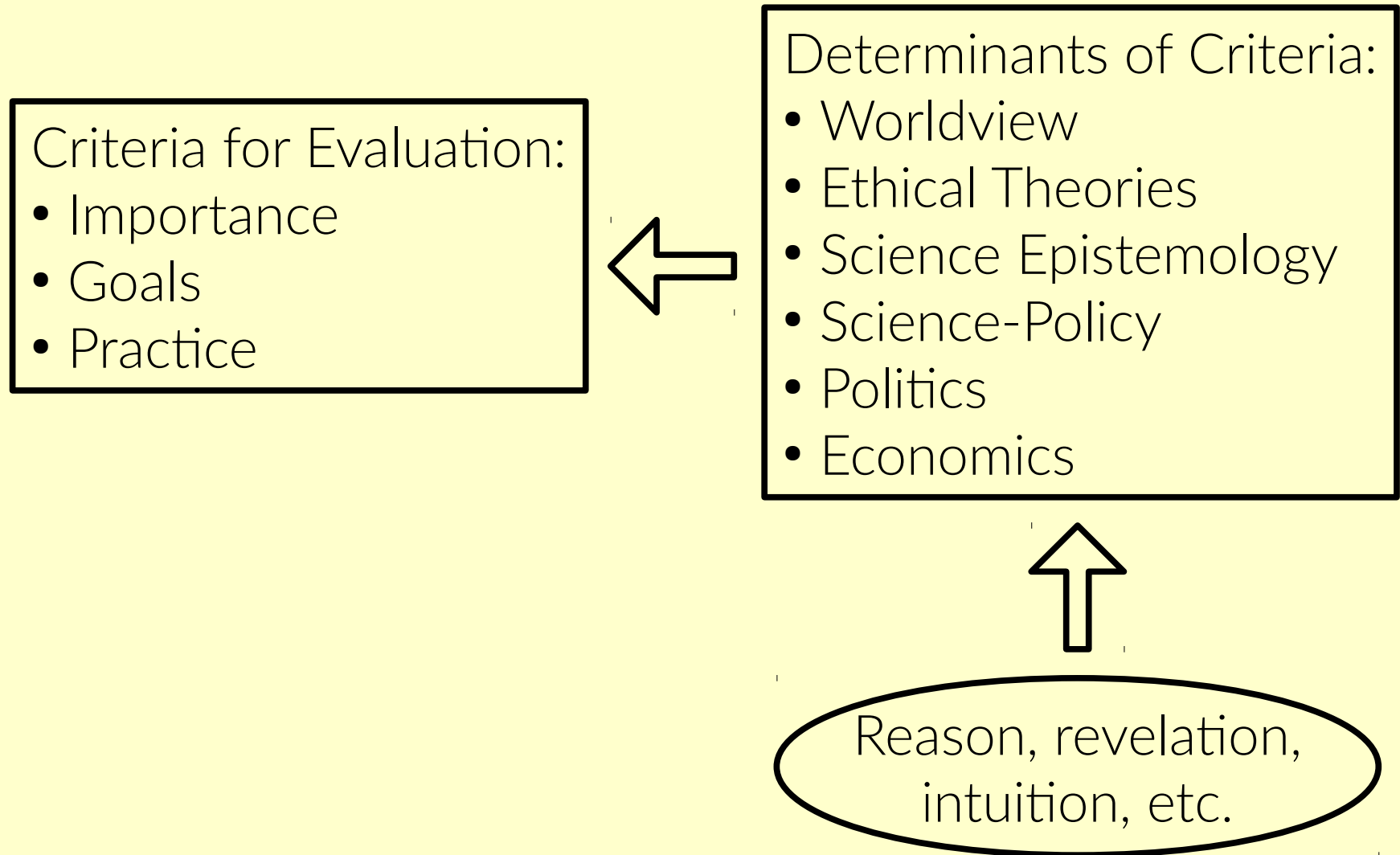
Many different stakeholders ...

Argument

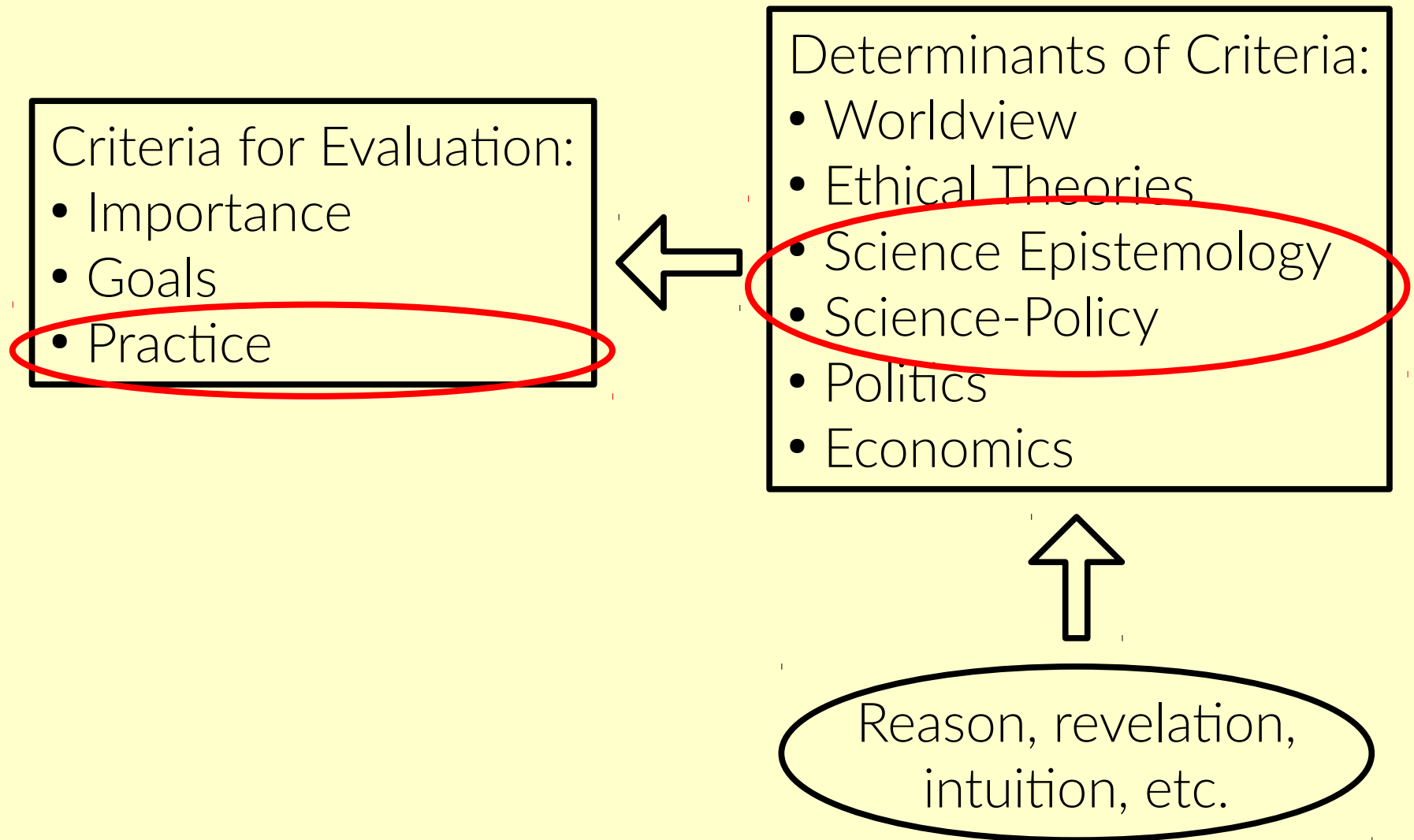
Why?

Framework to understand
each other?

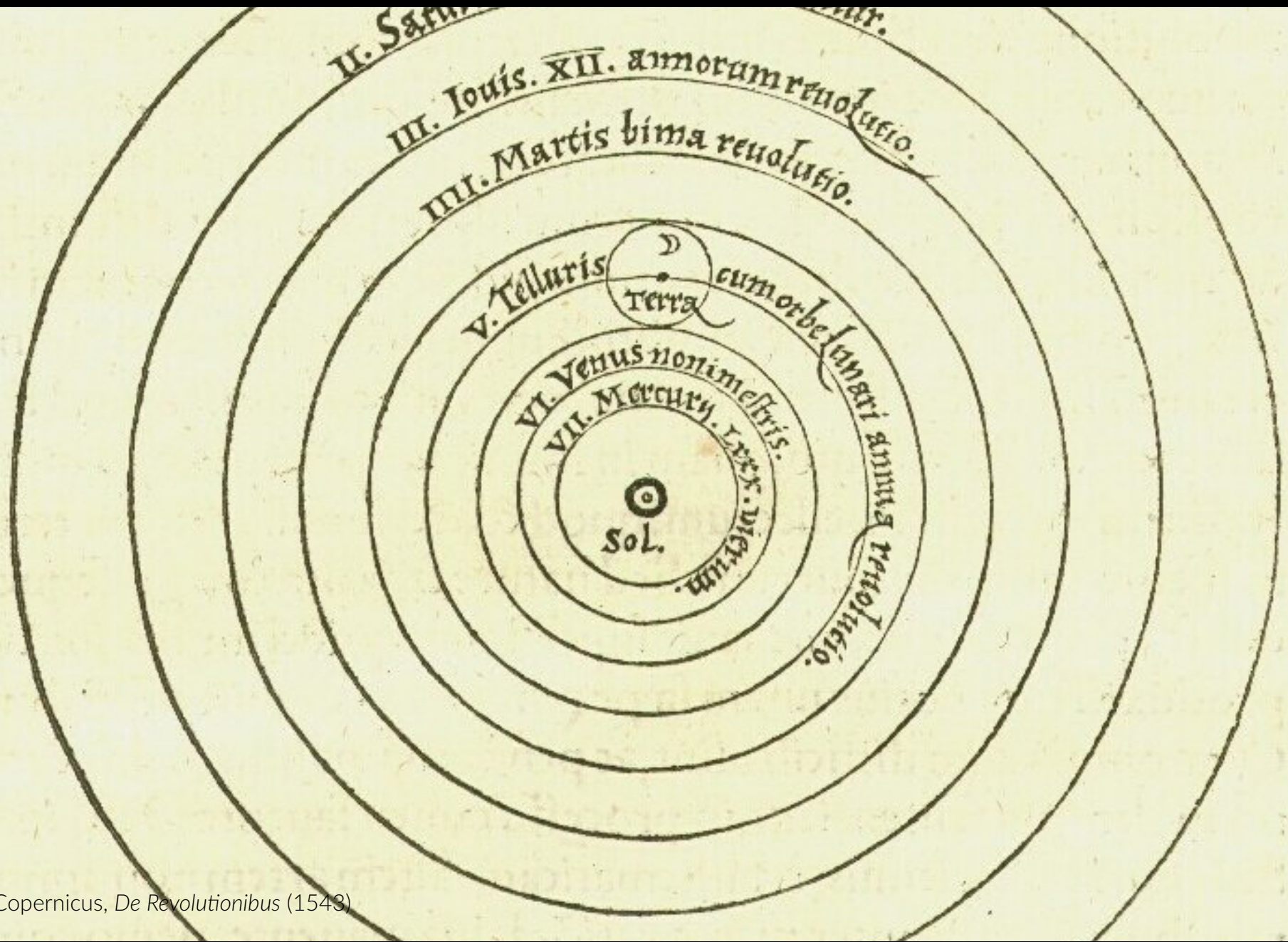
How to Really Understand What Is Good Environmental Stewardship



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Understanding the Nature and Range of Views on What Is Science



- How does science know?
- What authority does scientific knowledge have?

- Science as hypothesis testing:
 - Hypothesis → Test → Confirmed? → Retest
 - Truth is additive. High authority.
- Science works by falsification: Negative results can nullify consensus.
- Social constructionism: Science as practitioners following rules.

Understanding the Nature and Range of Science-Policy Models



- How connect science to policy?
- Is connection related to authority of science?
- Do some models lead to “better” solutions?

- Science has high authority:

- Policy prescriptive

science → policy
values

- Fact-value dualism

science → values → policy

- Science unique in certain ways but less than commonly believed:

- Supporting Role (Science is Neutral)

values (1)

- Honest Broker of Policy Alternatives

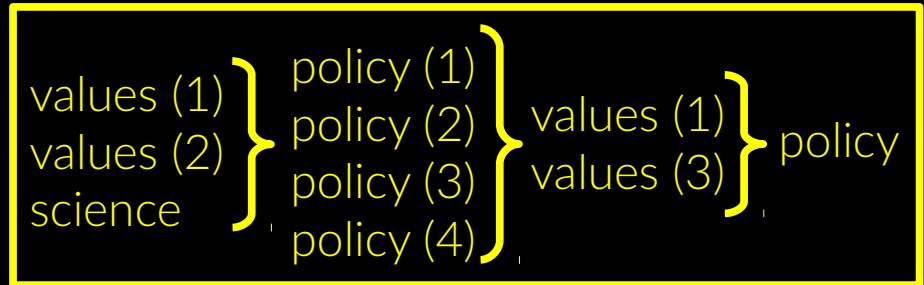
values (2) + science → policy
values (3)

- Science is not unique:

- Supporting Role (Science May Not Be Neutral)

- Science has high authority:

- Policy prescriptive
- Fact-value dualism

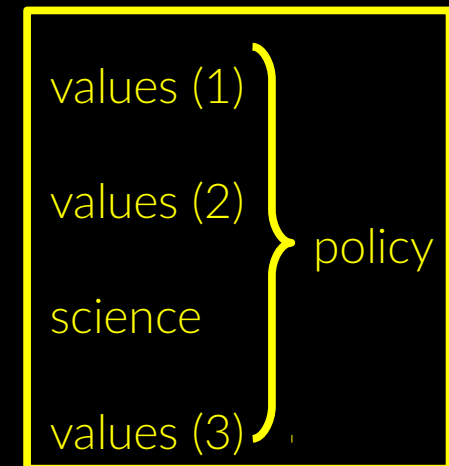


- Science unique in certain ways but less than commonly believed:

- Supporting Role (Science is Neutral)
- Honest Broker of Policy Alternatives (Pielke 2007)

- Science is not unique:

- Supporting Role (Science May Not Be Neutral)



Understanding the Nature and Range of Practices



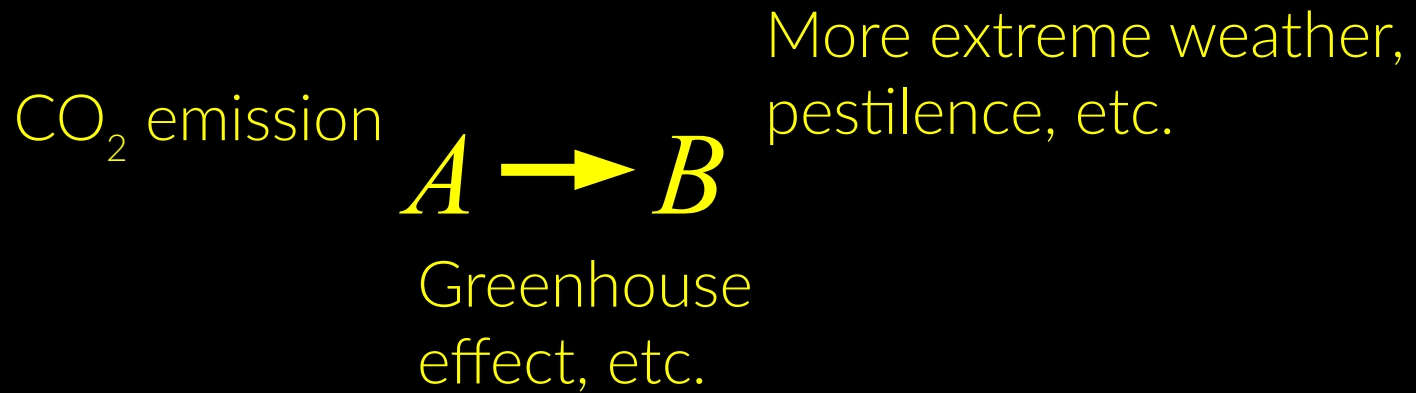
- Is there more than one solution?
- What kinds of solutions exist?
- Why might we prematurely narrow solutions?

$$A \rightarrow B$$

Action or
activity

Undesirable
consequence

- Do nothing
- Eliminate A: $\cancel{A} \rightarrow B$
- Eliminate the connection: $A \cancel{\rightarrow} B$
- Isolate the harmful effects: $A \rightarrow \textcircled{B}$



- Do nothing
- Decrease CO₂ emissions: Renewable energy sources, increase conservation, air capture, etc.
- Disrupt connection between CO₂ emissions and harms: Orbiting parasol at Lagrange point between Sun and Earth.
- Avoid harms: Stricter zoning in floodplains, higher sea walls, etc.

How This Structure Can Help Support Dialogue

- Identify assumptions.
Find common ground.
- Don't prematurely restrict range of responses to consider.
- Social stability → better solutions.

Determinants of Criteria:

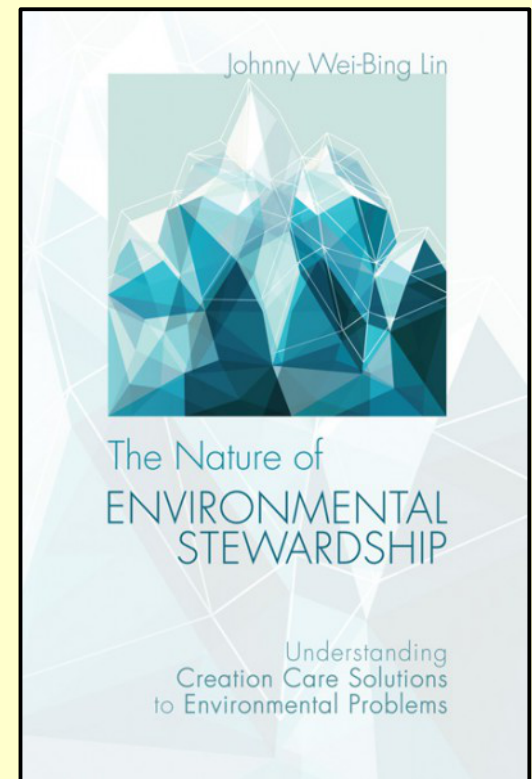
- Worldview
- Ethical Theories
- Science Epistemology
- Science-Policy
- Politics
- Economics

Getting a Handle on the Breadth of Complex Motivations

The Nature of Environmental Stewardship: Understanding Creation Care Solutions to Environmental Problems (Pickwick Publications, 2016)

<http://nature.johnny-lin.com>

- Sample chapter on website
- Amazon: Print, Kindle



Creation Care Beliefs Inventory

<http://johnny-lin.com/nature/inv/>

- What are your beliefs?
- Find someone who has different beliefs. Share why you believe as you do.
- As a large group:
 - Did you find someone with different beliefs?
 - Reactions as they shared? Why?
 - How respond to each other's beliefs?

Policy Meeting “Role Play” Discussion

Discuss in small groups then as a large group:

- What perspectives will various parties have in the unreached people groups God has called you to?
- How can we structure a session to fruitfully engage this range of perspectives?
- What mechanisms can result in dialogue and more stable solutions?

Alternative Structures

- Collaboration (Daniel Kemmis):
 - Start with stakeholder lived knowledge.
 - Agreement on what do we *need* to know we don't already know?
 - Ask science to tell us that.
- Sea-level rise planning in the Town of Nags Head, SC:
 - Lead with shared values, not science.
 - Synthesize group knowledge of all participants.
 - Science related to their situation.
 - <https://ams.confex.com/ams/98Annual/webprogram/Paper336874.html>