

# SYLLABUS - *DRAFT*

## Conflict Management and Collaboration *for Tropical Conservation and Development*

**Course Number:** Spring 2017 - LAS 6291 – Sec 6304 (3 credits)  
**Time & Location:** Tuesdays, periods 3-5 (9:35-12:35) 376 Grinter Hall  
**Instructors:** Jonathan Dain - 388 Grinter Hall: 273-4713 - [jdain@latam.ufl.edu](mailto:jdain@latam.ufl.edu) (OR - NRLI Office: McCarty B, G129: 294-7652)  
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**Office hours:** TBA & by appointment

**Description:** Conflict is a part and parcel of tropical conservation and development. Most C&D issues involve a challenging mix of multiple and competing actors, and highly complex sets of issues. Conflict can be generated by competing demands over resources and is frequently related to inequalities in power, conflicting laws and policies, differences in philosophical and operational approaches to problem solving and individual or group perceptions. Conflict can be draining and destructive, but also embraced as an opportunity for creative problem solving. Whether disagreements are over infrastructure, endangered species, land use or climate change, sustainable solutions to complex problems require negotiation among multiple actors and perspectives.

**Course Vision:** This TCD “Skills” course will combine *a focus on practical skill development with discussion of conflict management and collaboration concepts, strategies and tools*. It will prepare participants to more effectively analyze and address contentious situations in a variety of cultural contexts. Through simulations, role-plays, selected readings, case studies and other activities, students will strengthen skills relevant to the practice of tropical conservation and development.

**Evaluation** (see activity descriptions at bottom):

Class participation	20%
Online reflection/discussion	15%
Learning Journal	15%
Conflict assessment	15%
Mediation scenarios*	10%
Mediation role-Plays*	10%
Interview/observation exercise and report	15%

### Class Schedule

Date	Topic/Theme	Concept (s)	Tool(s)	Activity	Reading (for day listed)	Assignment Due
1. Jan 10	Introductions	-Building Trust , Curiosity and Engagement: Group building  What is Conflict?	-Ice breakers -Expectations -Food -Norms -Room arrangement	-Floor map -Objectives, Expect. , -Syllabus/Assign. -Norms  -Intro to Sardinal Simulation	None	Sign-ups: <ul style="list-style-type: none"> <li>• Snack</li> <li>• Indiv Mtng</li> <li>• Canvas facilitation</li> </ul> Pre-class questionnaire
2. Jan 17	Experiencing Contentious Natural Resource Disputes  Interests vs. Positions	Multi-party conflicts  Stakeholders  Interests vs. Positions	Negotiation Planning & Negotiation	Sardinal Conflict simulation  Situation Assessment debrief  Interests vs. Positions	Fisher et. al. <i>Getting to Yes:</i> <b>(Intro &amp; Ch. 1)</b>  Thompson et. al. (2005). <i>Participation and conflict: Lessons learned from CF.</i>  <i>Ancestral Hierarchy and Conflict</i> ( <i>Science</i> May 2012)	Explore Canvas  Prep for Sardinal Negotiation  LJ 1 (include Lrng Objectives)  Individual Mtng I
3. Jan 23	Understanding Conflict  Roots of Conflict	Reflective Practitioner	“Triangle of Satisfaction”	Conflict Definition & Words  Analysis Framework I  Situation Assessment matrix	Matiro (FAO) Conflict and NRM (On-line)  Environmental Conflict Video “The Battle for Tripa”  Kriesberg. <i>Evolution of C. Resolution</i>	-Observation/ Interview Exercise Assigned  -Indiv. Meeting I -LJ 2
4. Jan 31	Fundamental Skills and Concepts	Seek first to understand, the to be understood  Values and Perceptions	Empathic Listening	Listening Exercise  Drama by the River  Note Assignments: <ul style="list-style-type: none"> <li>• Conflict Assess</li> <li>• Obs/Interview</li> </ul>	Covey, S. R. Habit 5: <i>Seek first to understand, then to be understood.</i> (pp. 235-260).  Susskind and Thomas –Larmer. <i>Conducting a Conflict Assessment</i>  Roots of Racism ( <i>Science</i> , May 2012)	-LJ 3  - Canvas Facilitation  <b>-E-mail C. Analysis topic to Jon/Marce</b>

5. Feb 7	The case of Tipnis, Bolivia	Conflict Analysis	Case Studies	Andrea Baudoin	<i>When two World's Collide</i>	-LJ 4 - Canvas Facilitation <b>Individual case analysis due (6<sup>th</sup>)</b>
6. Feb 14	Principled Negotiation  Mediation in other cultures: Alternatives to <i>Getting to Yes</i>	Interests-based negotiating  Elicitive vs. Prescriptive approaches	BATNA/WATNA  Framework: "The Circle of Conflict"	Negotiation Role-play  Facilitated Discussion	<i>Getting to Yes: Ch. 2 &amp; 5</i>  Davidheiser, M. <i>Special Affinities and Conflict Resolution: West African Social institutions and Mediation</i>  Lederach. <i>Preparing for Peace</i>	-LJ 5 - Canvas Facilitation
7. Feb 21  <b>MID-TERM</b>	Frameworks for analyzing and understanding conflict  <b>Mid-term review</b>	How can we conceptualize conflict?	Conflict Frameworks	Frameworks application exercise  Mid-semester Review	Contemporary C. Resolution Applications (Kriesberg 2007)  Videos: Yale Environmental360	-LJ 6 - Canvas Facilitation <b>-Group Mediation Projects Assigned</b>  -Interview report 1
8. Mar 7	"Framing"  Bias, emotion and conflict	Issue Framing	Framing & Re-framing	Framing/re-framing exercise	-Decision Fatigue (NYT)  - <i>Beyond Reason</i> ; Chapt 1 (Fisher)  -Ury, <i>Getting Past No Chpt 3</i>  -Gray, Barbara (2003). <b>Chapter 1.</b> Framing of Environmental Disputes.	-LJ 7 - Canvas Facilitation  <b>- Interview/Observation report due</b>
9. Mar 14	Effective meetings  Timelines	Meeting planning  Facilitating dialogue	Meetings as C Mgt  Timeline Tool	Design Meeting  Timeline activity	Kaner, <i>Facilitator's guide to participatory decision-making</i>  -Decision Fatigue (NYT)	-LJ 8 - Canvas Facilitation

10. Mar 21	Group Dynamics  Dealing with Difficult Dynamics	Groan Zone  Task and Maintenance behaviors	Strategies for addressing difficult dynamics	Consensus Role play  Challenging Behaviors role plays	Kaner, <i>Facilitator's guide to participatory decision-making. Introduction and Chapter 1</i> pp. xvii-37 + Difficult Dynamics Chpt 13 & 14  TED Talk Susan Cain: Introverts	-LJ 9  - Canvas Facilitation
11. Mar 28	Power, intersectionality & Conflict  Multi-Stakeholder Processes	Sources and uses of Power  Multi-stakeholder processes	Process design	Power exercise	-Power	-LJ 10  - Canvas Facilitation  -Assign mediation roles
12. Apr 4	Mediating Disputes and Defusing Contentious Situations	Mediation Practice  Impartiality	Listening	Mediation Simulation	Beer, J. The Mediation Session. <i>The Mediator's Handbook (Chpt 2.</i> Pp. 25-67)  Bush, Robert and J.P. Folger. The mediation Movement: Four divergent views (pp. 15-32)	-LJ 11 - Canvas Facilitation  <b>- Group Mediation role-play due (written)</b>
13. Apr 11	Conflict and Social Media	Social Media as a tool in oppressive conflicts  Internet trolls			Reed. <i>Stakeholder participation for environmental management review.</i>  Botes, L., & van Rensburg, D. <i>Community participation in development: Nine plagues and twelve commandments.</i>  Ledrach, <i>The Moral Imagination</i>  <i>Gender and Violence</i> (Science 2012)	-LJ 12  - Canvas Facilitation
14. Apr 18	Pulling it All Together	Group projects: Facilitation/ Mediation	Mediation  Negotiation	<b>Mediated group role-plays</b>	TBA	Indiv. meeting II  -LJ 13  - Canvas Facilitation

15. Apr 22	What have we learned and how have we learned it?	Conclusions Evaluation Next Steps	Wrapping it Up	-Class review -Evaluation -Commitments	None	<b>Final LJ due</b> <i>Narrative: Evolution of thought Re: C. Mgt</i>  Individual meeting II  - Roleplay reflection due
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\*To be discussed

### Learning Approach

- *Focus on building practical skills and systematic reflection*
- Experiential learning spaces
- Course is designed to reflect elements of a collaborative, facilitative approach to working with people
- “Adaptive Teaching” – adapt as we go to reflect the needs of the group; we will not stray from the core vision of the course
- Context for activities and discussion is primarily (not exclusively) Development/Conservation in the Americas/Africa/Asia

## COURSE ASSIGNMENTS

### Communication and Leadership Skills for Development Practice

Students will be evaluated based upon five sets of activities, each of which will be explained in more detail in class:

**I. Class participation (20%):** Attendance is critical. One excused absence is allowed although not encouraged. Students are required to critically read all assigned materials prior to class and participate actively (to be defined) during in-class discussions, on-line discussions and in small/large group activities including simulations and role plays. Each student will meet individually with the instructor two times during the semester (August/September, November/December).

**II. On-Line Canvas facilitated discussion (15%):**

The learning that takes place in class and through readings is greatly enhanced by active discussion. Unfortunately, a once-per-week class rarely allows adequate time for dialogue. To better take advantage of the readings selected, students will engage in web-based reflection and discussion, sometimes responding to specifically posed questions, other times reacting to the thoughts of others. ***Each week two students will serve as online facilitators of discussion*** and will determine its format. ***All postings must be completed by Sunday at midnight.*** It is expected that participants will review everyone's on-line postings before each Tuesday class; during class the facilitators will have 10-15 minutes to run an activity or provide a short summary of the Canvas discussion. Back and forth dialogue is strongly encouraged on Canvas and postings should reflect your reaction to how readings relate to class themes and/or to experiences you may have had:

- Ex: "I was watching a TEDtalk about a woman who started a non-profit and she talked about the backlash that occurred when she did not consider the needs of key stakeholder groups. It reminded me of this week's reading about stakeholder analysis. When I was working in \_\_\_\_ I had a similar experience, has anyone else missed a key stakeholder and paid the price?"

Postings should **not** be summaries of readings:

- Ex: "Shuman lists five ways to encourage dialogue, they are: 1) Provide a..."

*As always in such discussions, follow the basic rule of thumb: "Tough on issues, soft on people"*

**III. Learning Journal (15%):** (LJs) are designed to help you - and us - monitor your learning during the semester. Unlike Canvas discussions, learning journals focus on "Ah-ha moments", questions, and experiences. Reflections can be inspired by readings, class activities, participation in non-course related activities, talking or listening to someone, writing, or simply thinking (e.g. "I realized today that the dynamics of my graduate committee are more complex than I had imagined..."). Learning journal thoughts are confidential and will be seen

only by the instructors. They are to be recorded and turned in weekly. During the semester, occasional expanded Learning Journal “reflections” may be assigned. LJs should be submitted electronically **as a Word file to Canvas by Thursdays at noon**.

**IV. Project Part 1: Conflict Assessment (15%): *Due Feb 7<sup>th</sup>***. Individually, students will describe and analyze a natural resource conflict using tools such as stakeholder matrices or conflict maps (See project description). Students will be evaluated on the depth of their analysis and personal reflections. Students are encouraged to be thoughtful, yet concise with their assignments.

**V. Project Part 2: Developing Mediation Scenarios (10%): *Due April 1<sup>st</sup>***. An important methodological objective of the course is to provide students with as much practical experience as possible during the semester. One way to experience collaboration is to work with each other in small groups. During the second half of the semester, the class will be divided into 4-5 groups, each of which will be responsible for developing a mediation scenario based on one of the individual conflict situations from Project Part 1. Group will turn in a mediation scenario to be role-played in class (Project Part 3 – April 15<sup>th</sup>). Each student will also turn in a personal reflection (See project description). *\*In lieu of the mediation scenario project, interested students may instead design and carry out an alternative event with permission of instructors.*

**VI. Project Part 3: Mediation Role-Play (10%): *On April 15<sup>th</sup>***. Although we cannot effectively create real-life conflict experiences for each member of the class to analyze and mediate, we can do the next best thing. Using the mediation scenarios developed in Project Part 2, each group will select a mediator, several stakeholders and an observer to role-play a mediation situation. Role-play experiences will be evaluated in class discussion and personal reflections, which each student will submit individually.

**VII. Practitioner Interview or Observation (15%): *Report Due March 7<sup>th</sup>*** - In teams of two, participants in the class will identify: 1) an individual to be interviewed who has been active in negotiating socio-environmental or other conflictive issues. Interviews will be based upon questions developed in conjunction with the instructor and will focus on strategies, techniques and lessons-learned for negotiation and collaboration, or 2) an observation opportunity. The objective will be to attend and observe a meeting or meetings where contentious socio-environmental (or other) issues are being addressed. These can include meetings where the aim is to promote collaboration and/or *prevent* serious conflict.

## University Policies

The University of Florida Honor Code, signed by all students upon registration, states: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* “In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.” (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden. Students with disabilities are entitled to classroom accommodation. Please register with the Dean of Students Office in Peabody hall, who will provide documentation that the student will then provide to the Instructor when requesting accommodation. The University of Florida has excellent counseling services available on campus for students having personal problems or needing help in defining career and academic goals pursuant to good academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resources Center, Reitz Union, 392-1601, career development assistance and counseling