SYLLABUS

Conflict Management and Collaboration
for Tropical Conservation and Development

Course Number: Spring 2018 - LAS 6291 – Sec 6304 (3 credits)
Time & Location: Tuesdays, periods 3-5 (9:35-12:35) 376 Grinter Hall (Note: Alternative Classroom: Little Hall 219)
Instructor: Jonathan Dain - 388 Grinter Hall: 273-4713 - jdain@latam.ufl.edu (OR - NRRI Office: McCarty B, G129: 294-7652)

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%
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Videos required before class</th>
<th>Concept(s) &amp; Tools</th>
<th>Activities</th>
<th>Assignment Due</th>
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</thead>
</table>
| 1. Jan 9 | Introductions Introduction to Conflict | None                                      | -Building Trust/ Engagement: Group building  
  -Ice breakers  
  -Expectations  
  -Food  
  -Norms  
  -Room arrangement  
  What is Conflict? | -Floor map  
  -Objectives, Expect., Syllabus/Assign.  
  -Norms  
  Conflict words  
  The Orange | -Sign-ups:  
  -Snack  
  -Indiv Mtng  
  -Canvas facilitation  
  Pre-class questionnaire |
| 2. Jan 16 | Some examples Tipnis, Bolivia Mapuche Nation | Redpath et al: An Intro to Conservation Conflicts  
  Tipnis Video – Yale Environment 360  
  E.O Wilson Evolution and Our Inner Conflict  
  Bernard Mayer Competition and Cooperation | Complexity of environmental conflicts | Tipnis, Bolivia case study  
  Mapuche case study  
  Our cases?  
  Introduction to conflict simulation | -Prep for "Fracked" Negotiation  
  -LJ 1 (include Learning Objectives)  
  -Individual Mtng I |
  Susskind et.al Conducting a Conflict Assessment  
  Ancestral Hierarchy and Conflict (Science May 2012) | Multi-party conflicts  
  Stakeholders  
  The Triangle of Needs and Interests  
  Situation Assessment matrix | Fracked simulation  
  -Simulation debrief  
  Note Assignments:  
  -Conflict Assess  
  -Obs/Interview | -Observation/Interview Exercise Assigned  
  -Indiv. Meeting I  
  -LJ 2 |
  Covey, S. R. Habit 5: Empath Listen  
  Roots of Racism (Science, May 2012) | Empathic Listening: Seek first to understand, the to be understood  
  Values and Perceptions | Listening Exercise  
  Drama by the River  
  Discuss assignment | -LJ 3  
  -Canvas Facilitation |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Application of Analysis Framework(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5. Feb 6</td>
<td>Conflict Analysis</td>
<td>Matiro (FAO) Conflict and NRM (On-line)</td>
<td>Circle of Conflict TBA</td>
<td>-LJ 4 - Canvas Facilitation</td>
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<td></td>
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<td>MaddenMcQuinn (2014) Conservation Blindspot: The case for conflict transformation in wildlife conservation</td>
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<td>-E-mail C. Analysis topic to Instructors</td>
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<td>6. Feb 13</td>
<td>Principled Negotiation Mediation in other cultures: Alternatives to Getting to Yes</td>
<td>Wheeler The Art of Negotiation</td>
<td>Interests-based negotiation BATNA/WATNA</td>
<td>Negotiation Role-play Facilitated Discussion</td>
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<td>Lederach. Preparing for Peace</td>
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<td>-LJ 5 - Canvas Facilitation</td>
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<td>Galinsky &amp; Schweitzer Seeing it Their Way to Get Your Way</td>
<td>Elicitive vs. Prescriptive approaches</td>
<td>Individual case analysis due (14th)</td>
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<td>Fisher &amp; Ury Getting to Yes</td>
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<td>Intro/Chpt1</td>
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<td>7. Feb 20</td>
<td>“Framing” and Language Mind-Term Review</td>
<td>William Ury Getting Past No</td>
<td>Issue Framing</td>
<td>-LJ 6 - Canvas Facilitation</td>
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<td>Barbara Gray. Chapter 1. Framing of Environmental Disputes.</td>
<td>Framing &amp; Re-framing</td>
<td>Group Mediation Projects Assigned</td>
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<td>Galinsky &amp; Schweitzer How Names Can Bond and Bully</td>
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<td>GLAAD. The Art and Science of Framing an Issue</td>
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<td>-Decision Fatigue (NYT)</td>
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<td>8. Feb 27</td>
<td>Power, Intersectionality &amp; Conflict</td>
<td>TBA</td>
<td>Sources and uses of Power</td>
<td>-LJ 7 - Canvas Facilitation</td>
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<td>Video: Chambers:</td>
<td>Power analysis exercise</td>
<td>-Observation/Interview report due</td>
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<td>Process Design Exercise</td>
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**SPRING BREAK – MARCH 5-9**
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<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading Material</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10. Mar 20</td>
<td>Meeting Design</td>
<td>Kaner, <em>Facilitator's guide to participatory decision-making</em></td>
<td>Meeting planning</td>
<td>Design Meeting</td>
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<td>- Decision Fatigue (NYT)</td>
<td>Facilitating dialogue</td>
<td>Timeline activity</td>
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<td>Meetings as C Mgt</td>
<td>- Canvas Facilitation</td>
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<td>TED Talk Susan Cain: Introverts</td>
<td>Strategies for addressing difficult dynamics Groan Zone</td>
<td>Facilitation Practice</td>
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<td>Challenging Behaviors exercise</td>
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<td>Bernard Mayer <em>Neutrality and Advocacy</em> Chpt 7</td>
<td>Listening</td>
<td>- Assign mediation roles</td>
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<td>13. Apr 10</td>
<td>Peacebuilding and Post-Conflict</td>
<td>Rogers <em>Peace Research and Conservation Conflicts</em></td>
<td>TBA</td>
<td>LJ 12</td>
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<td>Lederach <em>The Moral Imagination</em></td>
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<td>- Canvas Facilitation</td>
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<td>14. Apr 17</td>
<td>Pulling it All Together</td>
<td>TBA - Group projects: Facilitation Mediation Negotiation</td>
<td>Negotiation and Mediation Practice: Pulling it all together</td>
<td>Indiv. meeting II</td>
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<td>-LJ 13</td>
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<td>- Canvas Facilitation</td>
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<tr>
<td>15. Apr 24</td>
<td>What have we learned and how?</td>
<td>None</td>
<td>Wrapping it Up: Conclusions Evaluation Next Steps</td>
<td>Final LJ due</td>
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<td>- Class review Evaluation Commitments</td>
<td>Narrative: Evolution of thought Re: C. Mgt</td>
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<td>Individual meeting II</td>
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<td>- Roleplay reflection due</td>
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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 (Jan/April).

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: “The TEDtalk about a woman who started a non-profit and the backlash that occurred when she did not consider the needs of key stakeholder groups reminded me of this week’s reading about stakeholder analysis. Has anyone else missed a key stakeholder and paid the price?”
Postings should not merely be summaries of readings: Ex: “Shuman lists five ways to encourage dialogue, they are…”. 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. Practitioner Interview or Observation (15%): Report Due February 27th - 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.

V. Project Part 1: Conflict Assessment (15%): Due Feb 6th. 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.

VI. Project Part 2: Developing Mediation Scenarios (10%): Due March 27th. 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 3-4 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 17th). 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.

VII. Project Part 3: Mediation Role-Play (10%): On April 3rd. 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.
Readings and other Resources:

**Required Text:**  Conflicts in Conservation: Navigating Towards Solutions (Ecological Reviews) 1st Edition  
by [Stephen M. Redpath](http://ncdd.org/rc/item/2390) (Editor), [R. J. Gutiérrez](http://news.mongabay.com/2012/0405-tripa-video.html) (Editor), [Kevin A. Wood](http://e360.yale.edu/feature/video_bolivia_battles_over_highway_and_way_of_life/2565/) (Editor), [Juliette C. Young](http://www.ted.com/talks/susan_cain_the_power_of_introverts) (Editor)

- NCDD - [http://ncdd.org/rc/item/2390](http://ncdd.org/rc/item/2390) - Best-of-the-Best Resources on dialogue  
- GLAAD (Gay & Lesbian Alliance Against Defamation) and the Movement Advancement Project (MAP).  (2008) *The Art and Science of Framing and Issue*  
• Science (May 18, 2012) Special edition: Human Conflict (varied articles)
• Ury, William (1993) *Getting Past No* Bantam, NY

**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