SYLLABUS

Conflict Management and Collaboration
for Tropical Conservation and Development

Course Number: Spring 2019 - 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 - NRLI Office: McCarty B, G129: 294-7652)
Office hours: By appointment

Description: Conservation and/or Development work involves a challenging mix of multiple and competing actors, complex issues and continually evolving conditions. Serious disagreements among stakeholders can derail even the best of projects if left unaddressed, yet most professionals in the field have little to no training in conflict management. Whether disputes are over infrastructure, land use, endangered species or other topics of concern, sustainable solutions to vexing problems require effective strategies for engaging people and bridging differences. This practical course provides students with concepts, skills and approaches for understanding and addressing situations of conflict.

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 and evaluation rubrics):

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
<td>200 points</td>
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<tr>
<td>Canvas online discussion of readings</td>
<td>15%</td>
<td>150 points</td>
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<tr>
<td>Learning Journal</td>
<td>15%</td>
<td>150 points</td>
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<tr>
<td>Interview/observation exercise and report</td>
<td>15%</td>
<td>150 points</td>
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<tr>
<td>Conflict assessment (Part I)</td>
<td>15%</td>
<td>150 points</td>
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<tr>
<td>Mediation Scenarios* (Part II)</td>
<td>15%</td>
<td>150 points</td>
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<tr>
<td>Mediation Role Playing* (Part III)</td>
<td>5%</td>
<td>50 points</td>
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<td>TOTAL</td>
<td>100%</td>
<td>1000 points</td>
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*Course Objectives*

By the end of the course, participants will be able to:

1. Identify the stakeholders and their interests in a natural resource issue/conflict.
2. Apply listening skills to understand stakeholder interests and perspectives.
3. Gather and organize information for conflict (or a potential collaboration/partnership) analysis.
4. Analyze an issue/conflict to identify causes and context.
5. Apply strategies for building interpersonal trust and facilitating a trusting group environment.
6. Recognize and address emotions and biases of parties involved in meetings, conflicts, and negotiations — including our own.
8. Frame issues in a way that is conducive to collaborative problem-solving.
9. Identify and use conflict management strategies to help parties work through multi-stakeholder disputes.
10. Design meetings or stakeholder processes appropriate to the issues being addressed.
11. Apply the basic elements of mediation to help parties work through disagreements.
12. Consider when reconciliation strategies are be required to overcome distrust.
13. Employ techniques/strategies for addressing difficult organizational, group and interpersonal dynamics based on identification of root causes.
14. Be willing and identify strategies for working with people with whom you disagree, or who you dislike.
15. Recognize that conflicts have historical roots and are influenced by power dynamics and perceptions of fairness.

*The approach used in this class is based on the recognition that a) building trust is crucial to working through conflict; b) humans make decisions based on both logic and emotion; c) participation is a learned skill that requires time and practice; and d) social issues, including gender, class, ethnicity, age, culture, and power relationships impact communication, participation, and negotiation.*
<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>
</tr>
</thead>
</table>
| 1. Jan 9 | Introductions | 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 | -Sign-ups:  
- Snack  
- Indiv Mtng  
- Canvas facilitation  
Pre-class questionnaire |
-Simulation debrief | -Prep for “Fracked” Negotiation  
-LJ 1 (include Learning Objectives)  
-Individual Mtng I |
| 3. Jan 23 | The Δ of Needs and Interests | E.O Wilson *Evolution and Our Inner Conflict*  
Redpath et al: An Intro to Conservation Conflicts  
The Triangle of Needs and Interests  
Situation Assessment matrix | Multi-party conflicts  
Stakeholders  
The Triangle of Needs and Interests  
Situation Assessment matrix | Note Assignments:  
- Conflict Assess  
-Obs/Interview | -Indiv. Meeting I  
-LJ 2 |
| 4. Jan 30 | Listening | Covey, S. R. Habit 5: Empathic Listening  
*Dialogue and Exchange*: TED Radio Hour  
https://www.npr.org/programs/ted-radio-hour/558307433 | Empathic Listening: Seek first to understand, the to be understood | Listening Exercise  
Discuss assignments  
1. Conflict Assess. Topic  
2. Interview or Observation | -LJ 3  
- Observation/Interview Exercise Assigned  
- Canvas Facilitation |
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5. Feb 6</td>
<td>Conflict Analysis/Values and Perceptions</td>
<td>Resolving Differences Using the &quot;Circle of Conflict&quot;: Annie E. Casey Foundation <a href="http://www.youtube.com/watch?v=ufnCXK275kk">Link</a></td>
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<td>MaddenMcQuinn (2014) Conservation Blindspot: The case for conflict transformation in wildlife conservation</td>
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<td></td>
<td>Circle of Conflict Levels of Conflict Model Temporal Considerations Intro to and application of Analysis Framework(s)</td>
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<td>- Canvas Facilitation - E-mail C. Analysis topic to Instructor</td>
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| 6. Feb 13| Principled Negotiation/Mediation in other cultures: Alternatives to Getting to Yes | Wheeler *The Art of Negotiation*  
Lederach *Preparing for Peace*  
Galinsky & Schweitzer *Seeing it Their Way to Get Your Way*  
Fisher & Ury *Getting to Yes* Intro/Chp1 |
|          |                                                                          | Interests-based negotiation BATNA/WATNA Elicitive vs. Prescriptive approaches Negotiation Role-play facilitated Discussion |
|          |                                                                          | - Canvas Facilitation |
| 7. Feb 20| "Framing" and Language Mind-Term Review MID-TERM                          | William Ury *Getting Past No*  
Barbara Gray *Chapter 1. Framing of Environmental Disputes.*  
Galinsky & Schweitzer *How Names Can Bond and Bully*  
GLAAD *The Art and Science of Framing an Issue* |
|          |                                                                          | Issue Framing Framing & Re-framing Framing/re-framing exercise |
|          |                                                                          | - Canvas Facilitation - Individual case analysis due - Group Mediation Projects Assigned |
| 8. Feb 27| Power, Intersectionality & Conflict                                       | The Handbook of Conflict Resolution  
1. Deutch. *Justice and Conflict.* Chpt 1  
2. Coleman. *Power and Conflict.* Chpt. 6 |
|          |                                                                          | Sources and uses of Power Power analysis exercise |
|          |                                                                          | - Canvas Facilitation - Observation/Interview report due |

SPRING BREAK – MARCH 5-9
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Lecture Notes</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>4.</td>
<td>Mar 20</td>
<td>Meeting Design</td>
<td>Kaner, <em>Facilitator's guide to participatory decision-making</em> -Decision Fatigue (NYT)</td>
<td>Meeting planning Facilitating dialogue Meetings as C Mgt</td>
<td>Design Meeting Timeline activity -LJ 9 - Canvas Facilitation</td>
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<td>8.</td>
<td>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>Mediated group role-plays Indiv. meeting II -LJ 13 - Canvas Facilitation</td>
</tr>
<tr>
<td>9.</td>
<td>Apr 24</td>
<td>What have we learned and how?</td>
<td>None</td>
<td>Wrapping it Up: • Conclusions • Evaluation • Next Steps</td>
<td>-Class review -Evaluation -Commitments Final LJ due Narrative: Evolution of thought Re: C. Mgt Individual meeting II - Roleplay reflection due</td>
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</tbody>
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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” – we will not stray from the core vision of the course but may adapt as we go to respond to the needs of the group
- 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 facilitate a discussion of the readings/videos/podcasts based the Canvas postings. 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 (15%): 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 (5%): 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:

- 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 an 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