FNR 6061 Conflict and Collaboration in Natural Resources
School of Forest Resources & Conservation
University of Florida
Summer C 2019

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COURSE DESCRIPTION

Natural resource conflicts are disagreements and disputes over use, control, or access to natural resources. These conflicts occur when people have different ideas about natural resource uses, when interests and needs are incompatible, and/or when user groups are not considered in policies and programs. Although conflicts over natural resources will always exist to some degree in every society and at all levels, conflict can often be managed and even resolved. If not, however, conflicts can escalate into violence, cause environmental degradation, disrupt projects and undermine livelihoods.

This course centers on understanding, managing, and resolving natural resource conflicts, which are understood as disagreements and disputes over control, use, or access to natural resources. The course provides an overview of theoretical, conceptual, and application-based approaches related to conflict management, collaborative processes, and negotiation. Students are equipped with tools and frameworks for analyzing and managing natural resources conflict, including co-management and community-based management. The goal of this course is to increase students’ knowledge of how to assess natural resource and environmental conflicts, as well as to increase their abilities to collaborate and negotiate with a variety of actors and stakeholder groups. The course material is also designed to increase students’ knowledge of various management strategies that can be integrated with collaborative components in order to address natural resource conflicts.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to:

• Define and describe the various sources of natural resource conflict
• Develop effective strategies for analyzing conflict
• Recognize various challenges to collaboration and describe how to address them within the collaborative process
• Describe numerous negotiation tools that can be used in the collaborative process
• Describe evolving management strategies within natural resource collaboration
REQUIRED MATERIALS


Additional required and optional readings will be made available through our course website on Canvas.

ADDITIONAL RESOURCES

Canvas is a Learning Management System which we will use for our course. You can log-in to Canvas at http://elearning.ufl.edu/

Computer and Canvas Support
On the main page of the e-learning site, there are links for Student FAQ to help you set up your computer to use Canvas and access the various materials involved in the class.

Software
The “Computer Setup” page provides information on the software you need for Canvas.
Documents in this course will be presented in .pdf format where possible. You will need Adobe Reader to view these files, which you can obtain for free at: http://get.adobe.com/reader/.

Written assignments may be presented as a Microsoft Word document (.doc). If you do not have Microsoft Word installed on your computer, you can use Open Office Writer instead, which you can obtain for free at http://www.openoffice.org/.

VoiceThread will be used to present a short video to introduce yourself at the beginning of the class, as well as to summarize your case study towards the end of the class. A VoiceThread allows you to make a video of yourself using a microphone, a web cam, a telephone, or uploaded audio file. VoiceThread runs inside your web browser, so there is no software to download, install, or update. More information and tutorials are available on the course website or through http://ufl.voicethread.com.

COURSE ASSESSMENTS

Weekly Reading Questions and Responses

Discussion questions regarding the readings for each week will serve to provide an opportunity for you to pose questions and engage in meaningful conversation about the readings, lecture topics, and additional videos and materials that are a part of this course. Each week, I will provide a series of questions related to the topic at hand to foster on-line discussion and apply the concepts in the readings to your personal experiences or to your case study project. Responses to questions should demonstrate your understanding of the concepts and frameworks in the readings.
Since we are a large class this semester, discussion groups will be assigned at the beginning of the semester so the threads do not become overwhelming. These assignments will be done automatically, and I may change discussion groups mid-way through the semester so people have a chance to meet and discuss topics with more of the class.

In your groups, you will be expected to respond to another student’s weekly post once per week during this course. These responses should be critical and explain why you agree or disagree with the student’s comments or response. This process of responding to questions and then responding to other students’ comments is mean to foster interaction between you, the readings, others in the course, and the instructor.

**Project Component Assignments**

Project component assignments will be due throughout the semester. Each of these components incorporate the concepts, tools, and frameworks that we have discussed up to that point. Project component assignments are due on the Sunday night (by 11:59 pm EST) at the end of the week listed. In-depth assignment descriptions and rubrics are available on-line for each of these assignments, but I am providing a brief summary of each of these below.

You will receive in-depth feedback on each of these assignments. You will be expected to incorporate or address this feedback when you put these assignments together to comprise your final project for the course - your Conflict Assessment Plan.

**Case Selection**

At the beginning of the semester you will select a local natural resource conflict case study. This case study must be approved by the instructor before you start in on your unit assignments. Students are required to submit a one-page summary proposing the case study by the end of Week 2.

No two students will be allowed to work on the same conflict case study. **NOTE:** Please make sure your case study is not currently under litigation (a lawsuit of some kind). If this is the case, nobody will feel they can talk to you about the issue.

**Conflict History and Case Study Overview**

Along with a summary of your conflict case study, this portion of the project will provide background in the context of the dispute’s history and setting, the issues being addressed, and the management approaches that have been used in the past. Please include a reference section with citations for the sources of any of your information at the end.

**Stakeholder Analysis/Conflict Parties**

This portion of the project will provide an overview of the primary, secondary, and peripheral stakeholders and will also apply the Realms and Concepts of Value to your case study. Additional information on this assignment will be available on line. Please turn this in with your case selection and conflict history/case study overview. Add to the reference section as necessary.
Interviews and Meetings
During the semester, you will interview two people (stakeholders) that represent different perspectives in your conflict case study. These can either be by phone or in person. In-depth interviews are critical in providing rich detail, context, and new information regarding natural resource conflicts. They can also provide an opportunity to cross-check information and sort out differences in perceptions of the situation.

Please outline who you plan to interview and explain their “side” of the conflict, why they are a good stakeholder to include, and the questions you plan to ask.

In addition, you will need to sit in and observe a meeting or gathering pertaining to your conflict case study (e.g., city council meeting, organization meeting, protest, etc.). Once you have your conflict case study approved by the instructor, inquire when meetings may be occurring during the semester. We will discuss what information to look for and how to take notes during the meeting throughout the semester. In the event there are no meetings to attend, an additional interview with a stakeholder can be conducted, with approval from the instructor.

Issues Analysis of Case Study
This portion of the project will explore the dynamics of the dispute in your case study. As you follow the dispute and learn about its history, is it rapidly escalating, involving more. You will describe the different interests and positions of three stakeholders within your case study (at least two stakeholders should be from different perspectives). Then you will group the different issues in order to identify the differences in perception, values, and interests motivating each party.

Constraints / Opportunities to Applying Collaboration
From interviews and research on the conflict, different stakeholders, issue analysis, etc., you should think about potential opportunities for mutual gain, if the parties were to enter negotiations. In addition, the assessor should also note potential obstacles to reaching agreement. These might include issues where mutual gain does not seem possible (e.g., strongly held, mutually exclusive opinions on the same high-priority issue), deeply entrenched positions, etc. Think about the parties’ incentives to collaborate, to compete, to learn. What do you think are or could be the parties’ BATNAs? What are the mutual gain options (opportunities for mutually beneficial improvements), such as expanding the pie, nonspecific compensation, logrolling, bridging, fractionation, and cost cutting (if applicable)?

If you are not able to answer or expand on an area regarding constraints and opportunities for applying collaboration, you can state this but should also mention what you think may be or could be a constraint or opportunity, based on the information you have and drawing from the reading and/or lecture notes.

Mapping Areas of Agreement and Disagreement
In this assignment, you will create a matrix of areas of disagreement and agreement between the sides. With your matrix, on one axis are listed the issues in contention, on the other axis are listed the stakeholder groups. You can place either X’s – indicating that the issue is a primary concern for a stakeholder group – or numbers from 1-5 – indicating the relative importance of
the issue to the group. (Please see Ch. 2: Susskind et al. 1999. The Consensus Building Handbook. pg. 117-118 for an example and further explanation if needed).

Here you should be able to point out where stakeholders’ interests overlap and where they depart, and identify potential barriers to agreement or areas of agreement. Along with the matrix, please include a brief narrative that explains the agreements and disagreements in your case.

**Summary of Meetings and Interviews**

This assignment will include the following components:

A. **Summary of a meeting where conflict is discussed** (e.g., city council meeting, organization meeting on issue, protest, etc.)
   - Take notes on what was discussed, tone of discussion (antagonistic or cooperative), etc.
   - Summarize these major points

B. **Summary of two interviews with stakeholders from differing sides**
   - Indicate the people who were interviewed, the date they were interviewed, and whether this was an in-person or telephone interview.
   - Include an outline of the questions asked
   - Summarize the major points of the interview

Taken from: Susskind et al. 1999. The Consensus Building Handbook, here are some tips on questions to ask:

All interviews should include some variation on the following questions:

- What is the history of the conflict?
- What issues relating to the situation are important to you, and why
- What other individuals or organizations have a stake in the situation?
- What are the interests and concerns of those individuals or organizations, as you see them?
- Would you be willing to engage in a consensus building effort designed to address this situation?

Additional questions:

- What are your main concerns?
- Who are the other key players?
- The interviewee's exact involvement in the conflict
- What the interviewee thinks of the other parties
- What the interviewee doesn't think is important
- The names and organizational affiliations of people mentioned by the interviewee
- Whether the interviewee thinks the media are interested in the issues
- Please explain all acronyms
- Include the person's status within his or her organization, and information about non-work affiliations

**Final Conflict Assessment Plan**

This final project for the course provides an opportunity for students to apply concepts from throughout the semester towards an in-depth analysis of their natural resource conflict case study. This project allows students to take a practical approach to applying concepts and methods learned in this course to analyze a local natural resource conflict, evaluate different components
of the conflict, and recommend whether or not a collaborative or negotiation process should proceed, based on the information you were able to obtain.

There will be two parts of the Conflict Assessment. The paper portion will include your unit application assessments along with additional conflict analysis in the form of a report. You will also create a three-minute video summary of your case study using the VoiceThread application.

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<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>VoiceThread introduction video</td>
<td>10 points</td>
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<tr>
<td>Responses to weekly reading questions (n=8 weeks at 10 points per week)</td>
<td>80 points</td>
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<tr>
<td>Responses to student comments (n=8 weeks at 10 points per week)</td>
<td>80 points</td>
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**Unit Application Assignments**

- Case selection (1 page) 10 points
- Conflict history and case study overview 25 points
- Stakeholder analysis/Conflict parties 25 points
- Interview info 10 points
- Issues analysis 25 points
- Constraints and opportunities to applying collaboration 25 points
- Mapping areas of agreement and disagreement 20 points
- Summary of meeting and interviews 10 points
- Conflict assessment plan paper 100 points
- VoiceThread presentation and summary of case 20 points

**Total Points Available** = 440 points

**Final Grade Calculations**

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<thead>
<tr>
<th>Grade</th>
<th>Total Range</th>
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<tbody>
<tr>
<td>A</td>
<td>396 and above</td>
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<tr>
<td>B+</td>
<td>374-395</td>
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<tr>
<td>B</td>
<td>352-373</td>
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<tr>
<td>C+</td>
<td>330-351</td>
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<tr>
<td>C</td>
<td>308-329</td>
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<tr>
<td>D+</td>
<td>286-307</td>
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<tr>
<td>D</td>
<td>264-285</td>
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<td>F</td>
<td>263 and below</td>
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**Lateness Policy**

Late assignments will lose 10% of the total points available for each day the assignment is late. If you have extenuating circumstances, please let me know as far ahead as possible so that we can make alternative plans for your assignment submissions.

**Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities**

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.
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. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2011-2012 Undergraduate Catalog).

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.
Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Readings and Assignments</th>
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| 1 | May 13 | The Nature of Conflict  
Watch short YouTube video on the Pebble Mine issue (Canvas link)
  
*Weekly reading question response and response to student comments due  
*VoiceThread introductions due by Sunday May 19th |
| 2 | May 20 | Conflict Management  
Carpenter & Kennedy Chapter 2: “Dealing with Conflict Productively” (p. 18-29)  
Bar-Tal: Sociopsychological Foundations of Intractable Conflicts  
Case Study: “Big Game Damage to Agriculture” (pg. 43 – 46)
  
*1-page case study proposal due by Sunday May 26th  
*Weekly reading question response and response to student comments due |
| 3 | May 27 | Introduction to Conflict and Collaboration Assessment  
Wondolleck & Yafee. 2003. Ch. 3 The Challenge of Collaboration  
The Consensus Building Handbook Ch 2 (p. 100 - p.120 up to Phase 4)
  
*Weekly reading question response and response to student comments due |
| 4 | June 3 | Power and Trust  
Davenport et al. 2007 Building trust with Natural Resource Management  
Winter et al. 2004 Examining social trust in fuels management strategies
  
*Conflict History and Case Study Overview due by June 9th |
| 5 | June 10 | Stakeholders and Values  
Trainor. 2006. Realms of Value  
Interviewing section in Carpenter & Kennedy (p. 77-84)
  
*Assignment 2: Stakeholder Analysis / Conflict Parties due by June 16th |
| 6 | June 17 | Framing and Reframing  
Elliot et al. 2003. Ch. 1 (p. 11-34) Framing of environmental disputes  
Gray. 2004. Strong opposition: frame-based |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>June 24-28</td>
<td>resistance to collaboration YouTube video on Mountaintop removal</td>
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<td></td>
<td>*Weekly reading question response and response to student comments due</td>
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<td></td>
<td>*Interview info (who and why &amp; question outline) due by June 23rd</td>
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<td>*Issues Analysis due by June 23rd</td>
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<td>July 1</td>
<td>Effective Negotiation: Part 1</td>
<td>Getting to Yes: Chapters 1, 2, and 3</td>
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<td>* Constraints and Opportunities to Collaboration due July 7th</td>
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<td>July 8</td>
<td>Effective Negotiation: Part 2</td>
<td>Getting to Yes: Chapters 4, 5, and 6</td>
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<td>*Weekly reading question response and response to student comments due</td>
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<td>July 15</td>
<td>Involving the Public and Dealing with Difficult People</td>
<td>Wondolleck et al. 1996. Teetering at the top</td>
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<td>Getting to Yes: Chapters 7 and 8</td>
<td>Thompson et al. 2005. Lessons learned from</td>
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<td>*Weekly reading question response and response to student comments due</td>
<td>community forestry</td>
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<td>*Mapping Areas of Agreement and Disagreement due on July 21st</td>
<td>Getting to Yes: Chapters 7 and 8</td>
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<td>July 22</td>
<td>The Use of Science in Collaborative Processes</td>
<td>Ozawa. 1996. Science in environmental conflicts</td>
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<td>*Weekly reading question response and response to student comments due</td>
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<td>July 29</td>
<td>Co-Management and Community Based Management</td>
<td>Miller et al. 2010. Fishsmart</td>
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<td>Getting to Yes: Chapters 7 and 8</td>
<td>Plummer and Fitzgibbon 2004</td>
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<td>*Weekly reading question response and response to student comments due</td>
<td>Getting to Yes: Chapters 7 and 8</td>
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<td>*Summary of Meetings and Interviews due August 4th</td>
<td>Kellert et al. 2000. CNRM: Promise, rhetoric, and reality</td>
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<td>August 5-9</td>
<td>Course Wrap Up and Final Projects</td>
<td>Final Conflict Assessment Plan Due: Wednesday, August 7th</td>
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<td></td>
<td>VoiceThread video summary of conflict Due: Thursday Aug 8th</td>
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