

**FOR 6934 Conflict and Collaboration in Natural Resources**  
**School of Forest Resources and Conservation**  
**University of Florida**  
**Summer 2015 Syllabus**

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**COURSE BACKGROUND:**

Natural resource conflicts are disagreements and disputes over use, control, or access to natural resources. These conflicts occur when people have different uses for natural resources, when interests and needs are incompatible, and 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.

Collaboration and participatory natural resource management (co-management) is increasingly used, to varying degrees of success, to address natural resource conflicts. FOR 6934 is a 3 credit graduate course that provides an overview of major issues, theories, and approaches related to conflict management and collaboration in natural resources. Topics include conflict management, collaborative processes, and negotiation; tools and frameworks for analyzing conflict; and evolving management approaches to natural resource conflict including co-management and community-based management. The goal of this course is to provide a greater understanding of how to assess natural resource conflicts and their potential for collaboration or negotiation, and to be exposed to various management strategies that can be integrated with collaborative components to address natural resource conflicts.

**STUDENT LEARNING OUTCOMES:**

After taking this course students will:

1. understand the various sources of natural resource conflict;
2. develop strategies for analyzing conflict;
3. recognize various challenges and how to address them within the collaborative process;
4. be exposed to key negotiation tools; and
5. learn about evolving management strategies within natural resource collaboration

**COURSE RESOURCES**

*Sakai* is a Learning Management System which we will use for our course. You can log-in to Sakai at <https://lss.at.ufl.edu/>.

### *Computer and Sakai Support*

The “Home” link on the left hand side provides a link called “Computer and Sakai Support” to give you information on how to set up your computer in order to use Sakai and how to use the various tools in Sakai. You are required to read the information provided in both the “Computer Setup” page and the “Sakai Support” page.

### *Software*

The “Computer Setup” page provides information on the software you need for Sakai. 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/>.

### *Readings*

There is one required book for this course:

Fisher, R. and W. Ury. 1991. *Getting to Yes*. 2nd Ed. New York: Penguin Books.

NOTE: You can find many used copies on amazon.com or other web sources or could even check the book out from your university or local public libraries.

Readings will be taken from magazines, books and peer-reviewed journal articles. All of the readings (other than *Getting to Yes*) will be available in Sakai in pdf format or with an on-line hyperlink provided. The readings complement the power point lectures with case studies and/or application of the week’s subject matter.

## **ASSIGNMENTS AND GRADING**

<b>Graded Course Components</b>	<b>Points</b>	<b>Grade</b>
Weekly Reading Questions / Discussion (n=8 weeks at 10 points per week)	80	A (93-100%) A- (90-92.9%) B+ (87-89.9%)
Response to Weekly Reading Questions (n=2 questions at 10 points each)	20	B (83-86.9%) B- (80-82.9%) C+ (77-79.9%)
Unit Application Assignments (n= 6 weeks at 25 points per unit assignment)	150	C (73-76.9%) C- (70-72.9%) D+ (67-69%)
Conflict Assessment Evaluation Plan	100	D (60-66.9%) F (0-59%)
<b>Total</b>	<b>350</b>	

## **WEEKLY READING QUESTIONS AND RESPONSES TO WEEKLY READING QUESTIONS**

Questions on weekly readings will foster on-line discussions and may apply a reading's main points to your own case study or personal experience (see more on your own case study below). Discussion questions also demonstrate your understanding of the concepts and frameworks being addressed. You will also be required to respond critically (in agreement or disagreement) to another student's weekly discussion question two times during the duration of the course. There will be three potential questions to respond to, but you will only be responsible to reply to two; these questions will be noted in Sakai.

## **UNIT APPLICATION ASSIGNMENTS**

At the beginning of the semester students will select a local natural resource conflict case study. Unit assignments will be applied to your case study throughout the semester that incorporate various concepts, tools, and frameworks. Unit assignments are due on the Sunday night (by 11:59 pm EST) at the end of the week listed (this will be indicated in Sakai). In addition to other components, these unit assignments will eventually comprise your final paper, a Conflict Assessment Plan.

## **INTERVIEWS AND MEETINGS**

During the semester students will need to interview two people (stakeholders) that represent different sides of your conflict case study. These can be either by phone or in person. There are three sources of information one can collect about a conflict: direct observation, secondary sources, and personal interviews. Of these three options, personal interviews provide the richest detail about a situation and can provide opportunities to cross-check information and sort out differences. More information and guidance during the semester on interviewing stakeholders will be provided.

Additionally, 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.). For meetings of a stakeholder group, outsiders are usually allowed to attend if the purpose of the visit is made clear. Once you have your conflict case study approved by the instructor, inquire when meetings may be occurring during the semester. Your assignment of what information to look for will be discussed further during 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.

## **CASE STUDY / CONFLICT ASSESSMENT PLAN**

This final paper provides an opportunity for students to apply concepts from throughout the semester towards an in-depth analysis of a natural resource conflict. From examining conflicts around a bottled water company's interests to use a local spring, to motorized and

non-motorized access to a local recreation area, to development efforts that endanger forest habitat for a sensitive plant or animal species, this course takes a *practical* approach to applying concepts and methods 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.

Although we will look at case studies from different levels, your case study chosen should be at the local level to make data gathering easier. Keep in mind you need to be able to gather data through such methods as phone or in-person interviews, attending meetings, and be able to access information (e.g., internet, newspaper articles, reports and documents, etc.). If you do not have a natural resource conflict that you would like to use for this course, peruse the internet for case studies, local media sources, and check with your local city and county government on any natural resource disputes taking place. **Students are required to submit a one-page summary proposing the case study by the end of week 2 (Sunday, May 25) which must be approved by the instructor before proceeding.** No two students will be allowed to work on the same conflict case study.

### LATE ASSIGNMENTS

Any assignments (unit assignments, weekly reading discussion questions, final paper, etc.) that are not emailed to the instructor or uploaded to Sakai by their due dates will have points deducted under the instructor’s discretion.

### COURSE SCHEDULE

WEEK	UNIT	READINGS
<b>1. INTRODUCTION TO CONFLICT</b>		
1 May 12	The Nature of Conflict	Fisher. 2011. Fishers of nation's largest salmon run fight proposed mine; watch short youtube video on Pebble Mine issue (Sakai link) <b>-weekly reading question</b>
2 May 19	Conflict Management	Carpenter & Kennedy Ch. 2 Dealing with conflict productively (p. 18-29), Case Study “Big Game Damage to Agriculture” (pg. 43 – 46) <b>-1 pg case study proposal due Sunday, May 25</b> <b>-weekly reading question</b>
<b>2. INTRODUCTION TO COLLABORATION</b>		
3	Introduction to Collaboration and	Wondolleck & Yafee. 2003. Ch. 3

May 26	Conflict Assessment	The Challenge of Collaboration; The Consensus Building Handbook Ch 2 (p. 100 - p.120 up to Phase 4) <b>-weekly reading question</b>
4 June 2	Power and Trust	Davenport et al. 2007 Building trust with nr mgmt.; Winter et al. 2004 Examining social trust in fuels management strategies <b>-weekly reading question</b>
<b>Assignment:</b> Conflict History / Context of Case Study		
<b>3. IDENTIFYING AND ANALYZING CONFLICT</b>		
5 June 9	Stakeholders and Values	Trainor. 2006. Realms of Value; interviewing section in Carpenter & Kennedy (p. 77-84)
<b>Assignment:</b> Stakeholder Analysis / Conflict Parties of Case Study		
6 June 16	Framing and reframing	Elliot et al. 2003. Ch. 1 (p. 11-34) Framing of environ disputes; Gray. 2004. Strong opposition: frame- based resistance to collaboration <b>-weekly reading question</b>
<b>Summer Break June 23 - 27</b>		
<b>4. NEGOTIATION TOOLS</b>		
7 June 30	Effective Negotiation: interests/positions, separating people from the problem	Getting to Yes: Ch. 2, 3  <b>-send instructor interview info (who and question outline)</b>
<b>Assignment:</b> Issues Analysis of Case Study		
8 July 7	Effective Negotiation: mutual gain, objective criteria, BATNA	Getting to Yes: Ch. 4, 5, 6
<b>Assignment:</b> Constraints / Opportunities to Applying Collaboration		
<b>5. INVOLVING PEOPLE</b>		
9 July 14	Involving the Public and Dealing with Difficult People	Wondolleck et al. 1996. Teetering at the top; Thompson et al. 2005. Lessons learned from community forestry - Getting to Yes: Ch. 7, 8 <b>-weekly reading question</b>
<b>Assignment:</b> Map Areas of agreement / disagreement of case study		

6. EVOLVING MANAGEMENT APPROACHES		
10 July 21	The Use of Science in Collaborative Processes	Ozawa. 1996. Science in environmental conflicts <b>-weekly reading question</b>
11 July 28	Co-management	Miller et al. 2010. Fishsmart <b>-weekly reading question</b>
<b>Assignment:</b> summary of meeting where conflict is addressed; summary of 2 interviews conducted of case study		
12 August 4	Community-based Management	Kellert et al. 2000. CNRM: Promise, rhetoric, and reality
FINALS WEEK	Final Conflict Assessment Plan	<b>Due: Friday, Aug 8 by 11:59 pm</b>

**Note:** Other articles, readings and web links may compliment assigned readings

**Syllabus Change:** The instructor reserves the right to adjust the syllabus in any way to preserve the integrity of the course.

**READINGS** (with exception of Fisher & Ury's *Getting to Yes*, all readings are provided in Sakai)

Berkes, F. 2009. Evolution of co-management: Role of knowledge generation, bridging organizations and social learning *Journal of Environmental Management* 90: 1692-1702

Carpenter, S. and W.J.D. Kennedy. 1988. *Managing public disputes: A Practical guide to handling conflict and reaching agreements*. San Francisco: Jossey-Bass

Davenport, M.A.; J.E. Leahy; D. H. Anderson; P.J. Jakes. 2007 Building trust in natural resource management within local communities: A Case study of the Midewin National Tallgrass Prairie *Environmental Management* 39:353–368

Elliott, M.; B. Gray, & R. J. Lewicki. 2003. *Making sense of intractable environmental conflicts: Concepts and cases*. Washington, D.C.: Island Press.

Fisher, S. 2011. Fishers of nation's largest salmon run fight proposed mine. National Geographic Daily News web article.

Fisher, R. and W. Ury. 1991. *Getting to Yes*. 2nd Ed. New York: Penguin Books

Gray, B. 2004. Strong opposition: frame-based resistance to collaboration. *Journal of Community & Applied Social Psychology* 14:166–176

- Kellert, S.R.; J.N. Mehta; S.A. Ebbin; L.L. Lichtenfeld. 2000. Community natural resource management: Promise, rhetoric, and reality *Society & Natural Resources* 13(8):705-715
- Miller, T.J.; J.A. Blair; T.F. Ihde; R.M. Jones; D.H. Secor; M.J. Wilberg. 2010. FishSmart: An Innovative role for science in stakeholder-centered approaches to fisheries management *Fisheries* 35(9):424-433
- Ozawa, C.P. 1996. Science in environmental conflicts *Sociological Perspectives* 39(2): 219-230.
- Susskind, Lawrence E., Sarah McKearnen, and Jennifer Thomas-Lamar. 1999. *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement*. Sage Publications
- Thompson, J. R., Elmendorf, W. F., McDonough, M. H., & Burban, L. L. 2005. Participation and conflict: Lessons learned from community forestry. *Journal of Forestry*, 103(4), 174-178.
- Trainor, S.F. 2006. Realms of value: Conflicting natural resource values and incommensurability *Environmental Values* 15: 3-29
- Winter G, Vogt CA, McCaffrey (2004) Examining social trust in fuels management strategies. *Journal of Forestry* 102(6):8-15
- Wondolleck, Julia, and Steven Yafee. 2000. *Making Collaboration Work: Lessons from Innovation in Natural Resource Management*. Island Press, Washington, DC
- Wondolleck, J.M.; N. J. Manring; J.E. Crowfoot. 1996. Teetering at the top of the ladder: The Experience of citizen group participants in alternative dispute resolution processes *Sociological Perspectives* 39(2):249-262

## **ADDITIONAL INFORMATION**

### *Academic Honesty:*

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *"I understand the University of Florida expects it students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."* Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is to be assumed all work will be completed

independently unless the assignment is defined as group project, in writing by the professor. 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 crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling: [www.hsc.ufl.edu/shcc/smhs.htm](http://www.hsc.ufl.edu/shcc/smhs.htm)
3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and
4. *Career Resource Center*, Reitz Union, 392-1601, career assistance and counseling.

*Students with Disabilities Act:*

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. *Dean of Students Office*, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu).