

FNR 6061 Conflict and Collaboration in Natural Resources

School of Forest Resources & Conservation

University of Florida

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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

Fisher, R. and W. Ury. 2011. *Getting to Yes*. 2nd Ed. New York: Penguin Books.

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>.

1. Click this link to join the 2017 Conflict and Collaboration VoiceThread Group:
<https://ufl.voicethread.com/groups/subscribe/1049921/edb4c8a26/>
2. Login with your gatorlink information (i.e., don't create a new account)
3. Watch the Create and Comment tutorials within the group
4. Use your webcam/headset to create a video to introduce yourself. Include your name, your location, your interests in natural resources and/or conflict, and an interesting fun fact about yourself that you'd like to share with your fellow students
5. When your VoiceThread is finished, share it by dragging and dropping it into the 2017 Conflict and Collaboration VoiceThread Group
6. Watch your classmates' intros in VoiceThread, and comment on at least two
7. If you have tech-related questions about this assignment, please post in the Technical Support Discussion, where technical staff can assist.

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.

In addition, you will be expected to respond to another student's weekly discussion 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 meant to foster interaction between you, the readings, others in the course, and the instructor.

Unit Application Assignments

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. 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, a 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 (Sunday, May 21)

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.

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. Both of these components will have detailed assignment

In addition to your conflict assessment plan, at the end of the semester each student will also submit a 3-minute VoiceThread video summary of their case study.

GRADING

Assignment	Possible Points
VoiceThread introduction video	10 points
Responses to weekly reading questions (n=8 weeks at 10 points per week)	80
Responses to student comments (n=8 weeks at 10 points per week)	80
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
Conflict Assessment Plan paper	100 points
VoiceThread presentation and summary of case	20 points
	Total Points Available = 385 points

Final Grade Calculations

A	347 and above	C	270-288
B+	328-346	D+	251-269
B	308-327	D	231-250
C+	289-307	F	249 and below

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

Training Programs

Community Provider Database

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

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

Week	Unit	Readings and Assignments
<p style="text-align: center;">1 May 9</p>	<p style="text-align: center;">The Nature of Conflict</p>	<p>Fisher. 2011. Fishers of Nation's Largest Salmon Run Fight Proposed Mine. Watch short YouTube video on the Pebble Mine issue (Canvas link)</p> <p>*Weekly reading question response and response to student comments due *VoiceThread introductions due by May 14th</p>
<p style="text-align: center;">2 May 15</p>	<p style="text-align: center;">Conflict Management</p>	<p>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)</p> <p>*1-page case study proposal due by Sunday 21st *Weekly reading question response and response to student comments due</p>
<p style="text-align: center;">3 May 22</p>	<p style="text-align: center;">Introduction to Conflict and Collaboration Assessment</p>	<p>Wondolleck & Yafee. 2003. Ch. 3 The Challenge of Collaboration The Consensus Building Handbook Ch 2 (p. 100 - p.120 up to Phase 4)</p> <p>*Weekly reading question response and response to student comments due</p>
<p style="text-align: center;">4 May 29</p>	<p style="text-align: center;">Power and Trust</p>	<p>Davenport et al. 2007 Building trust with Natural Resource Management Winter et al. 2004 Examining social trust in fuels management strategies</p> <p>* Conflict History and Case Study Overview due by June 4th</p>
<p style="text-align: center;">5 June 5</p>	<p style="text-align: center;">Stakeholders and Values</p>	<p>Trainor. 2006. Realms of Value Interviewing section in Carpenter & Kennedy (p. 77-84)</p> <p>*Assignment 2: Stakeholder Analysis / Conflict Parties due by June 11th</p>
<p style="text-align: center;">6 June 12</p>	<p style="text-align: center;">Framing and Reframing</p>	<p>Elliot et al. 2003. Ch. 1 (p. 11-34) Framing of environ disputes Gray. 2004. Strong opposition: frame-based resistance to collaboration YouTube video on Mountaintop removal</p>

		*Weekly reading question response and response to student comments due
7 June 19	Effective Negotiation: Part 1	Getting to Yes: Chapters 1, 2, and 3 *Interview info (who and why question outline) AND Issues Analysis due by June 25th
8 June 26	Effective Negotiation: Part 2	Getting to Yes: Chapters 4, 5, and 6 *Weekly reading question response and response to student comments due
9 July 3	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: Chapters 7 and 8 *Weekly reading question response and response to student comments due
10 July 10	The Use of Science in Collaborative Processes	Ozawa. 1996. Science in environmental conflicts *Weekly reading question response and response to student comments due
11 July 17	Co-Management	Miller et al. 2010. Fishsmart Plummer and Fitzgibbon 2004 *Weekly reading question response and response to student comments due
12 July 24	Community Based Management	Kellert et al. 2000. CNRM: Promise, rhetoric, and reality Berkes 2004
13 July 31	Course Wrap Up and Final Projects	Final Conflict Assessment Plan Due: Wednesday, August 2nd VoiceThread video summary of conflict Due: Thursday Aug 3rd