

**Conflict and Collaboration Management
(LAS 6291) Spring 2006**

COURSE ASSIGNMENTS

Students will be evaluated based upon the following five criteria, each of which will be explained in more detail in class:

1. **Class participation (25%):** Attendance is critical. One excused absence is allowed though not encouraged. Students are required to critically read all assigned materials prior to class and participate actively (in your own way) in class discussions and small/large group activities* including simulations and role plays. Students will also be required to participate in course “monitoring team” activities. “Participation” will include three individual feedback/reflection opportunities with instructors during the semester.
2. **WebCT/Vista reflection/discussion and Learning Journal (25%):**
 - *WebCT (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 such discussion. To better take advantage of the activities and readings we have selected, students will engage in web-based reflection and discussion, sometimes responding to specific questions, other times reacting to the thoughts of others. The class will be divided into two groups each week with one half assigned to post initial comments (due by Sunday night) and the other half subsequently responding to those comments (due by Tuesday morning). It is expected that participants will review the final WebCT discussion before class each Wednesday. Back and forth dialogue is encouraged.
 - *Learning journals (15%):* ...are designed to help you and us monitor your learning during the semester. Unlike WebCT discussions, learning journals focus on the “Ah-ha!” moments which we have both in and out of class and that have to do with the subjects of this course. Ah-ha moments are those times when something happens to clarify our understanding of an issue or theme, make us look at something in a new way, or suddenly help us link concepts or issues that previously had no connection in our minds. Such moments can happen while reading, attending class, participating in a non-course related activity, talking or listening to someone, writing or simply thinking. They can happen in class, out of class or in other classes. Learning journal thoughts are to be recorded weekly and will be turned in every two weeks during semester. *We may assign expanded Learning Journal entries.*
3. **Conflict analysis exercise and role-play (15%):** Individual students will use conflict assessment tools including stakeholder maps and conflict analysis matrices to describe a natural resources conflict that they are personally familiar with. Based on this “mini-case”, they will select a key mediation or negotiation moment to enact as a role-play in week 8.
4. **Conflict analysis and mediation project (20%):** An important methodological objective of the course is to provide students with as much practical experience as possible during the semester. Although we cannot effectively create real-life conflict or collaboration experiences for each member of the class to analyze and mediate/facilitate,

we can do the next best thing. During the second half of the semester, the class will be divided into two groups, each of which will be responsible for developing a case study based on a situation (real, imagined or fictionalized) of conflict linked to natural resource management. Once completed, these cases will be used to create a mediation exercise. Case studies will be evaluated based on criteria developed by the class.

5. **Practitioner Interview (15%)**: In teams of two, participants in the class will identify (help is available from instructors) *two* separate individuals who have been active in negotiating socio-environmental issues. Interviews will be based upon questions developed in class and will focus on strategies and techniques for negotiation and collaboration. Short +/- two-page reports will summarize the interview and focus on key elements of practice. During the second half of the semester, students will be responsible for short, 5-minute presentations on these key elements as gleaned from the interviews.

**Conflict and Collaboration Management
for Tropical Conservation and Development**
LAS 6291, Spring 2006

COURSE OBJECTIVES

By the end of the course, students will have:

1. Reflected on values, diversity and perceptions, and discussed how factors such as gender, religion, social class, ethnicity, age and education, among others, influence situations of conflict and collaboration linked to natural resources (Pluralism).
2. Actively participated in class discussions and reflections and applied the concepts, skills and techniques of negotiation, facilitation and mediation through role-plays, simulations and other class activities.
3. Used specific conflict assessment tools including stakeholder matrices to analyze a conflict with which they are personally familiar.
4. Engaged in collaborative planning and action through two or more group planning activities.
5. In groups, completed a conflict assessment of an existing natural resource conflict and used it to create a mediation exercise for the students in the class.
6. Kept a *Learning Journal* designed to monitor and enhance their learning, and actively participated in WebCT discussions focused on class activities and readings.
7. Considered the realities of conflict and collaboration management in the tropics and how it relates to their work now and in the future.
8. Interviewed two negotiation practitioners involved in socio-environmental issues and gleaned key elements of practice from the interviews.

SYLLABUS

Conflict and Collaboration Management *for Tropical Conservation and Development*

Course Number: Spring 2006 - LAS 6291 – Section 0366 (3 credits)
Time Period: Wednesday, periods 2-4 (8:30-11:30)
Location: 376 Grinter Hall

Instructors:

Jonathan Dain
388 Grinter Hall
392-6548 (Ext. 810)
jdain@latam.ufl.edu

Franklin Paniagua
397 Grinter Hall
392-0375
franp@ufl.edu

Description:

Conflict is inherent when defining problems, seeking solutions and devising actions for improved tropical conservation and development. It is often described as a major obstacle to progress in conservation and development activities. Conflict can be generated or exacerbated by competing demands for resources, inequalities in power over decision-making, differences in philosophical and operational approaches to problem solving and individual or group perceptions. Such perceptions are often shaped by factors such as gender, religion, class, age and ethnicity. Accepting and analyzing conflict can lead to opportunities for creative management solutions, mutual learning and transformation of conflict into a positive outlet for change. Toward this end, negotiation and collaborative processes are increasingly promoted as effective strategies for adaptively addressing diverse stakeholder perspectives. However, practitioners in the conservation field have been frustrated by the challenges of collaboration which (ironically) have themselves often led conflict. Managing collaboration effectively, like managing conflict, requires attention to context, group dynamics and stakeholder strengths, weaknesses and needs.

This applied course offering will combine ***a focus on practical skill development*** with ***discussion of collaboration and conflict concepts, strategies and tools***. It will enable participants to more effectively analyze and address situations of collaboration and conflict in a variety of cultural contexts. Through simulations, role-plays, selected readings, case studies and other activities, students will strengthen skills relevant to the realities of tropical conservation and development.

Class Modules:

- Introduction
- Negotiation
- Mediation
- Collaboration

Crosscutting Themes:

- Social and Psychological Factors
 - ▶ Religion ▶ Gender ▶ Age
 - ▶ Ethnicity ▶ Origin ▶ Political affiliation
 - ▶ Education ▶ Class ▶ Personal history
- Spatial and temporal scales
- Interpersonal, Intra-group and Large social networks

Learning Approach

- Classes *focus on building practical skills and reflecting* on course themes, activities and readings
- Experiential learning approaches are used
- The course is taught in a way that reflects many of the elements of a collaborative, consensus-building approach to working with people
- We practice “Adaptive Teaching” – we will likely adapt as we go along and get to know the participants and their needs - though we will not stray from the core vision of the course
- The context for cases and discussion is primarily conservation and development scenarios in the tropics
- Know thyself, know others, know groups, know context

	Negotiation	Mediation	Collaboration
Interpersonal	X	X	X
Inter-group	X	X	X
Social Network			X

Week	Activity	Reading (for following week)
1 Introduction Jan 11	Introduction to LAS 6291: <ul style="list-style-type: none"> • Instructors and Participants • Course Syllabus 	
2 Matanal Bay Jan 18	Matanal Bay Simulation	1. <u>Getting to Yes</u> 2. <u>Cultivating Peace</u>
3 Matanal Bay Jan 25	Matanal Bay Simulation	1. <u>Conducting a Conflict Assessment</u> 2. <u>Designing a Consensus Building Process</u> 3. <u>Conflict in the Galapagos</u>
4 Conceptual Framework Feb 1	Matanal Bay Conclusions Present/Practice Framework tools	1. <u>Emotional Intelligence</u> 2. <u>Mkng Sense of Intractable Enviro. Conflicts</u> 3. <u>Though All Things Differ</u> <ul style="list-style-type: none"> • <i>Assign. for next class: Indiv. case analysis</i>
5 Pluralism Feb 8	Pluralism and Framing	<u>A Strategic Approach to Multi-stakeholder Negotiations</u>
6 Negotiation Feb 15	Negotiation Exercise	1. <u>Getting to Yes</u> 2. <u>What's Fair</u>
7 Negotiation Feb 22	Ethics, BATNA and Power relations (Conference – Social Movements)	<u>Getting to Yes</u> <ul style="list-style-type: none"> • <i>Assign. for next class: Individual Role play</i>
8 Negotiation Mar. 1 (Mid point)	Negotiation role-plays Module wrap up	1. <u>Breaking the Impasse</u> 2. <u>Beyond Neutrality (2)</u> 3. <u>Handbook of Dispute Resolution</u>
9 Mediation Mar 8	Introduction to Mediation	1. <u>Breaking the Impasse</u> 2. <u>Preparing for Peace (4-7)</u> 3. <u>The 7 Habits of Highly...</u>
Mar 15	NO CLASS – SPRING BREAK	
10 Mediation Mar 22	Mediation Listening skills	<u>Preparing for Peace (8-12)</u>
11 Mediation Mar 29	Mediation, Role play exercise II, Module wrap up	1. <u>Common property, conflict...Galapagos</u> 2. <u>Making Collaboration Work (1-3)</u> 3. <u>Facil. Guide to Partic. Decision-making</u>
12 Collaboration Apr 5	Introduction to Collaboration Intervention strategies and techniques	1. <u>Cultivating Peace</u> 2. <u>Though All Things Differ</u>
13 Collaboration Apr 12	Training workshops to foster collaboration, research as mediation module wrap up	1. <u>Compass and Gyroscope (4)</u> 2. <u>Though All Things Differ</u> <ul style="list-style-type: none"> • <i>Assign. for next class: mediation projects</i>
13 Group Projects Apr 19	Group projects facilitation/mediation	
15 Conclusions Apr 26	<ul style="list-style-type: none"> • Conclusions • Evaluation • Next steps 	