

# SYLLABUS

## Conflict Management and Collaboration

*for Tropical Conservation and Development*

**Course Number:** Spring 2023 - LAS 6291 – Sec 6304 (3 credits)  
**Time & Location:** Mondays, periods 6-8 (12:50-3:50) 376 Grinter Hall  
**Instructor:** Jonathan Dain - 388 Grinter Hall: 273-4713 - [jdain@latam.ufl.edu](mailto: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, thorny issues, and complex histories. Strong disagreements among stakeholders can derail even the best of initiatives if left unaddressed, yet most professionals in the field have little to no training in conflict management – or collaboration. Whether disputes are over water and land use, endangered species, human rights 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 and of collaboration.

**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 below):

Class participation	20%	20 points
Canvas online discussion of readings	15%	15 points
Learning Journal	15%	15 points
Meeting/Dialogue/Process design	15%	15 points
Conflict assessment (Part I)	15%	15 points
Mediation Scenarios* (Part II)	15%	15 points
Mediation Role Playing* (Part III)	5%	5 points
<b>TOTAL</b>	<b>100%</b>	<b>100 points</b>

## \*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. Consider 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.
7. Plan for and engage in integrative, interests-based negotiation.
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 stakeholder meetings, dialogues or processes appropriate to the situation and issue(s) being addressed.
11. Apply the basic elements of mediation to help parties work through disagreements
12. Consider when reconciliation strategies may be required to overcome distrust
13. Employ techniques/strategies for addressing difficult group and interpersonal dynamics based on identification of root causes.
14. Identify strategies for working with people you dislike or with whom you disagree.
15. Recognize that many conflicts have historical contexts 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 and/or mutual respect 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.*

### Class Schedule\*

Date	Topic	Readings/Videos/Podcasts required before class	Concept/Tool/Skill	Activities	Assignment Due
1. Jan 9	Introductions  Introduction to Conflict Mgt Class	None	-Building Trust: <ul style="list-style-type: none"> <li>• -Ice breakers</li> <li>• -Expectations</li> <li>• -Food</li> <li>• -Norms &amp; Room</li> </ul> What is Conflict?	-Floor map -Objectives, Expect. , -Syllabus/Assign. -Norms  Define conflict & collaboration?	-Sign-ups: <ul style="list-style-type: none"> <li>• Snack</li> <li>• Indiv Mtng</li> <li>• Canvas facilitation</li> </ul> Pre-class questionnaire
2. Jan 23	Conflict analysis basics: The $\Delta$ of Needs and Interests	-E.O Wilson <i>Evolution and Our Inner Conflict</i> -Redpath et al: An Intro to Conservation Conflicts -Levin et. al. <i>Perception and Conflict in Conservation: The Rashoman Effect</i>  Case study: TBD	Positions/Interests  Stakeholders  The Triangle of Needs and Interests	The Orange  Intro to Conflict Analysis  Introduce assignments: 1) Conflict Analysis & 2) Interview or Process design	-LJ 1 (Learning Objectives)  -Individual Mtng I
3. Jan 30	Other roots of Conflict  Conflict Analysis	Matiro (FAO) Conflict and NRM  Madden/McQuinn Conservation Blindspot:	Circle of Conflict  Conservation Conflict Transformation  Levels of Conflict Model/ Temporal Aspects	Intro to and application of Analysis Framework(s) & Situation Assessment matrix  Discuss assignments 1. Conflict Assessment topic Interview/Process design assigned	-LJ 3  - Canvas Facilitation  <b>-E-mail C. Analysis topic to Instructor (proposed)</b>
4. Feb 6	Experiencing Contentious Natural Resource Disputes	“Fracked” simulation context and roles”  Reed: Stakeholder participation for environmental management: A literature review	Complexity of environmental conflicts  Negotiation	“Fracked”: Multi-stakeholder negotiation simulation  -Simulation debrief	-Prep for Simulation  -LJ 2
5. Feb 13	Values and Perceptions  Listening	Covey, S. R. Habit 5: Empathic Listening  TED Radio Hour: <i>Dialogue and Exchange</i> :  Podcast: <i>The Mind of the Village</i>	Seek 1 <sup>st</sup> to Understand/ Empathic Listening  Bias	Drama by the River  Listening Exercise	-LJ 4 - Canvas Facilitation

6.	Feb 20	Multi-Stakeholder Processes and Collaboration*	Gray and Purdy. <u>Collaborating for our Future</u>  Farrell, Suiter & Harris. 'Systematizing' constitutional deliberation: the 2016–18 citizens' assembly in Ireland	*T-Labs & Deliberative Democracy – TBD  Multi-stakeholder processes	Guest: Dr. Marcela Marquez, Austral University of Chile	-LJ 5  -Canvas Facilitation  -Interview/Process design proposal due
7.	Feb 27	Power, Intersectionality & Conflict  Mind-Term Review	1. Purdy. <i>Power In Collab Governance</i> 2. Coleman. <i>Power and Conflict</i> .  Gallo. <i>How to disagree w/ Someone More Powerful</i> (HBR)	Sources and uses of Power  Timeline Tool	Power analysis exercise  <b>-Group Mediation Projects Assigned (explained)</b>	-LJ 6 -Canvas Facilitation  <b>-Individual case analysis due</b>
8.	Mar 6	Integrative Negotiation	Lewiscki and Tomlinson <u>Negotiation</u> ,  Ury (TED Talk) The Walk from “No” to “Yes”.  Lederach <u>Preparing for Peace</u>	Interests-based negotiation  BATNA/WATNA  Elicitive vs. Prescriptive approaches	Negotiation Role-play  Facilitated Discussion  Rufini - Indigenous Justice in Bolivia <a href="https://www.youtube.com/watch?v=hfmAGKi1udg">https://www.youtube.com/watch?v=hfmAGKi1udg</a>	-LJ 7  -Canvas Facilitation
SPRING BREAK – MARCH 13-17						
9.	Mar 20	“Framing” and Language	William Ury <i>Getting Past No</i>  GLAAD. <i>The Art and Science of Framing an Issue</i>  Optional: Barbara Gray. <b>Chapter 1.</b> Framing of Environmental Disputes.	Issue/Situation Framing & Re-framing  Conflict words	Framing/re-framing exercise  <b>-Group Mediation cases selected</b>	-LJ 8  -Canvas Facilitation  <b>-Interview report or Process design due</b>
10.	Mar 27	Meeting Design	Kaner, <i>Facilitator's guide to participatory decision-making</i>  Tierney. <i>Decision Fatigue</i> (NYT)  How to Make Meetings Less Terrible <a href="http://freakonomics.com/podcast/meetings/">http://freakonomics.com/podcast/meetings/</a>	Meeting planning Facilitating dialogue Meetings as C Mgt	Design Meeting  <b>-Group Mediation cases selected (I was late...)</b>	-LJ 9 -Canvas Facilitation -Design activity assigned

11. Apr 3	Facilitation + Dealing with Challenging Behaviors and Dynamics	Kaner, <i>Facilitator's guide to participatory decision-making</i> .  Bens. <i>Facilitating with Ease</i>  TED Talk Susan Cain: Introverts	Task & Maintenance behaviors  Addressing difficult dynamics  Groan Zone	Consensus Role play (lost in Jungle)  Facilitation Practice  Challenging Behaviors exercise	-LJ10  -Canvas Facilitation  <b>-Group Mediation role-play due (written)</b> <b><u>APRIL 8<sup>th</sup> (extended due date)</u></b>
12. Apr 10	Mediating Disputes and Defusing Contentious Situations	Beer. The Mediation Session.  Bush and Folger. The Mediation Movement: Four divergent views  Mayer. <i>Neutrality and Advocacy</i>	Mediation Practice  Impartiality & Neutrality  Listening for needs and interests	Mediation Simulation	-LJ 11  -Canvas Facilitation  <b>-Group Mediation roles assigned)</b>
13. Apr 17	Pulling it All Together	TBA - Group projects: <ul style="list-style-type: none"> <li>• Facilitation</li> <li>• Mediation</li> <li>• Negotiation</li> </ul>	Negotiation and Mediation Practice: Pulling it all together	<b>Mediated group role-play(s)</b>	Indiv. meeting II  -LJ 12  - Canvas Facilitation
14. Apr 24	What have we learned and how?	None	Wrapping it Up: <ul style="list-style-type: none"> <li>• Conclusions</li> <li>• Evaluation</li> <li>• Next Steps</li> </ul>	-Class review -Evaluation -Commitments	<b>-Final LJ due</b> <i>Narrative: Evolution of thought Re: C. Mgt</i>  -Individual meeting II  -Roleplay reflection due

\*The instructor reserves the right to make minor changes to the syllabus to reflect the needs/interests of class participants. Should that happen, class participants will be advised in advance.

### Learning Approach

- Focus on building practical skills and systematic reflection via experiential learning
- 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

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% - See Rubric):** Attendance is critical. One excused absence is allowed although not encouraged. Additional missed classes\* mean a drop in grade. Students are required to critically read all assigned materials prior to class and participate (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 (January/April). [\*non-emergency]

### **II. On-Line Canvas discussion (15% - See Rubric):**

The learning that takes place in class and through readings and other materials is greatly enhanced by active discussion. Unfortunately, a once-per-week class rarely allows adequate time for dialogue. To better take advantage of the activities and background materials 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.

**They will post the questions/assignment by Thursday at midnight. All postings by class members must be completed by Sunday at noon.**

It is expected that participants will review everyone's on-line postings before each Monday class; during class, the instructor will take 10-15 minutes to run a discussion or activity to help summarize the Canvas discussion. Back and forth dialogue is strongly encouraged on Canvas and postings should reflect your reaction to how readings/podcasts/videos relate to class themes and/or to experiences you may have had:

- Ex: "I was listening to the podcast on X and was struck by the focus on positions expressed by Y, it seemed like they were unwilling to consider other perspectives". Did anyone else feel that way or does anyone see it differently?
- Postings should **not** be summaries of readings, etc. : Ex: "Shuman lists five ways to encourage dialogue, they are: 1) Provide a..."
- *As always in such discussions, follow the basic rule of thumb: "Tough on issues, soft on people"*

**III. Learning Journal (15% - See Rubric):** (LJs) are designed to help you - and me - monitor your learning during the semester. Unlike Canvas discussions, learning journals focus on "Ah-ha moments," questions, observations, and experiences. Reflections can be inspired by readings, class activities, "daily life" 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 and will apply the framework from last class to help me...").

Learning journals are confidential and will be seen only by the instructor. They are to be turned in weekly. Some students write a paragraph, others 3+ paragraphs and others prefer a few succinct but detailed bullet points. The important thing is that YOU find it useful, and YOU can understand its meaning when you re-read it a few months from now. During the semester I may assign an expanded Learning Journal if there is an opportunity/need. LJs should be submitted **to Canvas by 11:59pm on the Wednesday after class.**

**IV. Practitioner Interview or Process design (15% - 15 points total): *Report Due March 20<sup>th</sup>*** - In teams of two, participants in the class will: 1) interview an individual who has been active in negotiating socio-environmental or other conflictive issues, or who has been active in forming effective socio-environmental partnerships, or 2) Design a process to help competing stakeholders find common ground in response a multiparty problem. For those choosing interviews, questions will focus on strategies, techniques and lessons-learned for negotiation and collaboration. Those electing to design a multi-stakeholder process will identify a situation they are familiar with and imagine they have been hired to conduct an intervention.

**V. Conflict Analysis, Scenario and Simulation (35%: 3-part project – 350 points total)**

- **Project Part 1: Conflict Analysis (15% - 150 points total): *Due Feb 27<sup>th</sup>***. Individually, students will describe and analyze a natural resource conflict using organization/analysis tools (See project description). Analyses should be concise yet thorough.
- **Project Part 2: Developing Mediation Scenarios (15% - 150 points total): *Due April 3<sup>rd</sup>***. 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 in teams. During the second half of the semester, the class will be divided into 3-4 groups, each of which will be responsible for developing and submitting a mediation scenario (role-playable case study) based on the conflict analysis of one of its members. One or more of these simulations will be selected to be role-played in class (Project Part 3 – April 14<sup>th</sup>). Each individual member of the class will submit a personal reflection based on their experience developing the role plays (Due April 21<sup>st</sup>).
- **Project Part 3: Mediation Role-Play (5% - 50 points total): *On April 17<sup>th</sup>***. 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, participants in the class will attempt to work through a conflict by assuming the role of one of the stakeholders in the conflict or acting as a mediator or observer. Role-play experiences will be discussed in class discussion and through the above-mentioned personal reflections, which each student will submit individually.

## Readings and other Resources

Readings will be modified based on student needs and interests

Students are welcome and encouraged to suggest readings/videos/podcasts/etc. that are related to the course materials

### Week 2 – Conflict Management Basics; the Triangle of Needs and Interests - January 30

- Wilson, E.O. (2014). *Evolution and Our Inner Conflict*. Chapter 3 in The Meaning of Human Existence. Liveright Publishing, New York
- Redpath, S. M., R.J. Gutierrez, Kevin A. Wood and Juliette C. Young (2015). *An Introduction to Conservation Conflicts*. Chapter 1 in Conflicts in Conservation; Navigating towards Solutions. Cambridge University Press. Cambridge, United Kingdom
- Levin, P.S., Steven Gray, Christian Mollmann, and Adrian Stier (2021). *Perception and Conflict in Conservation: The Rashoman Effect*. Bioscience; vol. 71, No. 1 <https://academic.oup.com/bioscience/article/71/1/64/5933871?login=true>

### Week 3 – Experiencing Contentious Natural Resource Disputes – January 23

- Madden, Francine & Brian McQuinn (2014) *Conservation Blindspot: The case for conflict transformation in wildlife conservation*. Biological Conservation 178 (2014) 97–106
- Matiro, Violet and Peter Casey (2000) Conflict & Natural Resource Management. Rome: Food and Agriculture Organization of the United Nations. <http://www.fao.org/forestry/21572-0d9d4b43a56ac49880557f4ebaa3534e3.pdf>
- Iokiñe Rodríguez , Bjørn Sletto , Bibiana Bilbao , Isabelle Sánchez-Rose & Alejandra Leal (2013): Speaking of Fire: Reflexive Governance in Landscapes of Social Change and Shifting Local Identities, Journal of Environmental Policy & Planning: <http://dx.doi.org/10.1080/1523908X.2013.766579>
- Optional: [1] Rogers, P. (2015) *Peace Research and Conservation Conflicts*. Chapter 12 In: Conflicts in Conservation, Navigating towards Solutions Redpath et al. (Eds). Cambridge University Press, UK; [2] Wehrmann, B. (2017) *Understanding, preventing and solving land conflicts; A practical guide and toolbox*. GIZ. <https://www.escri-net.org/sites/default/files/landconflictsguide-web-20170413.pdf>; [3] Lederach, J.P. (2005) *On touching the Moral Imagination*. Chapter 2 in: *The Moral Imagination*. Oxford University Press; [4] Deutch, M. (2014) *Justice and Conflict*. Chpt 1 in The Handbook of Conflict Resolution Theory and Practice. Jossey Bass, SF

### Week 4 – Conflict Frameworks and Analysis – February 6

- “Fracked” simulation - context and roles
- Reed, Mark S. (2008) Stakeholder participation for environmental management: A literature review. Biological Conservation, 141(2008) 2417-2431 <https://www.sciencedirect.com/science/article/pii/S0006320708002693>



- Optional: Kreiburg, L. (2009) *The Evolution of Conflict Resolution*. Chapter 1 in: Bercovitch, J., Ictor Kremenyuk and I. William Zartman (Eds.) The Sage Handbook of Conflict Resolution. Thousand Oaks. Ca: Sage

### **Week 5 – Values and Perceptions + Empathic Listening – February 13**

- Covey, S. R. (1989) *The 7 Habits of Highly Effective People* (Chapter 5 – Seek 1<sup>st</sup> to Understand) Simon & Schuster, NY, NY
- Vedantam, C. (March 9, 2018) *The Mind of the Village*. Hidden Brain podcast. NPR. <https://www.npr.org/2018/03/09/591895426/the-mind-of-the-village-understanding-our-implicit-biases>
- TED Radio Hour (October 27, 2017). *Dialogue and Exchange*: <https://www.npr.org/programs/ted-radio-hour/558307433>
- Optional:
  - Ury, William (TED Talk – October 2010): The Walk from “No” to “Yes”. [http://www.ted.com/talks/lang/en/william\\_ury.html](http://www.ted.com/talks/lang/en/william_ury.html)
  - Lederach, John Paul (1986) Preparing for Peace: Conflict Transformation Across Cultures. Syracuse Univ. Press, Syracuse, NY

### **Week 6 – Multi-Stakeholder Processes & Collaboration - February 20**

- Gray and Purdy (2018). *Conflict in Multistakeholder Partnerships*. Chpt 6 in: Collaborating for our Future. Oxford Press, UK
- David M. Farrell, Jane Suiter & Clodagh Harris (2019) ‘Systematizing’ constitutional deliberation: the 2016–18 citizens’ assembly in Ireland, *Irish Political Studies*, 34:1, 113–123, DOI: 10.1080/07907184.2018.1534832: <https://doi.org/10.1080/07907184.2018.1534832>
- Optional: The MSP Guide: How to design and facilitate Multi-Stakeholder Partnerships (2015) Brouwer, Herman, J. Woodhill, M. Hemmati, K. Verhoosel, S. van Vugt. Wageningen, UR <http://www.mspguide.org/msp-guide>

### **Week 7 – Power & Conflict – February 27**

- Coleman, P. T. (2014) *Power and Conflict*. Chpt. 6 in The Handbook of Conflict Resolution Theory and Practice. Jossey Bass, SF
- Gallo, A. (2018) *How to disagree w/ Someone More Powerful*. HBR <https://hbr.org/2016/03/how-to-disagree-with-someone-more-powerful-than-you>
- Ford JK, Riley SJ, Lauricella TK and Van Fossen JA (2020). *Factors affecting trust among natural resources stakeholders, partners, and strategic alliance members: A meta-analytic investigation*. *Front. Commun.* 5:9. Doi10.3389/fcomm.2020.00009. <https://www.canr.msu.edu/fw/Ford%20et%20al%202020%20Trust%20meta%20analysis.pdf>
- Optional:
  - Bradley, A. *Did we forget about power? Reintroducing concepts of power for justice, equality and peace*. Chpt. 3.1 in: Rosemary McGee and J. Pettit eds. (2020) Power, Empowerment and Social Change. Routledge Press, NY, NY
  - Gaventa, J. (2020) *Applying power analysis: Using the ‘PowerCube’ to explore forms, levels and spaces*. Chpt. 3.2 in: Rosemary McGee and J. Pettit eds. (2020) Power, Empowerment and Social Change. Routledge Press, NY, NY

- Colfer, C.J.P.; Sijapati Basnett, B.; Ihalainen, M. (2018). Intersectionality is important for forests too; and five ways to see it more clearly. CIFOR Occasional Paper no. 184. Center for International Forestry Research (CIFOR), Bogor, Indonesia  
[https://forestsnews.cifor.org/57095/intersectionality-is-important-for-forests-too?fnl=en&utm\\_source=General+contacts&utm\\_campaign=0f0601d180-CIFOR News Update July 2018&utm\\_medium=email&utm\\_term=0\\_282b77c295-0f0601d180-117251009](https://forestsnews.cifor.org/57095/intersectionality-is-important-for-forests-too?fnl=en&utm_source=General+contacts&utm_campaign=0f0601d180-CIFOR+News+Update+July+2018&utm_medium=email&utm_term=0_282b77c295-0f0601d180-117251009)

### **Week 8 – Integrative Negotiation – March 6 (Mid-term)**

- Lewicki and Tomlinson (2014) *Negotiation*, Chapter 33 from: The Handbook of Conflict Resolution, Theory and Practice. Jossey Bass

### **SPRING BREAK MARCH 13-17**

### **Week 9 – Framing and Language, Mid-Term Review – March 20**

- Ury, William (1993) Getting Past No. Reframing - Chapter 7. Bantam, NY
- Gray, B. *Framing of Environmental Disputes*. In: Lewicki, R.J, Gray and Elliott (eds) Making Sense of Environmental Conflicts (2003) Island Press, Washington D.C.
- Galinsky A. & M. Schweitzer (2015) *How Names Can Bond and Bully*. Chpt. 5 in: Friend & Foe: When to Cooperate, When to Compete, and How to Succeed at Both. Crown Business, New York
- Badgett, M. V. Lee (2016) How to communicate research results beyond academe (essay)\_Inside Higher Ed
- GLAAD. *The Art and Science of Framing an Issue*

### **Week 10 – Meeting Design – March 27**

- Kaner, S., Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (2014). *Effective Agendas*. Chapter 11 (pp. 161-176) in Facilitator's Guide to Participatory Decision-Making. John Wiley and Sons, San Francisco.
- Freakonomics Podcast: How to Make Meetings Less Terrible <http://freakonomics.com/podcast/meetings/>
- Tierney, J. *Do you suffer from Decision Fatigue?* (August 17, 2011). New York Times.  
<https://www.nytimes.com/2011/08/21/magazine/do-you-suffer-from-decision-fatigue.html>

**Week 11 – Mediating Disputes and Defusing Contentious Situations – April 3**

- Beer, J. (1997). *The Mediation Session*. Chapter 2 in: *The Mediator's Handbook* (3rd ed.). Gabriola Island, BC: New Society Publishers
- Bush, R. and J.P. Folger (1994). *The Mediation Movement: Four divergent views*. Chapter 1 in: The Promise of Mediation. Jossey-Bass, San Francisco
- Meyer, B. (2004) *Neutrality and Advocacy*. Chapter 7 in: *Beyond Neutrality: Confronting the Crisis in Conflict Resolution*

**Week 12 – Facilitation & Dealing with challenging Behaviors and Dynamics – April 10**

- Bens, Ingrid (2012) *Facilitating with Ease*. Jossey Bass, San Francisco. (Chpt 7)
- Kaner, S., Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (2014) Creative Reframing - Chapter 17 in *Facilitator's Guide to Participatory Decision-Making*, John Wiley and Sons, San Francisco.
- Optional: Cain, Susan (Feb 2012). The power of introverts. TED Talk: [https://www.ted.com/talks/susan\\_cain\\_the\\_power\\_of\\_introverts](https://www.ted.com/talks/susan_cain_the_power_of_introverts)

**Week 13 — Pulling it All Together – Negotiation simulations April 17**

**Week 14 – What have we learned and how; Conclusions, Feedback and Evaluation – April 21**

**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.

Other important information:

- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- Current UF grading policies: [catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/).
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

The University of Florida has counseling and wellness 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:

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).
- *University Police Department:* Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).
- *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