

# **FNR 6061 Conflict and Collaboration in Natural Resources**

**School of Forest, Fisheries, and Geomatics Sciences**  
**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 2021 Conflict and Collaboration VoiceThread Group:**  
<https://ufl.voicethread.com/myvoice/group/23577937>
  - a. Login with your gatorlink information (i.e., don't create a new account)
  - b. Watch the Create and Comment tutorials within the group
  - c. 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
  - d. When your VoiceThread is finished, share it by dragging and dropping it into the 2021 Conflict and Collaboration VoiceThread Group
  - e. Watch your classmates' intros in VoiceThread, and comment on at least two

- f. 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.

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 meant to foster interaction between you, the readings, others in the course, and the instructor.

The discussions this semester will be moderated and graded by our wonderful TA, Jesse Scott.

### ***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 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.

### ***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***

During the semester, you will interview three people (stakeholders) that represent different perspectives in your conflict case study. ***Due to ongoing social distancing issues, these should be conducted either using physical distancing or by phone or Zoom.*** 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.

### ***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 Interviews***

This assignment will include a summary of three interviews with stakeholders from differing sides:

- Indicate the people who were interviewed, the date they were interviewed
- Include an outline of the questions asked
- Summarize the major points of the interview responses

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.

### GRADING

Assignment	Possible Points
VoiceThread introduction video	10 points
Responses to weekly reading questions (n=8 weeks at 10 points per week)	80 points
Responses to student comments (n=8 weeks at 10 points per week)	80 points
<b><i>Unit Application Assignments</i></b>	
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 interviews	10 points
Conflict assessment plan paper	100 points
VoiceThread presentation and summary of case	20 points
<b>Total Points Available = 440 points</b>	

#### *Final Grade Calculations*

A	396 and above	C	308-329
B+	374-395	D+	286-307
B	352-373	D	264-285
C+	330-351	F	263 and below

### ***POLICIES AND REQUIREMENTS***

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be clearly communicated in advance through Canvas.

#### ***Late Submissions & Make-up Requests***

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up

exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues **MUST** be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration. For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

### ***Communication Courtesy and Professionalism***

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. **Respect for individual differences and alternative viewpoints will be maintained in this class at all times.** All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

### ***Semester Evaluation Process***

Student assessment of instruction is an important part of efforts to improve teaching and learning. **At approximately the mid-point of the semester**, the School of Forest, Fisheries, & Geomatics Sciences will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation! **At the end of the semester**, 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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### ***Academic Honesty Policy***

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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."*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, 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 assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments,

papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

### ***Inclusive Learning Environment***

This course embraces the University of Florida's Non-Discrimination Policy, which reads, *The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.*

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: <http://multicultural.ufl.edu>.

### ***Services for 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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

### ***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***

For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu) | (352) 392-HELP - select option 2 | <http://elearning.ufl.edu>
- Library Help Desk support <http://cms.uflib.ufl.edu/ask>

- SFFGS Academic Hub <https://ufl.instructure.com/courses/303721>

### ***Student Life, Wellness, and Counseling Help***

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.

- Counseling and Wellness resources <http://www.counseling.ufl.edu/cwc/>
- U Matter, We Care <http://www.umatter.ufl.edu/>
- Career Connections Center <http://career.ufl.edu/>
- Other resources are available at <http://www.distance.ufl.edu/getting-help> for online students.

### ***Student Complaint Process***

The School of Forest, Fisheries, & Geomatics Sciences cares about your experience and we will make every effort to address course concerns. We request that our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. You can also [submit feedback anytime](#).

If you have a more urgent concern, your first point of contact should be the Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- Students in online courses: <http://www.distance.ufl.edu/student-complaint-process>
- Students in face-to-face courses: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

## Course Schedule

Week	Unit	Readings and Assignments
1 May 10	The Nature of Conflict	<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><b>*Weekly reading question response and response to student comments due</b> <b>*VoiceThread introductions due by Sunday May 15<sup>th</sup></b></p>
2 May 16	Conflict Management	<p>Carpenter &amp; 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><b>*1-page case study proposal due by Sunday May 22<sup>nd</sup></b> <b>*Weekly reading question response and response to student comments due</b></p>
3 May 23	Introduction to Conflict and Collaboration Assessment	<p>Wondolleck &amp; Yafee. 2003. Ch. 3 The Challenge of Collaboration The Consensus Building Handbook Ch 2 (p. 100 - p.120 up to Phase 4)</p> <p><b>*Weekly reading question response and response to student comments due</b></p>
4 May 31	Power and Trust	<p>Davenport et al. 2007 Building trust with Natural Resource Management Winter et al. 2004 Examining social trust in fuels management strategies</p> <p><b>* Conflict History and Case Study Overview due by June 5<sup>th</sup></b></p>
5 June 6	Stakeholders and Values	<p>Trainor. 2006. Realms of Value Interviewing section in Carpenter &amp; Kennedy (p. 77-84)</p> <p><b>*Assignment 2: Stakeholder Analysis / Conflict Parties due by June 12<sup>th</sup></b></p>
6 June 13	Framing and Reframing	<p>Elliot et al. 2003. Ch. 1 (p. 11-34) Framing of environmental disputes Gray. 2004. Strong opposition: frame-based resistance to collaboration YouTube video on Mountaintop removal</p> <p><b>*Weekly reading question response and response to student comments due</b> <b>*Interview info (who and why &amp; question outline) due by June 19<sup>th</sup></b></p>

		<b>*Issues Analysis due by June 19<sup>th</sup></b>
<b>7</b> June 20- June 24	<i>Summer Break</i>	
<b>8</b> June 27	Effective Negotiation: Part 1	Getting to Yes: Chapters 1, 2, and 3 <b>* Constraints and Opportunities to Collaboration due July 5<sup>th</sup> (Tuesday due to Holiday)</b>
<b>9</b> July 5	Effective Negotiation: Part 2	Getting to Yes: Chapters 4, 5, and 6 <b>*Weekly reading question response and response to student comments due</b>
<b>10</b> July 11	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 <b>*Weekly reading question response and response to student comments due</b> <b>*Mapping Areas of Agreement and Disagreement due on July 17<sup>th</sup></b>
<b>11</b> July 18	The Use of Science in Collaborative Processes	Ozawa. 1996. Science in environmental conflicts <b>*Weekly reading question response and response to student comments due</b>
<b>12</b> July 25	Co-Management and Community Based Management	Miller et al. 2010. Fishsmart Plummer and Fitzgibbon 2004 Kellert et al. 2000. CNRM: Promise, rhetoric, and reality <b>*Weekly reading question response and response to student comments due</b> <b>*Summary of Interviews due July 31<sup>st</sup></b>
<b>13</b> August 1-5	Course Wrap Up and Final Projects	Final Conflict Assessment Plan <b>Due: Wednesday, August 3<sup>rd</sup></b>  VoiceThread video summary of conflict <b>Due: Thursday Aug 4<sup>th</sup></b>