



3 credits

Room 359 O'Neill Bldg

TuTh 11:30 a.m. to 1 p.m.

Dr. Susan Todd,
Associate Professor of Resource Planning
email: susan.todd@uaf.edu
Office: 349 O'Neill Bldg
Office Hours: after class and by appointment

Course Description:

This class considers the application of planning and conflict resolution principles to natural resource management. It emphasizes public involvement, consensus building, the basic steps in the planning process, resource dispute simulations. We will also examine plans for wildlife, marine protected areas, forests, salmon, climate action and city sustainability plans.

Conflict resolution and collaboration are two of the most important skills in planning, public policy, environmental studies, resource management. These approaches emphasize that many modern environmental problems are complex, multi-jurisdictional, and dynamic. They require a wide range of skills to understand the problem, and an even wider range of stakeholder and public support to develop a solution and implement it.

What is Resource Management Planning?

Resource planning helps humans live in closer harmony with nature and with each other. It is predicated on a belief that science can help us avoid adverse impacts on the environment and has democratic, grassroots ideals at its core.

While urban planning deals primarily with private land, resource planning in the US deals primarily with public lands and resources. Technically, public lands and resources are owned by all the citizens and thus, every citizen should have a say in how they are managed.

There are management plans for almost every resource you can think of: caribou, rivers, moose, parks, forests, whales, wilder areas, open space, trails, wildland fire, wildlife refuges, coastal areas, marine reserves, salmon, watersheds, etc. While their

are instead the goals of the stakeholders involved in writing the plan is our job as planners to begin the process as neutral facilitators. We may not be neutral by the end (because the planner often has the best sense of what will succeed and what will not), but we need to start that way.

As a planner, you will have an opportunity to work with diverse teams of stakeholders to help them decide where they are going and how they are going to get there. At first it will seem impossible to get them to agree on anything. But the planning process is truly amazing in its ability to solve problems and get people to work together.

Course Objectives:

Upon completion of this course, the student should be able to answer the following fundamental questions:

1. What is planning and why is it being used so frequently in natural resource decision making?
2. What is the difference between process and substance and why is this important?
3. Should the public be involved in planning? If so, how and to what extent?
4. Can conflict improve the quality of solutions to problems?
5. What guidelines can you offer that could improve the climate for a good settlement in a resource dispute?
6. What are the basics of facilitating meetings and mediating disputes?
7. What are the reasons for the basic steps in the planning process?
8. What are the basic components of resource plans?
9. What factors are considered in social, environmental, and economic impact assessment?
10. How and why are maps important in resource planning and decision making?
11. When is it essential for a planner to remain neutral on resource issues? Always essential?

IS CONFLICT A "VITAL RESOURCE"?

"A considerable body of research suggests that where there is little conflict over issues, there is also likely to be poor decision making. Constructive conflict is a vital resource for social and organizational learning. Orchestrating conflicting perspectives ensures that key information that might otherwise be lost to view is brought to the fore, so that factions might learn from one another."

—R.F. Bowman, 2001. Harmony versus Productive Conflict. Public Educational Forum 65 (Spring):221–226.

"One of the most important things to do in negotiation and mediation is to surface conflict (including rage) and to face it without blinking." —Kenneth S. Gallant

Handouts

We will read 5 chapters of War over Wolves: Three Efforts to Resolve the Wolf Management Controversy, available as a pdf file on Blackboard. You will write ~2 page summaries of Chapters 4, 5 and 6.

I use lots of handouts in class and also make them available on Blackboard. We will often refer to them in a later class so I recommend you obtain a 3-ring binder for the course to organize the handouts.

Facebook is verboten

Facebook is totally addicting for some people, but it is NOT allowed in this class. To ensure this, computers and cellphones are not allowed during class. The problem with them is not that the user is distracted, but that everyone around them is distracted.

Email

f Always include a clear and specific subject

spelling.) Support Services include

