



3 credits

Room 359 O'Neill Bldg

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

Dr. Susan Todd,

public involvement, consensus building, the basic steps  
examine plans for wildlife, marine protected areas, for  
Conflict resolution and collaboration are two of the m  
resource management. These approaches emphasize  
jurisdictional, and dynamic. They require a wide rang  
stakeholder and public support to develop a solution

## What is Resource Management Planning?

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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. It 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

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 what 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:

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**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?
2. What is the difference between process and substance and why is this important?
3. Should the public be involved in planning and 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 and why is it essential?

## IS CONFLICT A "VITAL RESOURCE"?

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"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 *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

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We will read 5 chapters of *Wolves 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

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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

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Always include a clear and specific **subject**



spelling.) **Support Services** include:





Greetings Grad Students!

This is a supplement to the NRM 430 Syllabus. You will do the work the undergrads are doing, attend some additional discussion sessions, write a research paper, and give a presentation on your research findings. You will also serve as an

You can learn a great deal about writing papers by grading them. But if I find things you do not, you could lose points, so be sure to do a thorough review.

Doing workshops on papers is surprisingly fun. Students in the past have enjoyed it and felt the skills of writing research papers learned a lot.

**DRAFT SCHEDULE**

WK	DATE	DAY	Topic	Assignments Due
0	14-Jan	TH	Welcome and introduction	
1	21-Jan	TH	Each week between now and the date when the draft is due, we	
2	28-Jan	TH	meet briefly for progress reports on	
3	4-Feb	TH	\ R X U S D S H U V , W Z R Q hour.	
4	11-Feb	TH	Submit a title and topic description, including the type of plan and which plans you will review.	Choose which plans you are going to review. Do a search to

## Research Paper

### 1. BECOME AN EXPERT IN A TYPE OF PLANNING .

Choose 5 plans of a given type (see below for ideas) and compare them using the criteria given in class as well as any others you feel are relevant. Try to find peer reviewed articles on how to do your type of planning. There are such articles on how to do endangered species estimate action and



# Research Paper Grading Criteria

5 H Y L H Z H U V

Name: \_\_\_\_\_

\$ X W K R U V 1 D P H			
Criterion	<table border="1"> <tr> <td data-bbox="1295 184 1409 231">Points Possible</td> <td data-bbox="1409 184 1531 231">Actual Points</td> </tr> </table>	Points Possible	Actual Points
Points Possible	Actual Points		

ORGANIZATION Paper includes (1 point each)

1) A title page  YES  NO

Title page includes title \_\_\_\_\_

name \_\_\_\_\_, course name \_\_\_\_\_ & number \_\_\_\_\_ and the due date \_\_\_\_\_.

2) an outline/table of contents  YES  NO

3) An abstract  YES  NO

4) introduction with a thesis statement  YES  NO

6) a conclusion,  YES  NO

YES  NO, and

8) head

LESS ERRORS IN SPELLING, GRAMMAR AND FORMAT

For each spelling error, clearly incorrect word, improper use of homonyms, etc.	-1	
For each grammatical or syntax error (subject and verb not in agreement, incomplete or run sentences).	-1	

# + R Z W R & R Q G X F W D : U L W H U . V : R U N V

We workshop sessions, student papers are discussed by a group of people including the author. During the workshop, the reviewers examine the strengths and weaknesses of each paper, accentuating positive aspects and suggesting improvements in content and style.

Although the author is present, she or he remains "invisible" during most of the discussion. The author is expected to take notes during the discussion. Many reviewers also give their marked copy of the paper to the authors with further written comments. These comments are intended to help the author improve the paper, but the author is not obliged to follow all the suggestions. The process normally takes about half an hour per paper.

Most writing can be improved; it can benefit from the sensibilities and experiences of others, but nature often improperly equates imperfection in a creation with the imperfection of its creator. To avoid this, it is the responsibility of the reviewers to ensure the atmosphere of the workshop is constructive and conducive to insightful discussions, rather than having people show off their intellect by attacking other people. Moreover, it's important to stress positive aspects of the paper before presenting constructive criticisms.

Papers are discussed according to the following format (which is frequently used by publishing houses when reviewing an author's book manuscript):

## 1. The Author Reads a Paragraph