

NRM 430/630: Resource Management Planning

Fall 2025

COURSE INFORMATION

Prerequisites: Permission of Instructor

Location: Zoom

Meeting time: Mondays and Wednesdays, 11:30-1p AKST

Instructor: Sadie Blancaflor, M.S.

Office hours: Mondays and Wednesdays, 1-2p AKST (or by appointment)

Telephone: XXX-XXX-XXXX

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** The content of this course is partially adapted from a Stanford Law School course titled, LAW 7824: Advanced Negotiation: Environmental Public Policy, with appreciation for Dr. Janet Martinez for her kind permission.

Join Zoom Meeting

COURSE DESCRIPTION

The course will examine the complexity of resource management planning; steps to the planning process such as identifying problems, developing measurable objectives, evaluating solutions, and selecting a final solution; how scale/scope impacts the planning process; negotiation and mediation best practices; and differences in planning across federal and state agencies.

COURSE GOALS

The course will provide students with knowledge of the following topics:

- Overview of the planning process and best practices

- Stakeholder engagement, the role(s) of various parties, and how context shapes the process
- Theoretical and practical coalition building, process design, joint fact-finding, mediation, and use of decision tools.
- Develop indicators and standards to evaluate whether planning goals are being met
- Planning protocol followed by specific agencies
- The National Environmental Policy Act and the Environmental Impact Statement process

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the students will have acquired knowledge/skills to:

- Effectively engage with stakeholders to come to consensus
- Understand planning protocols and procedures
- Review a resource management plan and environmental impact statement
- Understand how regulatory agencies at the federal and state levels differ in the planning approach

COURSE READINGS/MATERIALS

Weekly readings are posted on Canvas. Preparation before the course is absolutely essential to excel in the course.

TECHNICAL REQUIREMENTS FOR COURSE

Students must have regular access to a computer and the Internet to access materials in Canvas. Students will be expected to download course material as well as upload assignments to Canvas. Students are also required to have video “on” when engaging in in-person simulations; given the emphasis on in-class negotiations, this course cannot function effectively without a laptop with a functioning camera and microphone set up.

COURSE ASSIGNMENTS & GRADES

- **Class Participation: 60%**
 - Students are expected to prepare for the case simulations ahead of class, and be present, engaged, and thoughtful, with video/microphone ON. Students must inform the instructor of any known/planned absences at the start of the semester. This course is reliant on full attendance by every enrolled student, to ensure that the simulations function effectively. Unexcused absences will result in the reduction of 5% of your grade (per absence), with more than one unexcused absence resulting in the reduction of 10% of your grade (per absence). Please communicate any anticipated absences by the morning of the class, so I can make proper arrangements.
 - A sub-component of your class preparation grade is submitting a **negotiation preparation checklist** the morning of the class (**by 10a AKST**). This verifies that

you've thoughtfully considered your position in the simulation, and your goals. It also allows me to offer more tailored feedback after the simulation has been completed.

- **Case Study: 20%**

- Students are expected to develop their own case study (either fictional or real), with set roles for each member of the class. This case study will then be simulated in class. In the submission to Canvas, students should note the desired "best outcome" if the simulation were to proceed effectively.
- Students are also expected to write a short reflection paper on how their case study proceeded when simulated in class. This reflection paper should address:
 - Whether the best outcome was achieved
 - What participants missed
 - What participants did well with
 - How the planning process for this case simulation might be changed for more effective results, if the simulation were to occur again.

- **Journal Entry : 20%**

- Students will write a series of four reflection papers throughout the semester, roughly 500 words in length, on their role in a case simulation. One reflection paper must be written on another student's case presentation (during the latter half of the semester).
- Students will reflect on:
 - Their role in the simulation
 - What tactics (both utilized by themselves and other players) they found effective
 - What tactics (both utilized by themselves and other players) they found ineffective
 - How this simulation informs their perspective of the planning process

COURSE CALENDAR

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| <p>Week 1: Overview of the Planning Process</p> | <p>Readings: See Module 1</p> <p>Assignments: N/A</p> | <p>Monday, August 25:</p> <ul style="list-style-type: none"> · What goes into the planning process? · What does effective stakeholder engagement entail? · Concept of “wicked” problems and an interdisciplinary approach · Introduction to course simulations and expectations · Negotiation fundamentals <ul style="list-style-type: none"> o Styles o Facilitation/mediation <p>Wednesday, August 27:</p> <p>Two-person negotiation simulation</p> <p>Student case study sign-ups (in-class)</p> |
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| <p>Week 2: Stakeholder Engagement (Negotiation Simulation)</p> | <p>Readings: See Module 2</p> <p>Assignments: N/A</p> | <p>Monday, Sept. 1: LABOR DAY (no class)</p> <p>Wednesday, Sept. 3:</p> <ul style="list-style-type: none"> · Simulation: Dirty Stuff (six-party mediated negotiation on environmental pollution) · Reflections on process and stakeholder engagement |
| <p>Week 3: Stakeholder Engagement (Negotiation Simulation)</p> | <p>Readings: See Module 3</p> <p>Assignments: Journal Entry 1</p> | <p>Monday, Sept. 8:</p> <ul style="list-style-type: none"> · Simulation: Long River (six-party mediated negotiation on environmental science and policy) <p>Wednesday, Sept. 10:</p> <ul style="list-style-type: none"> · Simulation: Long River (cont.) · Reflections on process and stakeholder engagement |

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| <p>Week 4: Stakeholder Engagement (Negotiation Simulation)</p> | <p>Readings: See Module 4</p> <p>Assignments: Continue working on your student case study.</p> | <p>Monday, Sept. 15:</p> <ul style="list-style-type: none"> Simulation: Water Shutoffs (multi-stakeholder negotiation over environmental and economic issues) <p>Wednesday, September 17:</p> <ul style="list-style-type: none"> Simulation: Water Shutoffs (cont.) Reflections on process and stakeholder engagement <p>Discuss briefing on Oceano Dunes and recording the negotiation for Sadie's grading next week.</p> |
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| <p>Week 5: Stakeholder Engagement (Negotiation Simulation)</p> | <p>*** NOTE: Sadie is unavailable to meet this week due to a previous commitment. Please plan to meet at the regularly scheduled times, using the standard class meeting link. Record the Oceano Dunes negotiation for Sadie to review and grade, and designate one person to upload it to Canvas.</p> <p>Readings: See Module 5</p> <p>Assignments: Journal Entry 2</p> | <p>Monday, Sept. 22:</p> <ul style="list-style-type: none"> Simulation: Oceano Dunes (multi-stakeholder negotiation over environmental and land use issues) <p>Wednesday, Sept. 25:</p> <ul style="list-style-type: none"> Simulation: Oceano Dunes (cont.) Reflections on process and stakeholder engagement |
| <p>Week 6: National Environmental Policy Act (Drafting an EIS)</p> | <p>Readings: See Module 6</p> <p>Assignments: Continue working on your student case study.</p> | <p>Monday, Sept. 29:</p> <ul style="list-style-type: none"> Overview of NEPA <p>Wednesday, Oct. 1:</p> <ul style="list-style-type: none"> Process of drafting an Environmental Impact Statement (EIS) |

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| Week 7: National Environmental Policy Act (Reviewing an EIS) | Readings: See Module 7 Assignments: Continue working on your student case study. | Monday, Oct. 6: <ul style="list-style-type: none"> Guest speaker: Emily Bitlac, Senior NEPA Reviewer at Environmental Protection Agency Wednesday, Oct. 8: <ul style="list-style-type: none"> Review an EIS |
| Week 8: Fairbanks Case Study (TBD) | Readings: See Module 8 Assignments: Continue working on your student case study. | Monday, Oct. 13: <ul style="list-style-type: none"> Fairbanks Case Study Wednesday, Oct. 15: <ul style="list-style-type: none"> Fairbanks Case Study (cont.) <ul style="list-style-type: none"> Reflections on process and stakeholder engagement |
| Week 9: Fairbanks Case Study (TBD) | Readings: See Module 9 Assignments: Journal Entry 3 Student Case Study | Monday, Oct. 20: <ul style="list-style-type: none"> Fairbanks Case Study Wednesday, Oct. 22: <ul style="list-style-type: none"> Fairbanks Case Study (cont.) <ul style="list-style-type: none"> Reflections on process and stakeholder engagement |

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| Week 10: Student Case Simulation | Readings: See Module 10 Assignments: [if this is your case study, please submit your Reflection Paper] | Monday, Oct. 27: <ul style="list-style-type: none"> · Student Case Simulation #1 Wednesday, Oct. 29: <ul style="list-style-type: none"> · Student Case Simulation #1 (cont.) o Reflections on process and stakeholder engagement |
| Week 11: Student Case Simulation | Readings: See Module 11 Assignments: [if this is your case study, please submit your Reflection Paper] | Monday, Nov. 3: <ul style="list-style-type: none"> · Student Case Simulation #1 Wednesday, Nov. 5: <ul style="list-style-type: none"> · Student Case Simulation #1 (cont.) o Reflections on process and stakeholder engagement |
| Week 12: Student Case Simulation | Readings: See Module 12 Assignments: [if this is your case study, please submit your Reflection Paper] | Monday, Nov. 10: <ul style="list-style-type: none"> · Student Case Simulation #3 Wednesday, Nov. 12: <ul style="list-style-type: none"> · Student Case Simulation #3 (cont.) o Reflections on process and stakeholder engagement |

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| Week 13: Student Case Simulation | Readings: See Module 13 Assignments: [if this is your case study, please submit your Reflection Paper] | Monday, Nov. 17: <ul style="list-style-type: none"> · Student Case Simulation #4 Wednesday, Nov. 19: <ul style="list-style-type: none"> · Student Case Simulation #4 (cont.) o Reflections on process and stakeholder engagement |
| Week 14: FALL BREAK | FALL BREAK | FALL BREAK |
| Week 15: Student Case Simulation | Readings: See Module 15 Assignments: [if this is your case study, Reflection Paper] | Monday, Dec. 1: <ul style="list-style-type: none"> · Student Case Simulation #5 Wednesday, Dec. 3: <ul style="list-style-type: none"> · Student Case Simulation #5 (cont.) o Reflections on process and stakeholder engagement |
| Week 16: FINALS WEEK | No assignments due. Congratulations! | FINALS WEEK |