

NRM 430/630

Resource Management Planning

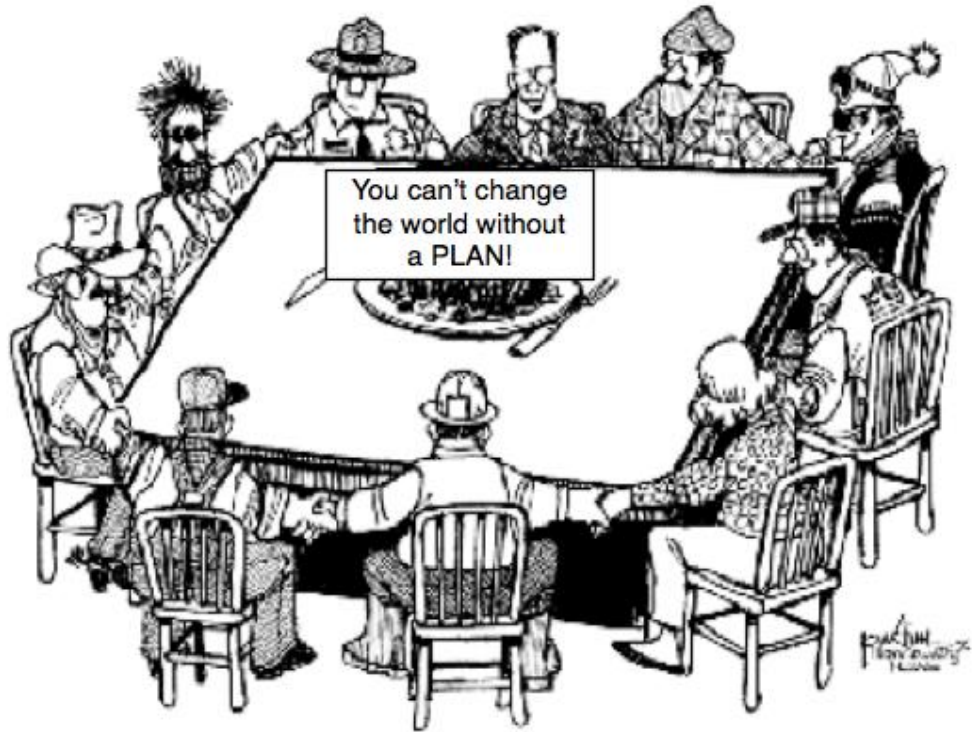
Planning

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Public
Involvement

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Conflict
Resolution



3 credits

Room 359 O'Neill Bldg

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

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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, and resource dispute simulations. We will also review several plans to help you get used to reading and evaluating them.

Conflict resolution and collaboration are two of the most important skills in planning, public policy, environmental studies, and resource management. These approaches emphasize that many modern environmental problems are complex, multi-party, 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?

Good science alone is not enough to result in good resource management. In addition to science, you need good processes for making decisions and setting policy. Resource planning provides a process for solving resource management problems that takes both environmental science and human values into account. 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 it has democratic, participatory 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, wilderness areas, open space, trails, wildland fire, wildlife refuges, coastal areas, marine reserves, salmon, watersheds, etc. While their subject matter differs considerably, the *process* of developing resource management plans is largely the same.

For me, **planning is the process of solving problems, resolving conflicts, and getting people to work together**. It is also a process for bringing dreams to life, such as protecting a trail system, recovering an endangered species, or making a city or corporation more sustainable. In our personal lives, we plan for vacations, for college, for a career—we plan for ways to make our dreams come true. The difference is that in resource planning, the dreams are rarely our own: they are instead the goals of the stakeholders involved in writing the plan. It 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. Is conflict a “resource”? 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. How do we know if a natural resource decision is right or wrong? Can the EIS process help us answer that?
10. What factors should be considered in an environmental impact statement?
11. How and why are maps important in resource planning and decision-making?
12. When is it essential for a planner to remain neutral on resource issues? Is it 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. *The 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

Instead of a textbook, 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.

Cellphones & Computers are not allowed

These are totally addicting for many people, but they are NOT allowed in this class. Not only is the user distracted, but everyone else is distracted.

GRADING POLICY

Pts	%	Assignment
500	25%	Alternatives and Impacts for Menhune
400	20%	Midterm Exam
250	12%	Issues & Options Table for Menhune simulation
200	10%	Project comparing 3 plans of the same type
200	10%	Review 3 Plans and 1 EIS
150	7%	5 Levels of Goals for Masabi Forest
100	5%	Participation in discussions, questions when guest speakers come, etc.
100	5%	Attendance and convincing role-playing performance in the Menhune simulation
78	4%	Daily comments on each class, 3 points each for 26 class periods
50	2%	Quiz on the Menhune simulation
2028	100%	Total for undergraduates (not counting any public meeting critiques you might do)
≤ 60 pts Extra		Extra Credit for up to 2 Public Meeting Critiques at 30 points each. To get credit, fill out the PUBLIC INVOLVEMENT CRITIQUE FORM within 2 weeks of the meeting (find the form on Blackboard). Please get permission from me before you attend such meetings so that I'm sure it <i>qualifies</i> as a public meeting.
GRADUATE STUDENTS WILL BE GRADED ON THE ABOVE PLUS		
300	11%	Graduate student research paper
150	6%	Review of your peers' papers
150	6%	Presentation on Research Project to the class
2628	100%	Total for Graduate Students (not counting any public meeting critiques you might do)

Note: **INCOMPLETES** are NOT an option except in *dire emergencies*. If such occur, you must have proof of the emergency and you must let me know as soon as possible so that arrangements can be made to finish the course.

Plus and minus will be used as follows: between 90 and 92% = A-, between 87 and 89% = B+. between 80 and 82% = B-, between 77 and 79 = C+, between 70 and 72% = C-, between 67 and 69% = D+, between 60 and 62% = D-. Note that this course cannot count as a requirement if the student receives anything less than a C-

Disabilities

If you have a learning disability which may interfere with your ability to perform the work in this course, I am more than happy to work with you to see that your needs are met. However, you must obtain an Accommodation Letter from the Disabilities Office of the Health Center (ext.6158) www.uaf.edu/chc/Disability.htm.

Accommodations will not be made retroactively (i.e. if you have a spelling disability, you must present the letter *before* any points are deducted for spelling.) **Support Services** include: Office of Information Technology (www.alaska.edu/oit/index.xml) or helpdesk@alaska.edu. UAF Writing Center (1-800-478-5246) www.uaf.edu/english/writingcenter/

ASSIGNMENTS

1. Plan Reviews

We will review 3 plans and discuss them in class. The purpose of these is to become familiar with plans and learn how to scan them for essential information. You will find the plans and a form to fill out with the following 12 questions about each plan on Blackboard. See the schedule for due dates. Some of the information asked in this “generic” plan review are not answered in a plan! Sometimes the information is on their website, but sometimes you can’t find it at all. Try to find the info, but if you can’t, just indicate that.

1. What is the name of this plan? Who wrote it? (Sometimes they don’t specify who the authors were).
2. What type of plan is it (city, river, fishery, park, forest, refuge, marine reserve, etc)
3. What issues/problems was the plan supposed to address (why did they do the plan)?
4. Was the public involved? If so, how (give some details here if they are listed)?
5. Is there an overall vision that at least some people might find inspiring? Copy the vision if there is one and analyze it based on the criteria for a good vision statement discussed in class.
6. Does it have goals and objectives that explain both what should be done and why? Give examples if so.
Does it have measurable targets (*such as who is to do how much of what by when*)? Give some examples.
7. Did the plan include Alternatives?
8. Is it user friendly? Is it attractive? Should it be user friendly and attractive?
9. Name some things you like about the plan.
10. Name some things you do not like or you think need improvement.
11. Assume you are writing a plan for some area (perhaps a very different type of plan from this one). What lessons, if any, would you want to take away from this plan to use in another one?

2. Menehune Simulation *(pronounced men-uh-hoo-nee)*

This simulation is about the construction of a resort in Turtle Bay, Oahu, Hawaii in an area that was used by locals as a park, fishing and swimming area and that also has endangered species and a valuable wetland. It is based on a real case and has several different stakeholders. Over the years, I've tried many different simulations, but this one brings out many of the issues involved in a planning case without having so many issues that we cannot get on top of them in a few weeks' time.

We will use the simulation for several weeks to demonstrate the different steps in the planning process, including issues and options, alternatives and impact evaluation, and planning meetings. The instructions for the simulation are posted on Blackboard..

3. Become an expert on one type of planning

Worldwide, plans are making more decisions than ever before—they are literally changing the world. If we are going to do anything about the many environmental problems that face us, planning will be involved. The odds are also very high that you will be involved in various types of planning at some point in your career if you stay in NRM. Thus, it’s important for you to be familiar with a wide variety of plans and for you to know your own preferences regarding plans. It’s also good to be aware that even within this class, there is a wide divergence of opinion on what is best to include. People have very different opinions on what makes an effective plan.

Lots of plans are posted on Blackboard, but in addition to the ones posted there, you can look for plans in an area of interest to you, such as the ones below. Note that the diversity of types of plans is enormous.

Bike plans, biodiversity protection plans, campus sustainability plans, city plans, climate action plans, coastal zone plans, coral reef plans, corporate sustainability plans, disaster planning, ecosystem restoration plans, ecotourism plans, endangered species plans, energy plans, grazing/rangeland management plans, green infrastructure plans, habitat plans, hurricane preparation plans, invasive species plans, lake plans, marine reserve plans, national or state forest plans, new town plans, ocean plans, plans for adapting to climate change, polar bear (or other species-specific) plans, recreation plans, river plans, social marketing plans, smart growth plans, state and national park

plans, trail plans, transportation plans, urban forest plans, waste management plans, wetland plans, whale plans, wilderness plans, wildlife refuge plans, wolf reintroduction plans. Also look for different geographic areas: plans from Nepal, Mozambique, Gabon, Bolivia, Belize, Kenya, Norway, Ecuador, New Zealand...wherever!

The plan comparison will include

1. a 5-10 page report comparing the plans, which aspects you like best in each and what you think needs improvement..
2. A table comparing the 3 plans, using the plan review questions (and any questions you would like to add) for row headings. See the template below (and a more thorough one on Blackboard).
3. A minimum of 3 examples of your chosen type of plan (digital copies are fine). Unless you use plans I have posted on Blackboard, the examples must be approved by me before you use them (because some things that are called plans do not include goals, objectives, or actions of any kind and I would not call that a plan).
- 4.

PLAN COMPARISON TABLE. This form does not compare the plans; your text should do that. Try to score the plans on those questions where scoring is possible. Use a scale of 0-5 (where 0 means it did not include the information and 5 means it did a stellar job). Which of your plans “scored” best in each category?

	Plan 1:	Plan 2:	Plan 3:
1. What is the name of this plan? Who wrote it?			
2. What type of plan is it (city, river, fishery, park, forest, refuge, marine reserve, etc)			
3. What issues/problems was the plan supposed to address (why did they do the plan)?			
4. Was the public involved in creating the plan? If so, how?			
5. Is there an overall vision that at least some people might find inspiring? Copy the vision if there is one and analyze it.			
6. Does it have goals and objectives that explain both what should be done and why? Give a few examples if so.			
7. Does it have measurable targets and indicators (<i>such as who is to do how much of what by when</i>)? Give a few examples.			
8. Does it provide for evaluation of the plan’s effectiveness? If so, how?			
9. Is it user friendly? Is it attractive? <u>Should</u> it be user friendly and attractive?			
10. Were there any surprises about the plan, either good or bad?			
11. Name some things you like about the plan.			
12. Name some things you do not like or you think need improvement.			
13. Assume you are writing a plan for some area (perhaps a very different type of plan from this one). What lessons, if any, would you want to take away from this plan to use in another one?			

Some of my favorite quotations about planning:

Make no little plans: they have no magic to stir men's blood, and probably will not be realized. Make big plans: aim high in hope and work, remembering that a noble, logical diagram, once recorded, will never die.

—Daniel Burnham, *Father of American Planning*, 1914

Public opinion is everything. With public sentiment, nothing can fail. Without it, nothing can succeed.

—Abraham Lincoln

The good thing about the future is that it comes one day at a time.

—Abraham Lincoln

Nothing remains special by accident.

—Charles Little, *Greenspaces for America*

Planning, by definition, means thinking about the future, and that is an exercise requiring technical skill, imagination, and most of all courage.

—Nelson R. Kellogg, *Science Historian*

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.

—Margaret Mead, *Anthropologist*

The future is not a probable place we are being taken to, but a preferred place we are creating.

—Peter Ellyard, *Urban Planner*

Planning is about sharing power.

—Report of the Commission for Africa

Groups of people are better at problem solving than individuals and make better decisions than even the top experts...Diversity enhances the wisdom of a group, improving our potential problem-solving and decision-making capacity.

—from *The Art of Happiness in a Troubled World* by His Holiness the Dalai Lama and Howard C. Cutler, M.D.

Human feelings are just as real as scientific data.

—Environmental Mediator Susan Carpenter

Saying from the field of international diplomacy: "If you want me there at the landing, include me in the takeoff."

and on a separate topic...

"The hardest part of writing is staying in the chair."

—Bob LeVitus

NRM 430/630 — *TENTATIVE* Schedule (note that the best laid plans have changes)

		DATE	In-Class Topics and Exercises	ASSIGNMENTS Due on Date Shown
1	TU	16-Jan	COURSE LOGISTICS: syllabus. <i>Let's make a plan!</i> Masabi Public Land Planning Exercise	We will use the Masabi case as the basis for a "Goals" assignment over the next 2 weeks
2	TH	18-Jan	Finish Masabi and discuss it. We'll refer to this case when we consider the different levels of goals. INTRODUCTION to PLANNING and the PLANNING PROCESS. How I got into planning. What is resource management planning? What types of plans are there? What role does the public play? Why involve the public? What is the planner's role? What is difference between substance and process? Why does that matter? What are the steps in the planning process? Look at examples. Introduce the Vancouver Plans we will review.	
3	TU	23-Jan	WHERE ARE WE GOING? SETTING DIFFERENT LEVELS OF GOALS, from big picture to details. Often but not always called vision, goals, objectives, targets & indicators. Discuss the various levels of plans & requirements on Plan Reviews.	READ the Vision and Goals handout. Optional: look over the Vancouver Greenest City Plan. I will use several examples from that plan. A detailed review of it will be due on Jan 30.
4	TH	25-Jan	Finish discussion of the DIFFERENT LEVELS OF GOALS Critique draft Masabi goals. Start work on a set of your own goals for 1 stakeholder in the Masabi Case.	READ the set of draft Masabi Goals before class
5	TU	30-Jan	Discuss the Vancouver Greenest City Plan. Finish Vision, Goals, Objectives, Targets and Indicators for 1 stakeholder in the Masabi Case.	PLAN REVIEW 1 DUE: Review the <i>Vancouver Greenest City Plan and Implementation Update</i> . Fill out the Review Form on Bb and attach it under link "Submit Plan Reviews Here." No need to read every word of the plan. [Note that you can't put everything into a plan or it would be far too long for the public to read. There are usually more detailed documents available for those implementing a plan. We'll look at a "Step Down" plan next time.]
6	TH	1-Feb	Start PUBLIC PARTICIPATION: Who, When, How & Why.. Is there a difference between public involvement and propaganda? What about cultural differences between groups? Who should be involved (who would you involve in a plan for campus?). What are the primary methods of PP?	ASSIGNMENT DUE: Submit 5 levels of goals for Masabi on BB Read Public Participation packet on philosophy, methods of PP, and the spectrum of participation (on Blackboard)
7	TU	6-Feb	Guest Speaker: Christine Nelson, Planning Director of the Fairbanks North Star Borough, on public involvement for the Fairbanks Downtown Plan	
8	TH	8-Feb	Discuss the Vancouver Renewable City Plan CODING public comments. Once you collect public opinions, most planners group the comments by code. How do you code the comments? Critique coded comments from Trails Plan to see how to code them. Compare trails plan comments & invasive plant plan. Code comments from the Fire meetings in pairs. How much weight should you put in the number of comments about a given topic?	PLAN REVIEW 2 of the VANCOUVER RENEWABLE CITY PLAN. This is a "step down" plan that is a more detailed plan called for in the Greenest City Plan. Fill out the form available on Bb, and submit it as an attachment on the assignment link.
9	TU	13-Feb	BASIC SKILLS—CONFLICT RESOLUTION. Oranges Exercise, Interest, Position, and Consensus & Compromise	GRAD STUDENTS: Submit a title and topic description for your research paper along with at least 5 sources, briefly summarized

10	TH	15-Feb	Discuss the Edmonton Plan ISSUES Part 1. WHAT ARE ISSUES and how should we phrase them?	PLAN REVIEW 3 of EDMONTON SUSTAINABILITY PLAN
11	TU	20-Feb	Guest Speaker: Brad Badelt, Asst Director, Sustainability Group, City of Vancouver BC	
12	TH	22-Feb	Discuss assignment on Issues and Options for the Menehune Case. Develop options for one issue in class.	Read Menehune Instructions carefully and complete the short ONLINE QUIZ about the MENEHUNE dispute before class.
13	TU	27-Feb	Finish issues. What are options? ISSUES & OPTIONS (I/O) tables. Look at Issues and Options Table for Fortymile Caribou, and Birch Hill plus Issues & Options grading criteria. Look at the way options were included in the Paris Climate talks	
14	TH	1-Mar	To see how issues work in the planning process, work in pairs to develop alternatives and a plan for Birch Hill Recreation Area. Discuss the results	DUE: Review of The Turtle Bay Environmental Impact Statement (EIS).
15	TU	6-Mar	How will we get there? ALTERNATIVES & Evaluating Alternatives. Theory behind alternatives. Look at examples. Discuss Alternatives Assignment. Look at examples from previous years.	
16	TH	8-Mar	Discuss the Issues and Options Assignment.	DUE: ISSUES AND OPTIONS TABLE for the Menehune dispute is due. Submit on Blackboard.
	TU	13-Mar	SPRING	
	TH	15-Mar	BREAK	
	TU	20-Mar	Guest speaker: Nancy Fresco on scenario planning for climate change in Alaska's National Parks	
18	TH	22-Mar	Guest Speaker: Environmental Impact Statements (EIS)	
19	TU	27-Mar	Basic Planning Skills: Facilitating Meetings	<i>GRAD STUDENTS: Submit research paper draft via email to me and the other students</i>
20	TH	29-Mar	Finish facilitation skills Discuss the alternatives assignment.	ALTERNATIVES AND MAP DUE. Submit on Blackboard.
21	TU	3-Apr	EXAM on what we have discussed to date	
22	TH	5-Apr	MENEHUNE NEGOTIATION Simulation (<i>attendance is required</i>)	
23	TU	10-Apr	MENEHUNE NEGOTIATION Simulation (<i>attendance is required</i>)	
24	TH	12-Apr	MENEHUNE NEGOTIATION Simulation & Debriefing (<i>attendance is required</i>)	<i>GRAD STUDENTS: Workshop to discuss the draft research papers</i>
25	TU	17-Apr	Luke Hopkins, Progress Report on the Governor's Climate Change Planning Effort	
26	TH	19-Apr	Guest Speaker: Chris Maisch, Alaska State Forester, Tongass NF Plan	
27	TU	24-Apr	Presentations by the Grad Students on Research Projects	
28	TH	26-Apr	SUMMARY	
29	FR	4-May		DUE Comparison of 3 plans of the same type. Submit on Blackboard. <i>Grad student final research papers are due. Submit on Blackboard.</i>

Greetings Grad Students.

Since this is a stacked course, this is a supplement to the NRM 430 Syllabus. You will do the work the undergrads are doing, plus attend additional discussion sessions every week, write a research paper (12-20 pages in length), and give a 45 minute presentation on your research findings to the full class. You will also serve as an Editorial Panel to review, “grade” and improve each other’s research papers.

We will also discuss the book, *Common Ground on Hostile Turf* by Lucy Moore who is an environmental planner and mediator in New Mexico. She describes her toughest cases and how they managed to resolve them.

You can learn a great deal about writing papers by grading them. Your review of your peers’ papers is so important that I’ll be grading your reviews. If I find things you do not, you could lose points, so be sure to do a thorough review. We will also be evaluating these like a mini-thesis so students become familiar with some of the criteria they will need to meet on their thesis.

This is going to be a small class where we’ll get to know each other and we’ll work as a team to help each other master the skills of writing research papers. Doing workshops on papers is surprisingly fun. Students in the past have enjoyed it and felt they learned a lot.

*o*SCHEDULE

WK	DATE	DAY	Topic
0	19-Jan	TH	Welcome and introduction
1	26-Jan	TH	Each week between now and the date when the draft is due, we meet briefly for progress reports on your papers.
2	2-Feb	TH	Begin discussing the book, <i>Common Ground on Hostile Turf</i> . Chapter 1-3
3	9-Feb	TH	Continue book discussion Chapters 4-5 and give progress reports
4	16-Feb	TH	Submit a TITLE AND TOPIC DESCRIPTION along with a minimum of 5 sources you have found on the topic to date.
5	18-Feb	TH	Discuss the book <i>Common Ground on Hostile Turf</i> , Chapter 5
6	23-Feb	TH	Discuss the book <i>Common Ground on Hostile Turf</i> , Chapter 6
7	2-Mar	TH	Discuss the book <i>Common Ground on Hostile Turf</i> , Chapter 7
	9-Mar	TH	Spring Break
8	17-Mar	TH	Discuss the book <i>Common Ground on Hostile Turf</i> , Chapters 8
9	24-Mar	TH	Chapters 9-10
10	31-Mar	TH	RESEARCH PAPER DRAFTS are due. Email a copy to each student and to the instructor
10	6-Apr	TH	Discuss chapters 11 and 12.
11	1-Apr	TH	1st editorial board review
12	20-Apr	TH	2nd editorial board review
13	25-Apr	TH	45 min PRESENTATIONS to the full class
14	4-May	TH	Final polished papers due. The final paper should incorporate all the suggestions you received, or be prepared to explain why you did not incorporate them (as you would when submitting an article for publication).

Potential Topics for Your Research Paper

1. CASE STUDY OF A PARTICULAR PLAN.

If there is a recent planning process you would like to research in detail, I can give you information on how to do a case study of the process.

2. THE CLIMATE CHANGE NEGOTIATIONS

The negotiations on climate change involved an unprecedented 196 countries. It was the first time in world history that so many countries have come together to agree on anything, and these issues were very contentious. The French leader of the meeting and Christiana Figueres, executive secretary of the UN climate change convention, who served as mediators, were widely credited with this success. What did they do that made this complex negotiation work so well?

3. BECOME AN EXPERT IN A TYPE OF PLANNING

Choose a type of planning, read what the peer-reviewed literature has to say regarding how to do that type of planning, and choose at least 3 examples of that type of plan to evaluate.

Before you settle on a particular type of planning, be sure that you can find peer reviewed literature about it. There are articles on how to do endangered species, climate action, corporate and city sustainability plans, watershed plans...but not on other types of plans. I have several articles on types of planning on Blackboard to help you get started.

In addition to peer reviewed literature, it would be terrific to include interviews of local planners and stakeholders who were involved in the examples of plans you choose to review, but this is not always possible.

Climate Action and/or Adaptation Planning. Thousands of communities large and small are developing climate action plans. What does the literature say about this type of planning? Compare some examples of climate action planning; what conclusions can you draw about what makes a good one?

Sustainability Planning. Another recent trend is for cities and corporations to develop sustainability plans. What does the literature say about this type of planning? What should be in these? Are there guidelines for how to do them? Compare some of these plans for major cities or cities that clearly put effort into their plans. What conclusions can you draw from such a comparison? Corporations are also making strides in sustainability planning. This niche would make an excellent research project; you can find lists of the top 10 "green" corporations and look into what their plans have in common and how they differ.

Marine Protected Area Planning. This is a relative newcomer, since MPAs are new themselves. There is lots of information about this popular new type of planning and many examples to choose from.

Watershed Planning. There is also peer-reviewed literature on this type of planning.

Other types of planning: there are lots of different kinds of plans. If you have a particular interest, such as invasive species or ecotourism, there are plans for it. For many of these, there isn't much peer reviewed literature on how they should be prepared. But you can do your own assessment by looking at several good examples. Don't choose short little plans that don't say anything. Look for serious plans that you can sink your teeth into and interview the planners and stakeholders involved to make an excellent, original research project!

Protected Area Planning—The US is not the only country doing park planning. In fact, many other countries have abandoned the US model of evicting resident peoples from parks. There is a great deal of literature on how parks and indigenous peoples can coexist in developing countries and the IUCN is a world leader in planning for protected areas. Lots of info in this area of planning.

Trail Planning. This could focus on wildland trails (the Appalachian Trail, started by famous planner Benton MacKaye, the Pacific Crest Trail, the Continental Divide Trail, the Sea Kayak Trail Plan for SE Alaska, or trail planning in general).

Wildlife Management Planning, discuss this field in general (history, rise in popularity and what caused this), then focus on examples. The desert tortoise is a species that has had many plans written for it. There are also many species here in Alaska.

Fire Management Planning, discuss its history and why it became a necessity. Alaska is "ahead" of many other areas, why? Discuss one geographic area in more depth.

Endangered Species Planning—Lots of info in this area of planning. The Stellar Sea Lion is one species that could be focused on—there was a big planning effort for the species a short time back. Pacific NW salmon are another.

National Forest Planning by itself is a huge topic. The USFS puts enormous money and research into improving their process. If you are interested in this, we should talk about ways to make it manageable. There is also a body of literature on international forest planning, from Nepal to Indonesia and from Cameroon to Chile. Lots of info in this area of planning.

Wild and Scenic River Planning. Lots of info in this area of planning. Many rivers have been designated, but many conflicts over management remain. How are people dealing with conflicts between motorized and non-motorized uses? How many concessions should or will be allowed? Can you preserve the pristine nature of the corridor while encouraging heavy use by rafters, kayakers and others? Is "leave no trace" a necessary approach for Alaska's wild and scenic rivers, or is this something for the lower 48 only? Find out what plans have been completed for wild and scenic rivers, both within and outside Alaska, compare and contrast them, etc. Do interviews with the planners and stakeholders to see what they think of the results.

Author's Name: _____			
Criteria		Points Possible	Actual Points
ORGANIZATION AND FORMAT. Paper includes (1 point each) 1) A title page ____ YES ____ NO Title page includes title ____, student's 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 7) a "Literature Cited" page ____ YES ____ NO, and 8) headings and subheadings throughout the text ____ YES ____ NO. 9) page numbers ____ YES ____ NO. 10) Formatting follows the UAF Graduate Handbook recommendations (it's good practice to become familiar with those rules!)		10	
1. TITLE: Title captures essence of paper. It is <u>stated as a question</u> that addresses the fundamental purpose behind your research.		7	
2. THESIS STATEMENT: Paper includes an <u>underlined thesis statement</u> that summarizes the position the paper takes on the issue [____ YES ____ NO]. The thesis statement is part of the Introduction. [____ YES ____ NO]. <i>The thesis statement answers your title question; it is a succinct statement of your conclusion.</i>		15	
3. Citations IN THE TEXT: Whenever the info you cite is "not commonly known" you must cite the source (3 points off for every source that is missing). If the same source applies to the whole paragraph, include citation at end. If it applies just to one sentence, include citation at end of sentence. AT LEAST TEN literature citations are included in the text of the paper (note how many: ____). Each citation <u>in the text</u> includes ____ author(s), ____ year published Example: <i>In 2004, Fairbanks had 216 new elementary school students (Raadh 2007).</i> Ideally, these will be from at least 10 different sources (note how many diff sources are cited in text ____) Each of these sources is also included on the Lit.Cited page (check each to be sure). ____ YES ____ NO Only works cited in the text are included in Lit.Cited. list (check to be sure). ____ YES ____ NO		8	
4. LITERATURE CITED PAGE Includes a minimum of 6 articles from academic, peer-reviewed journals (considered journals <i>even if you downloaded them</i> from the UAF online database). (# of articles from peer-reviewed journals=____) (# of books cited = ____). All sources are listed as described in the "Lit Cited Format" in this packet: ____ YES ____ NO List the number of citations that do NOT follow proper format ____		8	
5. PAPER IS OBJECTIVE. Paper includes evidence from all sides of the debate. It stems from an UNBIASED perspective and reviews and analyzes evidence from all sides before reaching a conclusion. The author reports evidence that contradicts the thesis, yet convinces us that the <i>preponderance</i> of the data does support the thesis: e.g. "Despite X and Y, the existence of A, B and C indicates that this approach is the most reliable one at the current time."		8	
6. The PAPER SUPPORTS THE THESIS STATEMENT with solid evidence presented in a logical, compelling fashion. It is convincing and backed by evidence provided by an established and accepted authority. Your reader is the jury and you are the prosecutor; present your case and let " the preponderance of the evidence " convince them (12=very convincing; 6=somewhat convincing; 3=almost convincing).		12	
7. EVALUATION. Paper includes more than simple description ("The BLM did this and then they did that..."). ____ YES ____ NO Does it include evaluation (=critique & appraisal of the evidence for and against the thesis)? ____ Does it include prescription (=what we should do in the future regarding this issue)? ____ Paper reflects thought, extensive research and reflection. ____		8	
8. GRAPHICS. Count the number of ____ TABLES, ____ GRAPHS, ____ MAPS, ____ DIAGRAMS, and ____ PHOTOS. (these are REQUIRED if they are at all appropriate to the topic or the data). All Tables and Figures are NUMBERED ____, they are REFERRED to in the text ____, each has a TITLE ____, and a SOURCE ____ All photos are numbered as "Figures" and have a CAPTION ____ and a SOURCE ____ Photos, etc. add to the <i>substance</i> of the paper and are not just "fluff". ____ YES ____ NO		8	
9. WRITING QUALITY Paper is a pleasure to read: varied and effective sentence structures and word choice, well-edited, not boring or verbose. The tone of paper is <i>professional</i> , like that found in a top academic journal.		12	
10. The OVERALL QUALITY of the paper is that of a professional paper in a scientific journal.		8	
SUBTOTAL for CONTENT		100	

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-on sentences).	-1	
For each significant punctuation error.	-1	
Paper does not use 1.5 line spacing (double spacing uses too much paper!).	-5	
Paper does not use an 11 point font for the body of the text.	-5	
Paper is not bound or stapled.	-10	
BONUS! Paper is double sided (if you reuse paper, put the back side upside down so it is not confusing).	+5	
Subtotal for Content (from page 1)		
Less Subtotal for errors (above)		
Percentage of points (% of 100 pts possible for draft)		

Please use the American Psychological Associations citation style for the citations in the text and for formatting your literature cited section at the end.

<https://owl.english.purdue.edu/owl/resource/560/01/>

This is also the citation style used by most of our students in their theses.

How to Conduct a Writer's Workshop

We will be doing a writer's workshop on each of your papers to review, evaluate, and improve the writing. Within a writer's workshop session, 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-up 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 **human 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 very 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

The author of a paper reads a paragraph of his/her choice. The goal is to let the author express what he or she feels is particularly important about the work.

2. Author Becomes a "Fly on the Wall"

Following this reading, the author becomes a "fly on the wall." They listen, but cannot comment on the discussion. Moreover, the reviewers do not address the author directly, i.e., the reviewers discuss the paper as though its author is not present. In particular, the reviewers should refer to "the author" in the third person and should not look at the author when making comments. This helps the reviewers focus strictly on the paper itself until step 6.

3. Reviewers Summarize the Key Points of Paper

Each reviewer briefly summarizes the paper from their personal viewpoint. The goal is to identify what the reviewer(s) thought were the key points of the paper. Since the other participants have read the work, the summaries should be concise. In particular, it's best to avoid debating differences in the reviewers' summaries. The purpose is for the author to see if others grasped the points they were trying to make.

4. Reviewers Discuss the Strengths of the Work

The group then discusses what they liked about the paper, first in terms of content and then in terms of style. The goal is to identify and praise the strengths of the work. Start the review process by accentuating the positives: what works, what is good, what the author should leave unchanged in the next iteration of the work. This makes it explicit what should be left alone during editing.

5. Reviewers Make Suggestions for Improvement

After presenting the positive aspects of the paper, the group discusses how to improve the content and style of the paper. Discuss both what needs improvement and how to go about it. The goal here is *not* to criticize the paper per se, but rather to give the author constructive suggestions on how to make the paper better. In general, the style for critical comments is to first state the problem followed by a suggestion on how to solve the problem. Pay particular attention to the thesis statement, since this is critical to focusing a research paper. Also consider what is missing. Are there unanswered questions that come to your mind while reading the paper? Should the author address these questions?

6. Author Asks for Clarification

After this discussion, the author of the paper may ask questions of the reviewers to clarify their statements. The goal is to give the author a chance to better understand certain comments, rather than to defend or debate the merits of the paper.

7. The review session closes with the reviewers thanking the author for writing the paper.