Urban planning shares these core elements with resource planning, but *resource* planning deals primarily with *public* lands and resources, while urban planning also deals with private land. 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 a process that helps people work together to solve problems**. 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. In resource planning, the dreams are rarely our own: they are instead the goals of the stakeholders involved in writing the plan. The planner's job is to facilitate the process.

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 amazing in its ability to solve problems and get people to work together.

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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-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, why, how and to what extent? Who is included in "the public" and how to you reach them?
4. In what ways 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 basic steps in the planning process and what is the purpose of each step?
8. What are "alternatives" in planning and what is involved in evaluating alternatives? What factors should be considered in an environmental impact statement (EIS)? Could these help determine if a resource decision is right or wrong? Why or why not?
9. How and why are maps important in resource

This syllabus is subject to change at the discretion of the instructor. According to the UAF Faculty Senate syllabus requirements page, modifications to the syllabus "may be made throughout the semester".

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Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations.

Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, *I am required to report it to the appropriate authorities*. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/

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. First obtain an Accommodation Letter from the Disabilities Office of the Health Center (ext.6158) www.uaf.edu/chc/Disability.htm. Do this within the first 2 weeks of the semester. 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.)

**Other 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/

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More information is available on Blackboard about each of these assignments.

We will review 4 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 about each plan on Blackboard**. See the schedule for due dates. Some of the information asked in this "generic" plan review is not answered in a plan. Try to find the info, but if you can't, just indicate that.