

University of Northern British Columbia

NATURAL RESOURCES PLANNING (NREM 400) – Winter 2010

Course Syllabus

Instructor:	Dr. Chris Johnson	Teaching Assistant:	Eduardo Bittencourt
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Office hours:	Thursday 10:30-11:20	Office hours:	TBA

Class Meeting Rooms and Timing

Lecture room: 5-158

Lecture time: Tuesday & Thursday 2:30-3:50

Lab room: **8-127**, 5-125

Lab time: Monday 3:00-5:50

Course Description

Planning for the long-term use and conservation of the environment is a major component of natural resources management. Given the wide range of resources, values, and potential conflicts that apply to natural resources planning, the practice, profession, and study of this field is inherently interdisciplinary and draws on a broad range of knowledge and techniques from both the social and natural sciences. This is a one-semester course, thus, we cannot fully consider all of the elements of resource planning. However, we will work together to expose many of the fundamental concepts, ideas, and skills you will require when entering the planning arena as a resource management professional. Although I expect participants to be aware of the contemporary planning initiatives, legislation, and techniques we discuss in class, the take-home message should be an appreciation for the underlying ideas. Inevitably, legislation will change; where the details and specifics are lost, the fundamental elements of resource planning will continue to serve as the framework for future planning initiatives.

Students come to this course primarily with majors in Forest Ecology and Management, Wildlife and Fisheries, Outdoor Recreation and Conservation, and Natural Resources Planning. Recognising this diverse range of interests and backgrounds, we will consider a full range of values and respective planning processes from a BC, national, and international perspective. Through group work, we will have an opportunity to learn from each other the techniques and foci inherent to our individual disciplinary training.

Much of planning is about working together productively to achieve shared objectives. This often will require an appreciation or respect for alternative world views and values, some of which you might not share. Consistent with the profession, this course will force you into group situations where productive and respectful working relationships with fellow students will be the key to success.

The course is structured into a series of topics that will be approached through lecture and accompanying lab work. Where possible, labs will reinforce lecture topics and provide students an opportunity for “hands-on” problem-based learning. On a number of occasions, guest lecturers will join us in the classroom to speak about their experiences as natural resource planners and professionals.

The learning objectives for the course are:

- understanding of the generic components of the planning process;
- appreciation for a range of resource values from various cultural and socioeconomic perspectives;
- familiarity with some BC and Canadian policy and legislation that influences natural resource planning;
- working knowledge of the intent, strengths, and weaknesses of some planning approaches; and
- ability to prepare, write, and defend a management plan.

Evaluation

This course has a final exam and a midterm. Assignments are progressive leading to the written submission and oral presentation of a natural resources plan. Much of the work will be conducted in groups. To facilitate a mixing of disciplines and ideas I will randomly generate group placements.

Assignment	Grade	Distribution	Due Date
GIS lab #1	2	Individual	Jan 18
GIS lab #2	2	Individual	Feb 1
GIS lab #3	2	Individual	Feb 22
Aboriginal forest planning process	4	Individual	Mar 1
Applying the principles of <i>Continuous Improvement</i>	4	Individual	Mar 15
Planning for long-term timber ‘values’	4	Individual	Mar 22
Participation: ask one intelligent question of a guest lecturer; participate during critical examination of planning processes	0.25	Individual	Guest lectures/ presentations
Critique of Planning Process	3	Individual	Mar 30
Midterm Exam	18	Individual	Feb 9
Final Exam	30	Individual	TBA
Outline of your planning process, goals, and objectives	2	Group	Feb 4
Written submission of your resource plan	20.75	Group	Apr 8
Poster presentation of plan	4	Group	Apr 8
Presentation and defence of your resource plan	4	Group	Mar 29

Expectations

For this class to succeed, we must all cooperate. I will provide the structure, atmosphere, and learning material that will stimulate and challenge you to grow intellectually within the confines of the course objectives and hopefully beyond. However, learning and ultimately success will be impeded if you fail to contribute and work fairly with other participants in this class. Peer review will serve as one component of your grade, so please attend group meetings and work hard to fulfill your commitments.

I expect all assignments to be turned in by 4:30 on the day they are due. Late assignments will be penalized 10%/day up to a maximum of 50%, after which a grade of 0 will be assigned. Unless confronted by unexpected circumstances I will have your assignments marked within 1 week. You also may face situations that will prevent timely completion of assignments. I will attempt to accommodate extensions, but out of fairness to others in the class, the argument and evidence should be compelling. Acceptable reasons for late assignments might include illness for you or a direct member of your family, etc. Conflicts with other class work, sporting or entertainment events, and computer/media crashes are normally insufficient. Regardless of the argument, granting of extensions is at my discretion.

Dishonesty and Professional Conduct

Purposeful dishonesty and plagiarism is a serious offence both in the class room and the work place. If you are unsure of what constitutes *Plagiarism* or *Cheating* please consult the calendar (2009-2010, P.62) or instructor for definitions, explanation, and potential consequences. Ignorance is not a valid excuse. Following graduation, many of you will apply for admission to a professional association. Members of the Association of Professional Biologists (<http://www.cab-bc.org/files/Code%20of%20Ethics%20colour%202008%20one%20page.pdf>), Association of Forestry Professionals (http://www.abcfp.ca/regulating_the_profession/policies_guidelines.asp), and the Canadian Institute of Planners (<http://www.cip-icu.ca/English/members/practice.htm>) are guided by standards of professional practice and codes of ethics. Those guidelines provide a solid measure of professionalism, which I urge you to adopt for this class.

Other Details

- The schedule of topics and assignments, as currently outlined in the syllabus, are subject to change with notification.
- Persons with disabilities requiring special learning approaches should contact the instructor and Disability Services early in the semester (<http://www.unbc.ca/disabilities/index.html>).

Schedule of Course Topics and Labs

Date	Topic	Lec./Lab No.
Jan 5	Introduction to course and planning	Lec – 1
Jan 7	Sustainability: the foundation of natural resources planning	Lec – 2
Jan 11 <i>Lab</i>	Introductory GIS skills #1	Lab – 1
Jan 12	General themes in policy and planning theory	Lec – 3
Jan 14	Formalising the planning process: Criteria & Indicators (C&I)	Lec – 4
Jan 18 <i>Lab</i>	Introductory GIS skills #2	Lab – 2
Jan 19	Values and world views and their role in the planning process	Lec – 5
Jan 21	Strategic and operational planning: a contemporary and historical perspective	Lec – 6
Jan 25 <i>Lab</i>	Introduction to Planning Project	Lab – 3
Jan 26	Large-scale land-use zoning: improving efficiency of forest management	Lec – 7
Jan 28	Strategic planning and Federal legislation: SARA	Lec – 8
Feb 1 <i>Lab</i>	Introductory GIS skills #3	Lab – 4
Feb 2	Application of SARA – exploring the legislation in the context of caribou	Lec – 9: <i>Dale Seip, MoFR</i>
Feb 4	Public involvement, consultation, and conflict	Lec – 10:
Feb 8 <i>Lab</i>	Overview of writing goals, objectives, and strategies; work on plans	Lab – 5
Feb 9	Mid-Term Exam	
Feb 11	Community based methods for involving First Nations in planning	Lec – 11: <i>Melanie Karjala, ALRF</i>
Feb 15-19	Mid-semester break – get some sleep!	
Feb 22 <i>Lab</i>	Understanding and working with the Aboriginal Forest Planning Process	Lab – 6: Melanie Karjala, ALRF
Feb 23	Planning for oil and gas exploration and development	Lec – 12
Feb 25	Theory and background for <i>Continuous Improvement</i>	Lec – 13: <i>Kelly Cook, MoFR</i>
Mar 1 <i>Lab</i>	Applying Continuous Improvement to a planning process	Lab – 7: Kelly Cook, MoFR
Mar 2	Park planning, management, and conservation area design	Lec – 14
Mar 4	Park planning from a provincial perspective	Lec – 15: <i>Scott Back, MoE</i>
Mar 8 <i>Lab</i>	Applying Continuous Improvement to a planning process (cont.)	Lab – 8: Kelly Cook, MoFR
Mar 9	Decision support tools for planning – state of the art	Lec – 16
Mar 11	Timber Supply Review – measuring values and making tradeoffs to set the province's AAC	Lec – 17: <i>Doug Beckett, John Pousette, MoFR</i>
Mar 15 <i>Lab</i>	Hands-on experience conducting a timber supply review	Lab – 9: Doug Beckett, John Pousette MoFR
Mar 16	Forest Stewardship Plans: The Forest and Range Practices Act	Lec – 18
Mar 18	Fitting wildlife and biodiversity into FRPA	Lec – 19
Mar 22 <i>Lab</i>	Working on resource plans –cont.	Lab – 10

Mar 23	Strategic planning for biodiversity – past and present	Lec – 20
Mar 25	Perspectives of a planner with the provincial government	Lec – 21: <i>Beryl Nesbit</i> , ILMB
Mar 29 <i>Lab</i>	Presentation of plans	Lab – 11
Mar 30	Non-legislative approaches: Sustainable Resource Management Plans and certification	Lec – 22
Apr 1	Environmental Assessment and Cumulative Effects	Lec – 23
Apr 5 <i>Lab</i>	Easter Monday – University Closed	
Apr 6	<i>Class discussion</i> : criticising natural resources planning – Room for improvement?	
Apr 8	Course review for final exam	Lec – 24

Supplemental Readings

Date	Lec. No.	Reading
Jan 19	Lec – 5	Sherry & Meyers. 2002. Traditional environmental knowledge in practice. <i>Society and Natural Resources</i> 15:345-358.
Jan 21	Lec – 6	Mascarenhas & Scarce. 2004. “The intention was good”: Legitimacy, consensus-based decision making, and the case of forest planning in British Columbia, Canada. <i>Society and Natural Resources</i> 17:17-38.
Jan 26	Lec – 7	Sherry & Johnson. 1999. The forgotten forest: revisiting the forestland allocation strategy. <i>Forestry Chronicle</i> 75:919-927.
Jan 28	Lec – 8	Sierra Legal Defence Fund. A guide to Canada’s Species at Risk Act.
Feb 11	Lec – 11	Karjala et al 2004. Criteria and indicators for sustainable forest planning: a framework for recording Aboriginal resource and social values. <i>Forest Policy and Economics</i> 6:95-110.
Feb 22	Lab – 6	Sherry et al. 2005. <i>Aboriginal Forest Planning Guidebook</i> .
Feb 25	Lec – 13	Berlin, Eaton & Associates. An introduction to CI and W.E. Deming
Mar 2	Lec – 14	Craighead and Cross 2004. A conservation area design (CAD) for the inland temperate rainforests of Canada.
Mar 9	Lec – 16	Beukema et al. 2003. <u>Applying TELSA to assess alternative management scenarios</u> . In: G.J. Arthaud and T.M. Barrett (eds.). <i>Systems Analysis in Forest Resources</i> . Kluwer Academic Publishers. pp. 145-154
Mar 31	Lec – 22	Hickey 2004. Regulatory approaches to monitoring sustainable forest management. <i>International Forestry Review</i> 6:89-98.