NRES 484 / 684: Community and Conservation Planning

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Office Hours: by appointment
(please feel free to contact me by email with what you want to discuss
and I will arrange a time to meet by Zoom or face to face)

Course Meeting Times
Tuesdays and Thursdays – 9:30am – 10:45am

Course Description

The constant push and pull of competing priorities in communities and for conservation of natural resources represents a critical challenge for planning and conservation professionals. Developing your ability to navigate federal, state, and local policy contexts is important for all planners seeking to work with communities to find solutions to challenges they are facing in managing their resources. This class will examine community and conservation planning including defining and examining the planning process, different type of plans, and learning some new techniques and tools.

Learning Objectives

The course is designed to introduce the concepts, methods, and techniques necessary for planning to develop the skills necessary to successfully understand the decision context within which communities develop plans to resolve a range of challenges: equity, climate change, and many others. Over the course of the semester students will cultivate professional skills based on the following objectives:

1. To enhance knowledge about society's ongoing struggle in balancing its ability to use land and protect natural resources from a historical, social, and conservation perspectives.

2. To understand concepts, techniques, and processes of creating plans at multiple levels of government.

3. To understand planning processes at all scales for both public and private lands.

4. Understand state and federal regulations that pertain to planning including NEPA.

5. To practice visual communication through conceptual maps, site assessment graphics, and photo-visualizations in a manner that captures the imagination of the public.

6. Develop and practice communication skills.

Readings

Readings are available in Canvas or will be distributed in class. The course schedule identifies the readings for which all students should be **prepared to discuss in class** on the date the readings are assigned.

Assignments and Grading

The quality of the work that you produce during this semester should reflect your highest effort as many of the course assignment are designed to support the development of your professional portfolio.

I. Readings and Discussion: This course expects all students to read, digest, and comment on the readings within a discussion board on Canvas. These discussions are critical to a more complete understanding of planning, and it should continue to build your writing and critical thinking skills. Discussions are due one hour prior to class.

II. Skill Development: You will focus on using planning software (ESRI for GIS, Adobe Photoshop and SketchUp) to enhance your ability to communicate your ideas in a way that is accessible, informative, and captures the imagination of the public. The activities included in this project will focus on practicing your skills from previous classes, while introducing new software.

> **Note: Course pre-requisites provide students with experience using these software programs, as a result all students are expected to complete these assignments. This means that if you lack experience or have never used this software before *you will need to seek out introductory resources on your own* – our campus currently provides access to software training support through LinkedIn Learning. You also may seek help from each other.

III. Plan Evaluation Project (individual):

Evaluation: Students will choose _two_ community plans to evaluate from anywhere in the United State. The focus of the plan must be on a community (Stevens Point is an example of a community), and can be a comprehensive plan, a downtown plan, a climate resilience plan, etc. Each student will compare _two_ plans. A set of plan documents must be available for you to examine.

Lightning Talk: You will briefly present your plans and your evaluation of them in class.

IV. Ice Age Trail and EIS Project (groups):

Site Analysis and Visualization: We will be working to understand federal policy / regulations designed to protect the environment, while also breaking down the federal planning process into comprehensible pieces and communicating this information for a public audience through the use of Photoshop and SketchUp. You will use PowerPoint or some other similar software to create a final product that will communicate your findings to stakeholders.

Lightning Talk: You will briefly present your plans, your evaluation of them, and your site analysis and visualizations in class.

If you are taking this course for graduate credit, there is an additional assignment usually a 20-page paper focused on some aspect of your thesis or project. Please see me at my office – TNR 205 as soon as possible after the course begins.

Summary Assignments/Points

Due Date	Group or Individual Assignment	Brief Description	Points
See Schedule and Assignment	Individual	Reading Discussions in Canvas	150
	Individual	Skill Development (Adobe Photoshop and SketchUp)	100
	Individual	**Plan Evaluation Project**	
		Plans and Evaluation	150
		Lightning Talk	50
	Group	**Ice Age Trail and EIS Project** (pairs)	
		Site Analysis and Visualization poster	150
		Lightning Talk	50
	Individual	Class Participation	100
	Individual	Exams (Midterm and Final)	200
		Total	**950**

Attendance & Participation

Class attendance is mandatory except with prior agreement (this includes the required field trips). Unexcused absence from class negatively affects your learning and your final grade will be reduced by 15 points for each absence during the semester. In addition, students with repeated unexcused absences during the semester may be removed from project teams and required to complete the assignment individually. You will need to attend class, participate either through talking and/or active listening, and you must have your video on if at all possible, during class.

I will not tolerate free riding. Learning to work in groups isn't always easy, but developing this ability is critical to a future career in natural resources. I will not tolerate a group member not completing their share of the workload but sharing the benefits of the group. If there is a problem with the group dynamics, it is imperative that you call it to my attention at the earliest possible time. If your group would like to meet with me for assistance on a group project, I will make myself readily available. If evidence of a free riding problem arises, we will attempt to address it at a group meeting. If the problem persists, the free rider will be removed from the group by the instructor and will receive 0 points for the project.

Academic Integrity, D2L, and turnitin.com
It is important for students to read and understand the academic honesty policy of UWSP. In addition to university policies any attempt to cheat, plagiarize, or take credit for work that is not your own will result in a zero on the assignment. As you may encounter a number of complicated questions regarding how to

cite sources of information (e.g. spatial data, images, or community data), I encourage you to discuss any questions you may have about citation, paraphrasing, or related topics with me prior to turning in an assignment. In addition, assignments turned in through D2L drop box will be linked to turnitin.com – a program that compares your work to other sources to check for originality.

Accessibility Statement

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. 103 Student Services Center, (715) 346-3365; TTY (715) 346-3363; www.uwsp.edu/special/disability/studentinfo.htm

Course Schedule

Date	Topic	Reading	Due Dates
9/6	Introduction to the course		Discussion on Canvas
9/8	Introduction to planning	Levy, Overview of Planning, p.1-7 Silver, Anatomy and soul of a place, p. 61-65	Discussion on Canvas
9/13	Planning and urban history	Birch, From town to metropolis, p. 3-20	Discussion on Canvas
9/15	Planning now	Hack, Planning in the 21st century, p. 103-108 Rouse and Piro, Intro to the plan, p. 1-9	Discussion on Canvas
9/20	Planning Process 1	Rouse and Piro, Chap. 2 and 3, p. 15-40	Discussion on Canvas
9/22	Planning Process 2	Rouse and Piro, Chap. 4 and 5, p. 41-62	Discussion on Canvas
9/27	Plan Evaluation	Baer, General Plan Evaluation Criteria, p. 1-17	Discussion on Canvas
9/29	Skills/Workday	Activity 1 and 2	
10/4	Equity and Planning	Loh and Kim, Are We Planning for Equity?, p.1-17.	Discussion on Canvas
10/6	Built Environment: Land Use…	Rouse and Piro, Chap. 7, p. 90-112	Discussion on Canvas
10/11	Built Environment: Mobility…	Rouse and Piro, Chap. 7, p. 113-133	Discussion on Canvas
10/13	Shrinking Cities and Migration	Heim and Park, Shrinking Cities – Plan for Change, p. 1-13 Marandi and Main – Typology of cities, p. 1-16	Discussion on Canvas
10/18	Plan Evaluation Lightning Talks		
10/20	More Talks? and Review		
10/25 AH in Baltimore	**Midterm**		
10/27 AH in Baltimore	Skills/Workday	Activity 3 and 4	
11/1	Climate adaptation and mitigation	PAS Report, Chap. 3, p. 32-41	Discussion on Canvas

11/3	Climate mitigation	PAS Report, Chap. 4 and 5, p. 42-61	Discussion on Canvas
11/8	Climate adaptation	PAS Report, Chap. 6 and 7, p. 62-88	Discussion on Canvas
11/10	Climate plans	Read one of the following: Keenan: Types and forms of resilience in local planning Bassett and Shandas: Innovation and climate action planning Hamin: Barriers to Municipal Climate Adaptation Lyles et al.: Where to begin municipal climate adaptation planning?	Discussion on Canvas
11/15	Natural systems	Rouse and Piro, Chap. 6, p. 69-89	Discussion on Canvas
11/17	Environmental planning	Cullingworth, Chap. 15, p. 254-286	Discussion on Canvas
11/22	Skills/Workday	Activity 5	
11/29	Natural resources planning	Practical Ecology: Humans Plan Lachapelle, Barriers to effective NRP, p. 1-19	Discussion on Canvas
12/1	EIS and Planning	NEPA Citizen's Guide – p.1-19.	Discussion on Canvas
12/6	Conservation Easements	Merenlender, et al.: Land Trusts and CEs: Who is Conserving What for Whom? p. 1-12	Discussion on Canvas
12/8	Does Planning Matter?	Rouse and Piro, Chap. 17, p. 245-251	Discussion on Canvas
12/13	EIS Lightning Talks		
12/15	Final Exam		

Δ*You will need to remote access to a computer and the ACL or CPS 107. Directions for remote access:* *https://www.uwsp.edu/infotech/Pages/ComputerLabs/Online-Access-For-Computer-Labs.aspx.*