COMMUNITY FOREST MANAGEMENT
Fall 2016
Wednesday, Periods 8-10 (3:00-6:00)

Course numbers: FOR 6628 (Sect 5255), LAS 6290 (Sect 082B)

Course credits: 3

Instructor: Dr. Karen A. Kainer
846-0833
210 Newins-Ziegler
Office Hours: Best by appointment, but also…M: 10:00-11:00; Th: 9:00-10:00

Course readings:
Plus...Select articles and book chapters: See readings list.

Course description:
Forest management by communities and local smallholders has gained currency as a potentially viable strategy for conserving forest ecosystems, while supporting local livelihoods and cultural values. This 3-credit graduate course examines how local people conserve their forests and under what conditions they garner significant social and economic benefits. The course analyzes the conceptual underpinnings, efficacy, and practice of this growing trend in global forest management, and considers how researchers and practitioners (including graduate students) have collaborated with communities in these efforts. It is designed for students from diverse disciplines and different levels of expertise to think critically, jointly, about the multi-scale, contextual factors that influence conservation and livelihood outcomes - applications that go beyond forests to other ecosystems. A variety of teaching methods will be employed with an emphasis on experiential and cross-student learning.

Learning objectives:
Upon completion of this course, students will have:
• Integrated new multidisciplinary knowledge with their personal and professional experiences to think critically about community-based forest management;
• Synthesized key ecological concepts for sound management of community resources;
• Articulated the relevance and complexity of the socio-political context on community-based resource management;
• Reviewed and discussed practical ways in which community-based management has been implemented;
• Reflected on their philosophies about biodiversity conservation, development, and cultural change.
• Written a research proposal or manuscript that integrates student interests with course learning.
• Conducted critical peer reviews of colleagues’ works.
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Reflection paper</td>
<td>10%</td>
<td>94 – 100% = A</td>
</tr>
<tr>
<td>Readings comments</td>
<td>20%</td>
<td>90 – 93% = A-</td>
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<tr>
<td>Research paper</td>
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<tr>
<td>Preliminary statement and bibliography</td>
<td>10%</td>
<td>87 – 89% = B+</td>
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<tr>
<td>Lightening presentation</td>
<td>5%</td>
<td>80 – 86% = B</td>
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<tr>
<td>Final submission</td>
<td>25%</td>
<td>77 – 79% = C+</td>
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<tr>
<td>Peer review I (prelim statements &amp; biblio)</td>
<td>10%</td>
<td>70 – 76% = C</td>
</tr>
<tr>
<td>Peer review II (research paper draft)</td>
<td>10%</td>
<td>60 – 69% = D</td>
</tr>
<tr>
<td>Class participation*</td>
<td>10%</td>
<td>&lt; 60% = E</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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*Attendance is a prerequisite to in-class participation. Every student is expected to attend every class. Students bring a wealth of experience into the classroom, and each class period is a unique chance to learn from those experiences (cross-student learning). A second reason I insist on class attendance is because of the 3-hour class meetings. Missing one day = 6.7% of the course; two = 13.3%; and 3 = 1/5 of the course! In other words, quickly, one can miss a large portion of what could be learned.

In the past, I have always asked that students let me know immediately if they have to miss a class, and this courtesy has been extended almost without fail. Typically, one or two students from the entire course miss a session during the course of a semester (conference, sibling wedding, etc…). Indeed, more than one absence is not acceptable (except under extreme circumstances), and will be reflected in your participation grade. Unplanned absences (emergencies) just come up, and are dealt with differently.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due*</th>
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<tbody>
<tr>
<td><strong>SETTING THE THEORETICAL STAGE</strong></td>
<td></td>
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<tr>
<td>Aug 24</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Aug 29</td>
<td></td>
<td>reflection paper due at 2:00 am</td>
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<tr>
<td>Aug 31</td>
<td>Conservation, development, and the role of CFM</td>
<td></td>
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<tr>
<td>Sep 7</td>
<td>Ecology behind CFM</td>
<td></td>
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<tr>
<td>Sep 14</td>
<td>Harvesting from the forest</td>
<td></td>
</tr>
<tr>
<td>Sep 21</td>
<td>Political ecology</td>
<td>title &amp; brief content (no grade)</td>
</tr>
<tr>
<td>Sep 28</td>
<td>Values, costs and benefits</td>
<td></td>
</tr>
<tr>
<td>Oct 5</td>
<td>From management to governance</td>
<td>prelim statement &amp; biblio</td>
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| MANAGEMENT CASE STUDIES (order below may change) |                                                                     |                                   |
| Oct 12  | Timber management (big & small)                                       | peer review I                     |
| Oct 19  | Wildlife and communities                                              |                                   |
|         | The Mexican case                                                      |                                   |
| Oct 26  | Reforestation for conservation & community well-being                  |                                   |
|         | Gender and forests                                                    |                                   |
| Nov 2   | NTFPs                                                                |                                   |
|         | Chilean plantations & smallholders                                     |                                   |
| Nov 9   | Save Loblolly Woods                                                   | draft research paper (no grade)   |
| Nov 16  | Partnerships and communities                                           | peer review II                    |
| Nov 23  | NO CLASS (Thanksgiving Holiday)                                        |                                   |
| Nov 30  | Collaborations & research on the ground                                | lightening presentations          |
| Dec 7   | Course wrap up and evaluation                                          | final research paper              |

*Electronically posted comments are due at 2:00 am on the Wednesday of each class.
Reading Assignments

We will be using UF’s Canvas system (or e-Learning) to facilitate course communication and to access readings that are not from the textbook or not free online to the general public. To login, open your Internet browser and navigate to https://lss.at.ufl.edu.

To get general help with e-Learning, you may access FAQs (https://lss.at.ufl.edu/help/Student_Faq) or call the Help Desk at 352-392-4357 anytime during Help Desk hours. Or email helpdesk@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or gatorlink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring. Someone will get back with you as soon as possible.

We are fortunate to have additional technical support through SFRC (School of Forest Resources and Conservation). If you have technical needs specifically related to this course (i.e., link not functioning), please go the Discussion tab on the left hand panel in Canvas and under “Pinned Discussions”, click on Technical Support.

Canvas is set up to access the readings required (and recommended) by date and topic. All articles listed below are required reading for the course, unless “Recommended” precedes the citation. To access the readings required (and recommended), go to the Discussion tab on the left panel of the main course site, readings for each class will be found by date and topic. For example, all required readings for August 31 will be tagged “Aug 31: Conservation, development…CFM”.

SETTING THE THEORETICAL STAGE

Aug 24 Introduction
No readings

Aug 31 Conservation, development, and the role of CFM

http://www.ecologyandsociety.org/vol17/iss2/art17/

Recommended:


**Sep 7**  
**Ecology behind CFM**  


**Sept 14**  
**Harvesting from the forest**  


**Recommended:**  

**Sept 21**  
**Political ecology**  


**Recommended:**  
Sep 28  Values, costs & benefits


Recommended:


Oct 5  From management to governance


Recommended:


MANAGEMENT CASE STUDIES
Oct 12 Timber management (big & small)


Recommended


Oct 19   Wildlife & communities
The Mexican case


Recommended


Oct 26   Reforestation for conservation & community well-being
Gender and forests


Recommended


Mwangi, E. and Y.H. Mai. 2011. Introduction to the special issue on Forests and Gender. International Forestry Review 13(2):119-122. Note: This Introduction is an overview to a special issue on Gender and Forests; it provides a snapshot of the nine studies included in the special issue and provides a nice synopsis of the major issues studied more recently.

Nov 2 NTFPs
Chilean plantations & smallholders


Recommended

Nov 9 Save Loblolly Woods
See Canvas for details on “readings”

SUPPORTING COLLABORATIVE MANAGEMENT
Nov 16 Partnerships and communities


**Recommended:**


**Nov 23** NO CLASS – Thanksgiving holiday

**Nov 30** Collaborations and research on the ground
Firehock, K. 2003. Protocol and guidelines for ethical and effective research of community-based collaborative processes. Community Based Collaborative Research Consortium (CBCRC), University of Virginia, Charlottesville, VA.


**Recommended:**


**Case studies of research with communities:**


Dec 7 Course wrap-up and evaluation


Recommended:
2013 Video. Asociación de comunidades forestales de Petén (ACOFOP) (8 minutes). Produced by Alianza Mesoamericana de los pueblos y bosques. View at: http://www.youtube.com/watch?v=KRkXTxRWChM


Course Resources! (other readings)


ASSIGNMENT: Readings comments
Each week (each module), we will prepare for class by accessing some of the best thinking on the topic at hand. I have carefully selected key readings which are required, and additional readings (noted as "Recommended") that might be helpful to you as you prepare proposals and manuscripts or...are just curious to hear more perspectives.

You are required to read each weekly set of articles, and are required to post comments that flow from those readings for 12 of the 14 class periods with assigned readings. The rationale behind this assignment is to provide us with insights of individual perspectives prior to class, better incorporate what others have to say on the topic at hand, and begin class dialogue.

While you are required to do the readings for each of the 14 class periods, you are free to choose whichever 12 of 14 classes you wish for posting comments. I do not want a summary or abstract of each of the readings or a formalized, well-thought out rebuttal of the authors’ arguments. Rather, I expect you to share with the class some of your thoughts that were stimulated by the readings. What did the readings mean to you? Do you buy the author’s thesis? Why? Did the readings stimulate you to reflect on a past experience? How? I have purposefully chosen a more informal group discussion format so that students feel freer to express their basic, gut reactions to the readings. Each student should post his or her comments by 2:00 am the Wednesday of class. That’s 2:00 in the morning before each session!

Comments will be posted in the Discussion section of Canvas. Click on the course Community Forest Management. Go to “Discussion” listed in the left hand column, and then click on the topic for the week. For example, by Wednesday at 2:00 am, you are required to post your comments in the following forum “Aug 29: Conservation, development, and the role of CFM”. Others in the class will then be able to read your comments and add theirs. The length of comments is not fixed, but should range from two to four paragraphs. The sum of these comments is worth 20% of your grade.
ASSIGNMENT: Reflection Paper on Conservation and human well-being
The reflection paper will be read by me only. Please prepare a 2- to 3-page (single-spaced) paper that reflects your thoughts on the questions below. It is due Monday, August 29 at 2:00 am to give me time to read the essays prior to Wednesday’s class; please send me an electronic copy via Canvas. You may read the assigned readings for that Wednesday’s class (or anything else for that matter) before developing your essay, but this assignment is not a synopsis of the conservation-development debate, but rather, a personal reflection. As such, citations are allowed, but not necessary nor expected. It is worth 10% of your grade.

1. As you think about the relationship between biodiversity conservation and human well-being, which one do you think should be prioritized? Do you see this as a dichotomy with significant tradeoffs? Or as issues that can be reconciled?

2. Do you personally prioritize one over the other in your work (e.g., chosen profession or jobs held) or personal life (e.g., how you choose to use your purchasing power, donate your time or money)? Please provide examples.

3. How do you think you developed this philosophical bent? What in your past, for example, might have steered you more toward one direction or the other?

ASSIGNMENTS: Research paper & Peer reviews
Each student will write a research proposal or analytical paper related to the themes of the course, to be developed over the semester. The intent is to offer an opportunity for students to develop a paper that can be helpful to their careers or is a necessary part of their graduate program. If you are in the proposal-writing phase, then this paper may be your research proposal, or some portion of it. If you have already carried out your graduate fieldwork, then you may consider preparing an article or chapter for your thesis/dissertation. Alternatively, you could select a hypothesis(es), premise(s) or question(s) related to CFM and analyze pertinent supporting and refuting evidence/data. Or, you could analyze the state of CFM in your home country or expected country of research. In all cases, you should focus on peer-reviewed literature, but certainly some gray literature may also be important to include. Students are encouraged to discuss their ideas with me to get approval for their plan. Use SPELL CHECK AND GRAMMAR CHECK FOR ALL VERSIONS!

The research paper will be developed in steps. A preliminary title and 3- to 4-sentence content description will be turned in via Canvas on September 21. This preliminary title is NOT graded. The purpose is twofold: (1) to encourage students to begin more focused thinking on the content of their paper, and (2) to provide information to me for forming research paper peer groups. Use Word for this and all submissions.

Preliminary statement
By October 5, all students will submit a preliminary statement (1- to 2- single-spaced pages) and an accompanying bibliography. This statement should convey main ideas you intend to pursue in your proposal/paper, including data you intend to collect and/or analyses you foresee carrying out. The bibliography should demonstrate that you have identified sufficient material to write on this topic (even though you may not have read all sources yet). At the beginning of your statement, please record the
following: Title of document, advisor and department, if pursuing an M.S. or Ph.D., if paper is a proposal or analytical paper, and 8-10 keywords. This statement/bibliography is worth 10% of your final grade, and will be submitted via Canvas in Word. I will provide feedback to each student.

Peer review I
In addition, each student will be grouped with 2 to 3 other students who will also receive an electronic copy of your statement (please send to them via email). Due October 12, each student within the group will also provide a written peer review (Peer review I) of each student’s preliminary statement and bibliography within their group. In other words, you will be reviewing the preliminary statements of 2 to 3 students, and they in turn, will be reviewing yours. Please email a copy of the corresponding peer review to each student you reviewed. Also, upload copies (best if can join into one file) of your reviews into Canvas where I can also view them. These reviews are worth 10% of your total grade.

I expect that reviews will include changes directly on the preliminary statement (using the Track Changes feature, for example). I also expect helpful suggestions/comments, likely through a separate series of paragraphs or using the Comments feature under “Review”. These comments should include reiterating what you understand as the main aim of the paper, gaps in logic and flow, and perhaps additional bibliographic suggestions.

Please read through the following attached guidelines for some review suggestions before you begin, especially Best Practices (p 14-20) and Ethics in Peer Review (p 23-25):


Draft
Students will now prepare a complete draft of the proposal or paper; these drafts are required, but not graded. Please upload one copy via Canvas by November 9, and I will provide written feedback. Similarly, please submit one copy for feedback to one of your original peer group members, as assigned by Dr. Kainer. This is your final opportunity to get critical feedback to improve your paper!

Peer review II
Please conduct Peer review II for one peer in your group. Upload a copy of your review by November 16 via Canvas for my review. Also, please return a copy of your review directly to the peer whose paper you reviewed. This review is worth 10% of your total grade.

I expect that reviews will include changes directly on the preliminary statement (using Track Changes, for example), coupled with helpful suggestions/comments, likely through a separate series of paragraphs or using the Comments feature of Track Changes. These might include reiterating what you understand as the main aim of the paper, gaps in logic and flow, additional bibliographic suggestions, etc…

It might be helpful to revisit the following attached guidelines before you begin - just as a reminder:
This final peer review is worth 10% of your grade and is due on **November 16**.

**Lightening presentation**

On **November 30**, you will give a 3-minute (3 minutes! No more!!) lightening presentation on your research paper. You will clearly need to focus on key points and practice, practice because slides are only visible for a short period of time and any text used must be short and to the point. The idea is to provide an opportunity for everyone to have an idea of what everyone else is working on. It also provides an opportunity for feedback from the entire group. Please upload your PowerPoint slides (if you intend to use PowerPoint – not a requirement) to Canvas by 8:00 am on November 30. These oral presentations are worth 5% of your grade.

Please read the following “Giving Lightening Talks”

**Final paper**

Finally, students will turn an electronic copy of their **final paper** by **December 7** (last day of class). The maximum length of the paper is 10 single-spaced pages, excluding tables, figures and bibliography. The final version is worth 25% of your grade, and will be evaluated using the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A successful final paper will:</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Research question/problem</td>
<td>Clearly identify and discuss a significant research question or questions</td>
<td>5</td>
</tr>
<tr>
<td>Conceptual &amp; theoretical clarity</td>
<td>Present and apply a clear conceptual framework – integrate relevant literature</td>
<td>5</td>
</tr>
<tr>
<td>Methods &amp; analysis</td>
<td>Articulate a coherent proposal for research design and methods to address the problem OR methods &amp; analysis already conducted and articulated</td>
<td>5</td>
</tr>
<tr>
<td>Writing and organization</td>
<td>Use correct punctuation and grammar, and structure paper in a logical flow of ideas and sections</td>
<td>5</td>
</tr>
<tr>
<td>Relevance</td>
<td>Connect the analysis and conclusions to issues relevant to community-based resource management as discussed in the course</td>
<td>5</td>
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I will not provide feedback on this final version, except for a numeric grade.
Academic Honesty, UF Counseling Services, Services for Students with Disabilities

Academic Honesty
UF students are bound by the Honor Pledge which states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.”

Counseling and Wellness Center
http://www.counseling.ufl.edu/cwc/Default.aspx 392-1575

University Police Department
392-1111 or 9-1-1 for emergencies.

Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.