COMMUNITY FOREST MANAGEMENT
Fall 2015
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
            kkainer@ufl.edu
            846-0833
            210 Newins-Ziegler

Office Hours:  Best by appointment, but also…M: 10:00-11:00; Th: 10:00-11:00

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
gain 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>Percentage</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>
<td></td>
<td>87 – 89% = B+</td>
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<tr>
<td>Preliminary statement and bibliography</td>
<td>10%</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>
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<tr>
<td>Peer review II (research paper draft)</td>
<td>10%</td>
<td>60 – 69% = D</td>
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<tr>
<td>Class participation*</td>
<td>15%</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>
<td></td>
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<tr>
<td>Aug 26</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Aug 31</td>
<td></td>
<td>reflection paper (2:00 am)</td>
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<tr>
<td>Sep 2</td>
<td>Conservation, development, and the role of CFM</td>
<td></td>
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<tr>
<td>Sep 9</td>
<td>Ecology behind CFM</td>
<td></td>
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<td>Sep 16</td>
<td>Harvesting from the forest</td>
<td>title &amp; brief content (no grade)</td>
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<tr>
<td>Sep 23</td>
<td>Political ecology</td>
<td></td>
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<tr>
<td>Sep 30</td>
<td>Values, benefits &amp; costs, land tenure</td>
<td>prelim statement &amp; biblio</td>
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<tr>
<td>Oct 7</td>
<td>From management to governance</td>
<td>peer review I</td>
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<tr>
<td><strong>MANAGEMENT CASE STUDIES</strong></td>
<td></td>
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<tr>
<td>Oct 14</td>
<td>Timber management (big &amp; small)</td>
<td></td>
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<tr>
<td>Oct 21</td>
<td>The Mexican case</td>
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<td>Oct 28</td>
<td>Save Loblolly Woods</td>
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<tr>
<td>Nov 4</td>
<td>TBD</td>
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<tr>
<td>Nov 11</td>
<td>NO CLASS (Veteran’s Day)</td>
<td>draft research paper (no grade)</td>
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<tr>
<td><strong>SUPPORTING COLLABORATIVE MANAGEMENT</strong></td>
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<td>Nov 18</td>
<td>Partnerships and communities</td>
<td>peer review II</td>
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<tr>
<td>Nov 25</td>
<td>NO CLASS (Thanksgiving Holiday)</td>
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<tr>
<td>Dec 2</td>
<td>Collaborations &amp; research on the ground</td>
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<td>Dec 9</td>
<td>Course wrap up and evaluation</td>
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<tr>
<td>Dec 11</td>
<td></td>
<td>final research paper</td>
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*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 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 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.

The E-learning site 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 September 2 will be tagged “Sep 2: Conservation, development…CFM”.

SETTING THE THEORETICAL STAGE
Aug 26 Introduction
No readings

Sep 2 Conservation, development, and the role of CFM

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

Recommended:


**Sep 9**  
**Ecology behind CFM**  


**Sept 16**  
**Harvesting from the forest**  


**Recommended:**  


**Sept 23**  
**Political ecology**  


**Recommended:**  
Sep 30 Values, costs & benefits, tenure


Recommended:


Oct 7 From management to governance


**Recommended:**


**MANAGEMENT CASE STUDIES**
**Oct 14**  
**Timber management (big & small)**


**Recommended**

Two short brief:


**Oct 21 The Mexican case**


**Recommended**

Oct 28  Save Loblolly Woods
Readings and preparation to be announced

Nov 4  TBD

Nov 11  NO CLASS – Veteran’s Day

SUPPORTING COLLABORATIVE MANAGEMENT
Nov 18  Partnerships and communities


Recommended:


Nov 25  NO CLASS – Thanksgiving holiday

Dec 2  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 9**

**Course wrap-up and evaluation**


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

**Recommended:**
Course Resources! (other readings)


ASSIGNMENT: Readings comments

Each student will post comments that flow from the readings assigned for that class period. 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.

There are 13 class periods with assigned readings, and students are required to send in comments 12 of these 13 periods. You are free to choose whichever 12 you wish. 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 (post on Canvas) some of your thoughts that were stimulated by the readings in 1 of the 3 ways below. I have purposefully chosen a more informal group discussion format so that students feel freer to express their basic reactions to the readings and other student comments. 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!

1. Freewrite about connections to your own observations and experiences
What did the readings mean to you? Does what the authors say jibe with your own observations? How? Did the readings stimulate you to reflect on a past experience? How?

2. Freewrite about connections to other readings
Free-write on the ways you think the text lines up to preceding texts covered in class and/or major themes in the course. What are the similarities and differences in subject matter, approaches, types of data, conceptual and theoretical perspectives, arguments?

3. Respond to others comments
This last way to respond involves reading through others comments, choosing several phrases or ideas that were posted that given week, and then sharing your thoughts on their posts. Here, you could only choose this option if you are one of the last respondents.

Comments will be posted through UF’s E-learning system at http://lss.at.ufl.edu/. 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 “Sep 2: Conservation, development, and the role of CFM”. Others in the class will then be able to read your comments and add theirs. If you have any technical questions about using E-learning, please call 352-392-4357 (Option 2) for assistance.

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 31 at 2:00 am to give me time to read the essays prior to Wednesday’s class; please send me an electronic copy via E-learning. 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 16. Use Word for this and all submissions.

Preliminary statement
By September 30, 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 7, 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
As a second step, students will prepare a complete draft of the proposal or paper; these drafts are required, but not graded. Please upload one copy via Canvas by November 11, 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
Similarly, each student also will submit one copy for feedback from one of their group’s peers. In other words, each student will be subjected to and carry out a Peer review II for one peer in their group, to be returned directly to the student and a second copy will be uploaded on Canvas so that I can review it as well. This final peer review is worth 10% of your grade and is due on November 18.

Final paper
Finally, students will turn an electronic copy of their final paper by December 11 (two days after our 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:

- conceptual/theoretical clarity of the paper;
- quality of research for the paper;
- coherence, rigor, and creativity of the research statement and methodologies;
- quality of the writing and organization of the paper; and
- relevance to scholarly and practical issues in community-based resource management.

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.