COMMUNITY FOREST MANAGEMENT
Fall 2018
Wednesday, Periods 8-10 (3:00-6:00)

Course numbers: FOR 6628 (Section 5255), LAS 6290 (Section 1H92)

Course credits: 3

Instructor: Dr. Karen A. Kainer
kkainer@ufl.edu
846-0833
210 Newins-Ziegler

Office Hours: Best by appointment, but also…Monday: 10:00-12:00

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>Percentage</th>
<th>Grade Range</th>
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</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>Lightening presentation</td>
<td>5%</td>
<td>77 - 79% = C+</td>
</tr>
<tr>
<td>Final submission</td>
<td>25%</td>
<td>70 - 76% = C</td>
</tr>
<tr>
<td>Peer review I (prelim statements &amp; biblio)</td>
<td>10%</td>
<td>60 - 69% = D</td>
</tr>
<tr>
<td>Peer review II (research paper draft)</td>
<td>10%</td>
<td>&lt; 60% = E</td>
</tr>
<tr>
<td>Class participation*</td>
<td>10%</td>
<td></td>
</tr>
<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.
# Community Forest Management

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due*</th>
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</thead>
<tbody>
<tr>
<td><strong>SETTING THE THEORETICAL STAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 22</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Aug 27</td>
<td><em>This is early early Monday morning!</em></td>
<td>reflection paper - 2:00 am</td>
</tr>
<tr>
<td>Aug 29</td>
<td>Conservation, development, and the role of CFM</td>
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<tr>
<td>Sep 5</td>
<td>Ecology behind CFM &amp; harvesting from the forest</td>
<td></td>
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<tr>
<td>Sep 12</td>
<td>TEK and other assets</td>
<td>title &amp; brief description (no grade)</td>
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<tr>
<td>Sep 19</td>
<td>Political ecology</td>
<td></td>
</tr>
<tr>
<td>Sep 26</td>
<td>Forest rights and forest governance</td>
<td>prelim statement &amp; biblio</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Variations of co-management</td>
<td>peer review I</td>
</tr>
<tr>
<td>Oct 10</td>
<td>Participatory approaches and methods</td>
<td></td>
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<tr>
<td></td>
<td><strong>MANAGEMENT CASE STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 17</td>
<td>Wildlife and communities</td>
<td></td>
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<tr>
<td>Oct 24</td>
<td>Timber management (big and small)</td>
<td></td>
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<tr>
<td>Oct 31</td>
<td>Change over time in Acre, Brazil</td>
<td></td>
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<tr>
<td>Nov 7</td>
<td>The Mexico case</td>
<td>draft research paper (no grade)</td>
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<tr>
<td>Nov 7</td>
<td>Reforestation for conservation &amp; community well-being</td>
<td></td>
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<tr>
<td>Nov 14</td>
<td>Partnerships</td>
<td>peer review II</td>
</tr>
<tr>
<td>Nov 21</td>
<td>NO CLASS (Thanksgiving Holiday)</td>
<td></td>
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<tr>
<td>Nov 28</td>
<td>Collaborations &amp; research on the ground</td>
<td>lightening presentations</td>
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<tr>
<td>Dec 5</td>
<td>Course wrap up and evaluation</td>
<td>final research paper</td>
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*Electronically posted comments are due every session 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 29 will be tagged “Aug 29: Conservation, development…CFM”.

SETTING THE THEORETICAL STAGE
Aug 22 Introduction
No readings

Aug 29 Conservation, development, and the role of CFM


Recommended:


**Sep 5**  
Ecology behind CFM & harvesting from the forest  


**Recommended:**


**Sep 12**  
TEK and other assets  
[https://doi.org/10.5751/ES-09598-220406](https://doi.org/10.5751/ES-09598-220406)

[http://dx.doi.org/10.5751/ES-06288-180472](http://dx.doi.org/10.5751/ES-06288-180472)

**An interactive version (in which you can access most cited papers of this article that introduces TEK and its various aspects) is at:** [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4471132/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4471132/)

**Sep 19**  
Political ecology  


**Recommended:**


**Sep 26 Forest rights and forest governance**


**Recommended:**


Oct 3 Variations of co-management


Recommended


Oct 10 Participatory approaches and methods

You are also required to either read:

or:

Recommended
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.


Case studies of research with communities:


MANAGEMENT CASE STUDIES
Oct 17 Wildlife & communities


Recommended


Oct 24 Timber management (big and small)
You are also required to either read:

or

Recommended


Oct 31 Change over time in Acre, Brazil


Recommended

Rockwell, C.A. and K.A. Kainer. 2015. Local and scientific perspectives on the bamboo-dominated forest in Acre, Brazil: A complementary knowledge base for multiple-use forest management. International Forestry Review 17(S1):51-64.

**Nov 7**

**The Mexico case**

**Reforestation for conservation & community well-being**


**Recommended**


**SUPPORTING COLLABORATIVE MANAGEMENT**

**Partnerships and communities**


**Recommended:**


Nov 21 NO CLASS – Thanksgiving holiday

Nov 28 Collaborations and research on the ground


Recommended:


Dec 5 Course wrap-up and evaluation

Re-read your reflection paper on Conservation and human well-being.

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), you will prepare for class by accessing some of the best thinking on the topic at hand. I have carefully selected key readings that 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. 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 13 of 14 classes you wish for posting comments that flow from those readings. 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 27 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.

**WARNING:** Do not simply present a proposal you have no intention of carrying out. In my experience, this leads to a poorly researched, shallow product.

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 are expected to use course concepts and literature. 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 12**. 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 **September 26**, 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 4 other students who will also receive an electronic copy of your statement (please send to them via email). Due **October 3**, 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 4 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 7, 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 14 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...


This final peer review is worth 10% of your grade and is due on November 14.

Lightening presentation
On November 28, 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, but visuals of some sort are VERY helpful) to Canvas by 8:00 am on November 28. These oral presentations are worth 5% of your grade.

Please read the following “Giving Lightening Talks” http://www.perl.com/pub/2004/07/30/lightningtalk.html

Final paper
Finally, students will turn an electronic copy of their final paper by December 5 (last day of class). The length of the paper should be between 8-10 single-spaced pages, excluding tables, figures and
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>
</thead>
<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.

**UF Helping Resources**

- **UF Writing Studio**  The Writing Studio is a free service for current UF students. Students have the opportunity to work one-on-one with a consultant (up to 30 minutes, twice a week) on issues specific to their own particular writing needs and development. They assist students to become better proofreaders and editors of their own work.

- **Counseling and Wellness Center**  Students experiencing crises or personal problems that interfere with general wellbeing are encouraged to utilize the university’s counseling resources. Confidential counseling services are available at no cost for enrolled students. Resources are also available for students seeking to clarify career and academic goals and to deal with academic challenges.

**UF Policies**

- **Students with Disabilities Act:** The Dean of Students Office coordinates needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. *Dean of Students Office, 202 Peabody Hall, 392-7066.*

- **Software Use:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator.

- **Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Work submitted for credit by UF students should not include any form of plagiarism, cheating or unauthorized aid. Unless an assignment is explicitly identified as collaborative, all work should be completed independently. Students should understand and follow the **Student Honor Code** that they signed upon enrollment at the University of Florida: “I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”