COMMUNITY FOREST MANAGEMENT
Fall 2012
Tuesday, Periods 6-8 (12:50-3:50)

Course numbers: FOR 6628 (Sect 5255), LAS 6290 (Sect 0025)
Course credits: 3

Instructor: Dr. Karen A. Kainer
kkainer@ufl.edu
846-0833
210 Newins-Ziegler
Office Hours: W: 9:30-11:00; Th: 9:30-11:00; also by appointment

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

Course description:
Community forest management has gained currency as a potentially viable strategy for conserving forest ecosystems and supporting local livelihoods and cultural values. It assumes that people who have been residing in or near their local forests for generations have the rights, knowledge, and incentives to manage their own resources sustainably.

This 3-credit graduate course weighs the evidence to date of how well communities conserve their forests, and examines how researchers and practitioners (including graduate students) have collaborated with them in these efforts. It explores the conceptual underpinnings, efficacy, and practice of this growing trend in global forest management. It is designed for students to think critically about the multi-scale, contextual factors that influence conservation and livelihood outcomes. Conservation and development tradeoffs, complementarities and limitations of community forest management will be highlighted. A variety of teaching methods will be employed with an emphasis on experiential 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, poverty and 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>15%</td>
<td>90 – 93% = A-</td>
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<tr>
<td>Current case synopsis</td>
<td>10%</td>
<td>87 – 89% = B+</td>
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<tr>
<td>Research paper</td>
<td></td>
<td>80 – 86% = B</td>
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<tr>
<td>Preliminary statement and bibliography</td>
<td>10%</td>
<td>77 – 79% = C+</td>
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<tr>
<td>Final submission</td>
<td>25%</td>
<td>70 – 76% = C</td>
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<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>
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<tr>
<td>Class participation*</td>
<td>10%</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</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 = 7.1% of the course; two = 14.3%; and 3 = over 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…). 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>Aug 28</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Sept 3</td>
<td><em>due Monday – 8:00 am</em></td>
<td>reflection paper</td>
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<tr>
<td>Sep 4</td>
<td>Conservation, poverty, and the role of CFM</td>
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<tr>
<td>Sep 11</td>
<td>Ecology behind CFM</td>
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<td>Sep 18</td>
<td>Harvesting from the forest- What we know &amp; don’t know Interests and actors</td>
<td>title of paper (no grade)</td>
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<tr>
<td>Sep 25</td>
<td>NO FORMAL CLASS – <em>time for case work</em></td>
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<tr>
<td>Oct 2</td>
<td>Costs &amp; benefits, old &amp; new markets</td>
<td>prelim statement &amp; biblio</td>
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<tr>
<td>Oct 9</td>
<td>Institutions and governance</td>
<td>peer review I</td>
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<tr>
<td>Oct 16</td>
<td>Certification and combating illegality</td>
<td></td>
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<tr>
<td>Oct 23</td>
<td>MANAGEMENT CASE STUDIES (Non-timber forest products, Timber management, Wildlife and hunting, CFM in the North)</td>
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<tr>
<td>Oct 30</td>
<td>draft research paper (no grade)</td>
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<tr>
<td>Nov 6</td>
<td></td>
<td></td>
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<tr>
<td>Nov 13</td>
<td>peer review II</td>
<td></td>
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<tr>
<td>Nov 20</td>
<td>Partnerships &amp; collaboration</td>
<td>3-minute case presentations</td>
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<tr>
<td>Nov 27</td>
<td>Research with communities</td>
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<tr>
<td>Dec 4</td>
<td>Course wrap up and evaluation</td>
<td></td>
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<tr>
<td>Dec 5</td>
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<td>final research paper</td>
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*Electronically posted comments are due at 7:00 am on the Tuesday of each class.*
Reading Assignments

We will be using UF’s Sakai 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. Note: If you are going to create a bookmark for e-learning login, please bookmark http://lss.at.ufl.edu, not the actual login page or the "My Workspace" page once you are in e-Learning.

- Click the big orange "e-Learning" button.
- Login using your gatorlink username and password. After logging in, you will be taken to your "My Workspace," where you can access the course(s) and/or project site(s) in which you are enrolled. You will see them listed across the top of the screen.

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 4 will be tagged “Sep 4: Conservation, poverty, and the role of CFM”.

SETTING THE THEORETICAL STAGE
Aug 28  
Introduction
No readings

Sep 4  
Conservation, poverty, and the role of CFM

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

Recommended:


**Sep 11**  
Ecology behind CFM  


**Sept 18**  
Harvesting from the forest – What we know and don’t know  
Interests and actors  


**Recommended:**  


**Sept 25**  
NO CLASS

**Oct 2**  
Costs and benefits, old and new markets  

**Recommended:**


**Oct 9 Institutions and governance**


**Recommended:**


**Oct 16  Certification and Illegality**

TBA

**MANAGEMENT CASE STUDIES**
**Oct 23, Oct 30, Nov 6, Nov 13**

**Non-timber forest products**
**Timber management**
**Wildlife and hunting**
**CFM in the North**

Readings TBD

**SUPPORTING COLLABORATIVE MANAGEMENT**
**Nov 20  Partnerships and collaboration**


**Recommended:**


**Nov 27  Research with communities**


**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:**


**Dec 4 Course wrap-up and evaluation**


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


ASSIGNMENT: Readings comments

Each student will provide comments or queries 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 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 the Tuesday morning (7:00 a.m.) before each session. 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 Tuesday, August 30 at 7:00 am, you are required to post your comments in the following forum “August 30: Conservation, poverty, 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. No student is responsible for reading the comments of others, but you are welcome to do this and comment if you wish. The sum of these comments is worth 15% of your grade.
ASSIGNMENT: Reflection Paper on Conservation and Global Poverty
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 on Monday, September 3 at 8:00 am to give me time to read the essays prior to Tuesday’s class; please send me an electronic copy via E-learning. You may read the assigned readings for that Tuesday’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, led you more toward one direction or the other?

ASSIGNMENT: Current case synopsis
Students will work in groups of two, identifying and then presenting on an ongoing controversy/event/policy decision related to communities and natural resource management. Groups will follow the case over the course of the semester and present a 3-minute synopsis of their case on Nov 20. The objective of this assignment is to provide a space to look more closely at a particular issue of interest to you, while sharing your findings with the rest of the group, broadening our understanding of community forest management (in the broad sense).

The 3-minute time limit will be strictly enforced. When the “end” bell rings, you must stop your presentation, whether you have finished stating your findings, or not. Because of this time limit, you are urged to practice your talk with visuals to be certain that it falls within the 3-minute deadline. There will be no discussion during the talks, but we will have a round table discussion of all cases presented afterward.

The cases should include the following.
- What is the problem/issue?
- Why is it important to us?
- What kinds of communities are affected?
- Who are the key actors involved in the controversy/issue?
- What resource(s) are affected?
- What is the current status of the issue/problem?
- Where do you expect it to go? How do you think this will be resolved?
Evaluation criteria:

- Talk title is informative and engaging.
- Problem/issue is clearly stated, and above questions answered.
- Visual aids are of good quality and used effectively.
- Speaker is confident, clear, and uses the limited time effectively.

This assignment is worth 10% of your final grade.

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 the instructors during office hours or by appointment 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 of the paper and 3- to 4-sentence content description will be turned in via E-learning on September 18. Use Word for this and all submissions.

Preliminary statement

By October 2, 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 E-learning 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 9, 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. A copy of each peer review will be emailed to the student and a copy will be uploaded to E-learning where I can also view it. These reviews are worth 10% of your total grade. I will provide further guidelines to this review.
Draft
As a second step, students will prepare a complete draft of the proposal or paper; these drafts are **required, but not graded**. Submit one copy to me via email by **November 6**, and I will provide written feedback. *This is your final opportunity to get critical feedback to improve your proposal/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 to the student and one turned in to me via E-learning on **November 13**. This final peer review is worth 10% of your grade.

Final paper
Finally, students will turn an electronic copy of their **final paper** by **December 5** (one day after our last day of class). The maximum length of the paper is 8 single-spaced pages, excluding tables, figures and bibliography (brevity in writing is highly valued). 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, Software Use, UF Counseling Services, Services for Students with Disabilities
In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.

(Source: 2008-2009 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

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. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- Career Resource Center, CR-100 JWRU, 392-1602, www.crc.ufl.edu/
- Student Mental Health Services, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)

Center for Sexual Assault / Abuse Recovery & Education (CARE)

Eating Disorders Program

Employee Assistance Program

Suicide Prevention Program

Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 392-8565. www.dso.ufl.edu/drc/