

COMMUNITY FOREST MANAGEMENT

Fall 2014

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

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210 Newins-Ziegler

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

Course readings:

Mulder, M.B. and Coppolillo, P. 2005. Conservation: Linking ecology, economics, and culture. Princeton University Press, Princeton, New Jersey.

Plus...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:

Reflection paper	10%	94 – 100% = A
Readings comments	20%	90 – 93% = A-
Research paper		87 – 89% = B+
Preliminary statement and bibliography	10%	80 – 86% = B
Final submission	25%	77 – 79% = C+
Peer review I (prelim statements & biblio)	10%	70 – 76% = C
Peer review II (research paper draft)	10%	60 – 69% = D
Class participation*	<u>15%</u>	< 60% = E
Total	100%	

*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.

Date	Topic	Assignments due*
SETTING THE THEORETICAL STAGE		
Aug 27	Introduction	
<i>Sep 1</i>		<i>reflection paper (2:00 am)</i>
Sep 3	Conservation, development, and the role of CFM	
Sep 10	Interests and motivations Ecology behind CFM	
Sep 17	Harvesting from the forest	<i>title of paper (no grade)</i>
Sep 24	Political ecology	
Oct 1	Governance Land/forest tenure	<i>prelim statement & biblio</i>
Oct 8	Focus on course papers	<i>peer review I</i>
MANAGEMENT CASE STUDIES		
Oct 15	Logging	
Oct 22	The Mexican case	
Oct 29	Save Loblolly Woods	
Nov 5	CFM in the U.S. Promoting CFM in Honduras & Nicaragua	<i>draft research paper (no grade)</i>
Nov 12	Brazil nut – one NTFP Market challenges	<i>peer review II</i>
SUPPORTING COLLABORATIVE MANAGEMENT		
Nov 19	Partnerships and communities	
Nov 26	THANKSGIVING!	
Dec 3	Collaborations & research on the ground	
Dec 10	Course wrap up and evaluation	
<i>Dec 12</i>		<i>final research paper</i>

***Electronically posted comments are due at 2:00 am on the Wednesday 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 3 will be tagged "Sep 3: Conservation, development...CFM".

SETTING THE THEORETICAL STAGE

Aug 27 Introduction

No readings

Sep 3 Conservation, development, and the role of CFM

Mulder, M.B. and Coppolillo, P. 2005. Chapter 4 (Pages 81-103), Indigenous peoples as conservationists, In: Conservation: Linking ecology, economics, and culture. Princeton University Press, Princeton, New Jersey.

Romero, C., S. Athayade, J.E. Collomb, M. DiGiano, M. Schmink, S. Schramski and L. Seales. 2012. Conservation and development in Latin America and Southern Africa: setting the stage. *Ecology and Society* 17(2): 17.

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

Recommended:

Charnley, S. and M.R. Poe. 2007. Community forestry in theory and practice: Where are we now? *Annual Review of Anthropology* 36:301-336.

Roe, D. 2008. The origins and evolution of the conservation-poverty debate: a review of key literature, events and processes. *Oryx* 42(4):491-503

Porter-Bolland, L., E. A. Ellis, M.R. Guariguata, I. Ruiz-Mallén, S. Negrete-Yankelevich, & V. Reyes-García. 2012. Community managed forests and forest protected areas: An assessment of their conservation effectiveness across the tropics. *Forest Ecology and Management* 268:6-17.

**Sep 10 Interests and motivations
 Ecology behind CFM**

Hajjar, R., R.A. Kozak, H. El-Lakany & J.L. Innes. 2013. Community forests for forest communities: Integrating community-defined goals and practices in the design of forestry initiatives. *Land Use Policy* 34:158-167.

Mulder, M.B. and Coppolillo, P. 2005. Chapter 3 (Pages 53-80), The natural science behind it all, In: *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.

Montagnini F. and C.F. Jordan. 2005. Chapter 2: Characteristics of tropical forests. Pages 19-73, In, *Tropical Forest Ecology: The basis for conservation and management*. Springer, Berlin.

Sept 17 Harvesting from the forest

Tickin, T. 2004. The ecological implications of harvesting non-timber forest products. *Journal of Applied Ecology* 41:11-21.

Moller, H., F. Berkes, P.O. Lyver, and M. Kislioglu. 2004. Combining science and traditional ecological knowledge: Monitoring populations for co-management. *Ecology and Society* 9(3): 2. [online] URL: <http://www.ecologyandsociety.org/vol19/iss3/art2>

Recommended:

Peters, C.M. 1996. Chapter II: Ecological impacts of forest resource extraction. Pages 37-56, In: *The ecology and management of non-timber forest resources*. World Bank Technical Paper No. 322. The World Bank, Washington D.C.

Peters, C.M. 1996. Chapter III: Management strategies for non-timber tropical forest resources. Pages 57-98, In: *The ecology and management of non-timber forest resources*. World Bank Technical Paper No. 322. The World Bank, Washington D.C.

Sept 24 Political ecology

Mulder, M.B. and Coppolillo, P. 2005. Chapter 7 (Pages 156-180), The bigger picture, In: *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.

Mulder, M.B. and Coppolillo, P. 2005. Chapter 8 (Pages 181-209), Local people and international conservation, In: *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.

Recommended:

Schmink, M. 1994. The socioeconomic matrix of deforestation. Pages 253-275, In: Arizpe, Lourdes, M. Priscilla Stone, and David C. Major (eds.). Population and environment: Rethinking the debate. Westview Press, Boulder.

Oct 1 Governance
Land/forest tenure

Dietz, T., Ostrom, E., and P.C. Stern. 2003. The struggle to govern the commons. *Science* 302(12): 1907-1912.

RRI (Rights and Resources Initiative). 2012. Executive Summary and Chapters 1, 2 & 3 (Pages 7-26 in *English version*), In: What Rights? A Comparative Analysis of Developing Countries' National Legislation on Community and Indigenous Peoples' Forest Tenure Rights. Rights and Resources Initiative, Washington DC. The following website has links to the English, Spanish and French version of this document. http://www.rightsandresources.org/publication_details.php?publicationID=4924

Recommended:

Ankersen, T. and G. Barnes. 2004. Inside the polygon: Emerging community tenure systems and forest resource extraction. Pages 156-177 (Chapter 9), In: Zarin, D.J., J.R.R. Alavalapati, F.E. Putz and M. Schmink (eds.). Working forests in the neotropics: Conservation through sustainable management? Columbia University Press, New York.

Cronkleton, P., J.M. Pulhin and S. Saigal. 2012. Co-management in community forestry: How partial devolution of management rights creates challenges for forest communities. *Conservation and Society* 10(2):91-102.

Wells, M. 1992. Biodiversity conservation, affluence and poverty: Mismatched costs and benefits and efforts to remedy them. *Ambio* 21:237-242.

Schmink, M. 2004. Communities, forests, markets, and conservation. Pages 119-129, In: Zarin, D.J., J.R.R. Alavalapati, F.E. Putz, and M. Schmink (eds), Working Forests in the Tropics: Conservation through Sustainable Use. Columbia University Press, New York.

Agrawal, A., A. Chhatre, and R. Hardin. 2008. Changing governance of the world's forests. *Science* 320:1460-1462.

Cronkleton, P., D.B. Bray, and G. Medina. 2011. Community forest management and the emergence of multi-scale governance institutions: lessons for REDD+ development from Mexico, Brazil and Bolivia. *Forests* 2:451-473.

Auld, G., L. H. Gulbrandsen, and C.L. McDermott. 2008. Certification schemes and the impacts on forests and forestry. *Annual Review of Environment and Resources* 33:187-187-211.

FAO (Food and Agricultural Organization of the United Nations). 2014. The Voluntary partnership agreement (VPA) process in Central and West Africa: from theory to practice. FAO, Rome. <http://www.fao.org/docrep/019/i3731e/i3731e.pdf>

Environmental Investigation Agency. 2007. The U.S. Lacey Act: Frequently asked questions about the world's first ban on trade in illegal wood. EIA, Inc,. Available at: <http://www.eia-global.org/lacey/P6.EIA.LaceyReport.pdf> 1st document as you scroll down webpage. See also 2 short videos at end of page.

Persha, L. A. Agrawal, and A., Chhatre. 2011. Social and ecological synergy: Local rulemaking, forest livelihoods, and biodiversity conservation. *Science* 331:1606-1608.

Agrawal, A. and C.C. Gibson. 1999. Enchantment and disenchantment: The role of community in natural resource conservation. *World Development* 27(4):629-649.

Holling, C.S. and G.K. Meffe. 1996. Command and control and the pathology of natural resource management. *Conservation Biology* 10(2):328-335.

Stevens, C., R. Winterbottom, J. Springer & K. Reytar. 2014. Securing rights, combating climate change: How strengthening community forest rights mitigates climate change. World Resources Institute, Washington, DC. Executive Summary and Full Report at: <http://www.wri.org/securingrights>

October 8 Focus on course papers - No readings

MANAGEMENT CASE STUDIES

Oct 15 Logging

Putz, F.E., P.A. Zuidema, T. Synnott, M. Peña-Claros, M.A. Pinard, D. Sheil, J.K. Vanclay, P. Sist, S. Gourlet-Fleury, B. Griscom, J. Palmer and R. Zagt. 2012. Sustaining conservation values in selectively logged tropical forests: the attained and the attainable. *Conservation Letters* 5(4):296-303.

Zarin, D.J., M.D. Schulze, E. Vidal, & M. Lentini. 2007. Beyond reaping the first harvest: management objectives for timber production in the Brazilian Amazon. *Conservation Biology* 21(4):916-925.

Rockwell, C., K.A. Kainer, N. Marcondes, and C. Baraloto. 2007. Ecological limitations of reduced impact logging at the smallholder scale. *Forest Ecology and Management* 238:365-374. ***Available in Portuguese**

Recommended

Putz, F. E., Blate, G. M., Redford, K. H., Fimbel, R., Robinson, J. G., 2001. Tropical forest management and conservation of biodiversity: An overview. *Conservation Biology* 15:7-20.

Clark, C.J., J.R. Poulsen, R. Malonga & P.W. Elkan, Jr. 2009. Logging concessions can extend the conservation estate for Central African tropical forests. *Conservation Biology* 23(5):1281-1293.

Wilkie, D., E. Shaw, F. Rotberg, G. Morelli & P. Auzel. 2000. Roads, development, and conservation in the Congo basin. *Conservation Biology* 14(6):1614-1622.

Oct 22 The Mexican case

Antinori, C. and D.B. Bray. 2005. Community forest enterprises as entrepreneurial firms: economic and institutional perspectives from Mexico. *World Development* 33(9):1529-1543.

Monzon-Alvarado, C., P. Waylen, & E. Keys. 2014. Fire management and climate variability: Challenges in designing environmental regulations. *Land Use Policy* 39:12-21.

Recommended

Reyes-Garcia, V., I. Ruiz-Mallen, L. Porter-Bolland, E. Garcia-Frapolli, E.A. Ellis, M. Mendez, D.J. Pritchard & M. Sanchez-Gonzalez. 2013. Local understandings of conservation in Southeastern Mexico and their implications for community-based conservation as an alternative paradigm. *Conservation Biology* 27(4):856-865.

Oct 29 Save Loblolly Woods

Readings and preparation to be announced

Nov 5 CFM in the U.S.

Promoting CFM in Honduras and Nicaragua

Nygren, A. 2005. Community-based forest management within the context of institutional decentralization in Honduras. *World Development* 33(4):639-655.

Anon. 2008. Profile: Land area in community forests in the U.S.: A preliminary assessment. http://www.usendowment.org/images/Profiles15_Land_Area_in_Comm_Forests_2_.pdf

Lyman, M.W. 2008. Community ownership and equity: A case study of Little Hogback Community Forest, Monkton, Vermont. http://www.usendowment.org/images/CS6_Little_Hogback_2_.pdf

NOTE TO STUDENTS: Above case study and profile from: Christoffersen, N., D. Harker, M.W. Lyman and B. Wyckoff. 2008 The status of community-based forestry in the United States: A report to the U.S. Endowment for Forestry and Communities, U.S.. Endowment for Forestry and Communities, Greenville, SC. <http://www.usendowment.org/home.html>

**Nov 12 Brazil nut – one NTFP
Market challenges**

Belcher, B. and K. Schreckenberg. 2007. Commercialisation of non-timber forest products: a reality check. *Development Policy Review* 25(3):355-377.

Others TBD

SUPPORTING COLLABORATIVE MANAGEMENT

Nov 19 Partnerships and communities

Menzies, N.K. 2007. Negotiating partnerships, Pages 152-170 (Chapter 9) In: Our forest, your ecosystem, their timber, Columbia University Press, New York.

Reed, M.S. 2008. Stakeholder participation for environmental management: a literature review. *Biological Conservation* 141:2417-2431.

Duchelle, A.E, K. Biedenweg, C. Lucas, A. Virapongse, J. Radachowsky, D. J. Wojcik, M. Londres, W.L. Bartels, D. Alvira and K.A. Kainer. 2009. Graduate students and knowledge exchange with local stakeholders: Possibilities and preparation. *Biotropica* 41:578-585.

Recommended:

Ochocka, J., E. Moorlag and R. Janzen. 2010. A framework for community entry: PAR values and engagement strategies in community research. *International Journal of Community Research and Engagement* 3:1-19.

Berkes, F. 2007. Community-based conservation in a globalized world. *Proceedings of the National Academy of Sciences* 104(39):15188-15193.

Klooster, D.J. 2002. Toward adaptive community forest management: Integrating local forest knowledge with scientific forestry. *Economic Geography* 78(1):43-70.

Ros-Tonen, M.A.F., T. van Andel, C. Morsello, K. Otsuki, S. Rosendo, and I. Scholz. 2008. Forest-related partnerships in Brazilian Amazonia: There is more to sustainable forest management than reduced impact logging. *Forest Ecology and Management* 256:1482-1497.

Dec 3 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.

Alexiades, M.N., C.M. Peters, S.A. Laird, C. López Binnqüist, and P. Negreros-Castillo. 2013. The missing skill set in community management of tropical forests. *Conservation Biology* 27(3):635-637.

Kainer, K.A., M.L. DiGiano, A.E. Duchelle, L.H.O. Wadt, E. Bruna, and J. Dain. 2009. Partnering for greater success: Local stakeholders and research in tropical biology and conservation. *Biotropica* 41:555-562.

Recommended:

Kainer, K.A., M. Schmink, H. Covert, J.R. Stepp, E.M. Bruna, J.L. Dain, S. Espinosa and S. Humphries. 2006. A graduate education framework for tropical conservation and development. *Conservation Biology* 20(1):3-13.

Manolis, J.C., K.M. Chan, M.E. Finkelstein, S. Stephens, C.R. Nelson, J.B. Grant, and M.P. Dombeck. 2009. Leadership: a new frontier in conservation science. *Conservation Biology* 23:879-886.

Case studies of research with communities:

Arnold, J.S. and M. Fernandez-Gimenez. 2007. Building social capital through participatory research: An analysis of collaboration on Tohono O'odham tribal rangelands in Arizona. *Society and Natural Resources* 20:481-495.

Parrado-Rosselli, A. 2007. A collaborative research process studying fruit availability and seed dispersal within an Indigenous community in the Middle Caqueta River region, Columbian Amazon. *Ecology and Society* 12: 39. [online] URL: <http://www.ecologyandsociety.org/vol12/iss2/art39/>

Dec 3 Course wrap-up and evaluation

1998 Video: Good Wood (44 minutes). Produced by David Springbett and Heather MacAndrew. Directed by David Springbett. View at: <http://vimeo.com/17580366>

Roe, D., D. Thomas, J. Smith, M. Walpole, and J. Elliott. 2011. Biodiversity and poverty: Ten frequently asked questions – ten policy implications. *Gatekeeper* 150. IIED (International Institute for Environment and Development), London.

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)

Schwartz, M.A. 2008. The importance of stupidity in scientific research. *Journal of Cell Science* 121:1771.

Sunderlin, W., J. Hatcher, and M. Little. 2008. From exclusion to ownership? Challenges and opportunities in advancing forest tenure reform. Rights and Resources Initiative, Washington, DC.

White, A. and A. Martin. 2002. Who owns the world's forests? Forest tenure and public forests in transition. *Forest Trends*, Washington, DC.

Moon, K. and D. Blackman. In Press. A guide to understanding social science research for natural scientists. *Conservation Biology*.

British Ecological Society. 2013. A guide to peer review in ecology and evolution. British Ecological Society, London. Available at: <http://www.britishecologicalsociety.org/wp-content/uploads/Peer-Review-Booklet.pdf>

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 Sakai) 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 3: 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 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 Monday, September 1 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, led 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 Sakai on **September 17**. Use Word for this and all submissions.

Preliminary statement

By **October 1**, 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 Sakai 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 8**, 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 Sakai 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 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... Please read through the following attached guidelines for some review suggestions before you begin:

British Ecological Society. 2013. A guide to peer review in ecology and evolution. British Ecological Society, London. Available at: http://www.britishecologicalsociety.org/wp-content/uploads/Publ_Peer-Review-Booklet.pdf

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 Sakai by **November 5**, 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 Sakai so that I can review it as well. This final peer review is worth 10% of your grade and is due on **November 12**.

Final paper

Finally, students will turn an electronic copy of their *final paper* by **December 12** (two days 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, 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.