

**GLOBAL FORESTS  
FOR 4060, Sect. 02A2  
Spring 2017**

- Instructor:** Dr. Karen A. Kainer  
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846-0833  
210 Newins-Ziegler
- Course credits:** 3
- Meeting periods:** Tuesday: Periods 2 & 3; 8:30-10:25 (NZ 219)  
Thursday: Period 8; 3:00-3:50 (NZ 222)
- Prerequisites:** None

**Course readings:**

- (1) Achard, Frédéric et al. 2008. Vital Forest Graphics: Stopping the downswing? UNEP (The United Nations Environmental Program), FAO (The Food and Agricultural Organization of the United Nations) & UNFF (The United Nations Forum on Forests Secretariat). Online at:  
[http://www.grida.no/res/site/file/publications/vital\\_forest\\_graphics.pdf](http://www.grida.no/res/site/file/publications/vital_forest_graphics.pdf)
- (2) *Select articles, book chapters and videos:* See readings list below.

**Course description:**

Since humans began migrating out of Africa some 50,000 years ago, the extent of global forests has been reduced by about half. Is this trend continuing across our planet? How are these remaining forests (and new ones that have regenerated) used? conserved? managed? and by whom? What role do *you* play in these dynamics?

This 3-credit course examines major global trends in forest extent, use and conservation. One module highlights the Amazon as a case study for exploring the complexity of forest interests (from multinational corporations to local rubber tappers) and how these interests have driven tropical forest use, conversion, and conservation. Another explores ongoing strategies that seek to sustain forests through markets and other mechanisms. Students also will examine diverse forest products found in Gainesville and the road they travelled to get here - to illuminate global linkages and demonstrate differences in global contexts (environmental, socioeconomic and political) under which forest products are harvested and transformed. A variety of teaching methods will be employed with an emphasis on experiential learning.

**Learning objectives:**

Upon completion of this course, students will have:

- Examined the historical and current status of forests and forest resources on a global scale;

- Evaluated major global trends in forest ownership, resource use, and conservation and management strategies;
- Researched and presented information on a forest biome and representative country;
- Examined the Amazon as a case study for exploring the complexity of forest use and conservation;
- Explored in depth one Amazonian land use;
- Developed and presented a value chain analysis of one imported forest product.

**Student Evaluation:**

(1) <i>Readings comments</i>	20%	94 – 100% = A
(2) <i>In-class participation</i>	10%	90 – 93% = A-
(3) <i>2-minute presentation</i>	5%	87 – 89% = B+
(4) <i>Country report</i>	20%	80 – 86% = B
(5) <i>Amazonian land uses</i>		77 – 79% = C+
a. Essay	15%	70 – 76% = C
b. Lightening presentation	5%	60 – 69% = D
	20%	< 60% = E
(6) <i>Value chain analysis</i>	<u>25%</u>	
<b>TOTAL</b>	<b>100%*</b>	

**Grading**

\*Up to 4 points extra credit for “Global Forests” Events Reflection possible.

<b>Date</b>	<b>Topic</b>	<b>Assignment due</b>
Jan 5	<i>Introduction</i>	
10	<i>Who are we? How did we get here?</i>	2-min presentations
<b>THE BIG PICTURE</b>		
12	<i>Where are the forests? What types are out there? And how is this changing?</i>	Reading comments
17	<i>Forests threats &amp; opportunities: Drivers &amp; stakeholders</i>	Reading comments Team agreements - country reports
19	<i>Protected forests</i>	Reading comments
24	<i>From forest management to forest governance Production and trade of wood products</i>	Reading comments
26	<i>Country reports</i>	Team presentations
30	<i>Country reports (cont.)</i>	Team presentations

<b>Feb</b>	<b>2</b>	<i>Cross-country analysis</i>	Reading comments
<b>AN AMAZONIAN CASE</b>			
	<b>7</b>	<i>Rubber tapper culture The Killing of Chico Mendes</i>	Reading comments
	<b>9</b>	<i>Forest stakeholders</i>	Reading comments
	<b>14</b>	<i>Changing scenarios</i>	Reading comments Land use essay
	<b>16</b>	<i>Amazonian land uses</i>	Lightening presentations
	<b>21</b>	<i>Amazonian land uses (cont.)</i>	Reading comments
	<b>23</b>	<i>Value chains</i>	Reading comments
<b>SEEKING SUSTAINABILITY</b>			
	<b>28</b>	<i>The promise of community forest management</i>	Reading comments
<b>Mar</b>	<b>2</b>	<i>Forests and their management in Mexico</i>	Reading comments Team agreements – Value chain analyses
<b>Mar</b>	<b>6 - Mar 10</b>	<b>SPRING BREAK!</b>	
	<b>14</b>	<i>Tropical timber management (big and small)</i>	Reading comments
	<b>16</b>	<i>Logging in the Solomon Islands</i>	Reading comments
	<b>21</b>	<i>The case of the Ashaninka</i>	Reading comments
	<b>23</b>	<i>To India!</i>	Reading comments
	<b>28</b>	<i>Plantations</i>	Reading comments
	<b>30</b>	<i>New Caledonia &amp; global forest health</i>	Reading comments
<b>Apr</b>	<b>4</b>	<i>Reforestation degraded lands</i>	Reading comments

6	<i>Value chain presentations</i>	Team presentations
11	<i>Value chain presentations</i>	Team presentations
13	<i>Value chain presentations</i>	Team presentations
18	<i>Class wrap-up &amp; evaluation</i>	Reading comments

## READINGS

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](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](mailto:helpdesk@ufl.edu). If you use email, write from your [gatorlink@ufl.edu](mailto: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, to access the two readings for January 13, you will click on "Jan 13: Where are the forests? What types are out there? And how is this changing?"

**Jan 5**            *Introduction*  
No readings

**Jan 11**          *Who are we and how did we get here?*  
No readings

## THE BIG PICTURE

**Jan 12**          *Where are the forests? What types are out there? And how is this changing?*  
Vital Forest Graphics, pp 4-13.

*Recommended*

Kuappi, P.E., J.H. Ausubel, J. Fang, A.S. Mather, R.A. Sedjo, and P.E. Waggoner. 2006. Returning forests analyzed with the forest identity. *Proceedings of the National Academy of Sciences* 103(46): 17574-17579.

**Jan 18** Martin Luther King Day – no class

**Jan 19** *Forests threats & opportunities: Drivers & stakeholders*

Chomitz, K.M., with P. Buys, G. De Luca, T. S. Thomas, and S. Wertz-Kanounnikoff. 2007. Incentives and constraints shape forest outcomes. Pages 53-79 (Chapter 2), In: *At loggerheads? Agricultural expansion, poverty reduction and environment in tropical forests*. The World Bank, Washington, DC. Available at: [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2006/10/19/000112742\\_20061019150049/Rendered/PDF/367890Loggerheads0Report.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2006/10/19/000112742_20061019150049/Rendered/PDF/367890Loggerheads0Report.pdf)

**Recommended**

Vital Forest Graphics, pp 20-23.

**Jan 25** *Protected forests*

Mulder, M. B. and P. Coppolillo. 2005. The evolution of policy. Pages 27-52 (Chpt 2), In: Mulder, M. B. and P. Coppolillo. *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.

**Recommended**

Schmitt, C.B., N.D. Burgess, L. Coad, A. Belokurov, C. Besançon, L. Boisrobert, A. Campbell, L. Fish, D. Gliddon, K. Humphries, V. Kapos, C. Loucks, I. Lysenko, L. Miles, C. Miles, S. Minnemeyer, T. Pistorius, C. Ravilious, M. Steininger, and G. Winkel. 2009. Global analysis of the protection status of the world's forests. *Biological Conservation* 142:2122-2130.

**Jan 26** *From forest management to forest governance  
Production and trade of wood products*

Dauvergne, P. and J. Lister. 2011. Governing timber consumption. Pages 137-163 & 181-182 (Chapter 6), In: *Timber*. Polity Press, Cambridge UK.

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

Vital Forest Statistics, pp.26-29.

**Feb 1** *Country reports*

No readings

**Feb 2**            *Country reports (cont.)*

No readings

**Feb 8**            **Cross-country analysis**

Foley, J.A., R. DeFries, G.P. Asner, C. Barford, G. Bonan, S.R. Carpenter, F.S. Chapin, M.T. Coe, G.C. Daily, H.K. Gibbs, J.H. Helkowski, T. Holloway, E.A. Howard, C.H. Kucharik, C. Monfreda, J.A. Patz, C. Prentice, N. Ramankutty and P.K. Snyder. 2005. Global consequences of land use. *Science* 309:570-574.

**AN AMAZONIAN CASE**

**Feb 9**            *Rubber tapper culture*

*The Killing of Chico Mendes*

Hecht, S. and A. Cockburn. 1989. The realm of nature. Pages 15-32 (Chapter 2), In: Hecht S. and A. Cockburn. *The fate of the forest: Developers, destroyers and defenders of the Amazon*. Verso, New York.

**Feb 15**          *Forest stakeholders*

Mendes, Chico. 1989. Chapters 3-5 (pages 41-67), In: *Fight for the forest: Chico Mendes in his own words*. Latin American Bureau (Research and Action) Ltd. London.

**Recommended** (especially for your individual Amazonian land use essay):

Reed, M.S., A. Graves, N. Dandy, H. Posthumus, K. Hubacek, J. Morris, C. Prell, C.H. Quinn and L.C. Stringer. 2009. Who's in and why? A typology of stakeholder analysis methods for natural resource management. *Journal of Environmental Management* 90:1933-1949.

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

**Feb 16**          *Changing scenarios*

*Costs & benefits*

Kainer, K.A., M. Schmink, A.C.P. Leite, and M.J. da Fadell Silva. 2003. Experiments in forest-based development in Western Amazonia. *Society and Natural Resources* 16(10):869-886.

**Recommended**

Duchelle, A.E., M.R. Guariguata, G. Less, M.A. Albornoz, A. Chavez, T. Melo. 2012. Evaluating the opportunities and limitations to multiple use of Brazil nuts and timber in Western Amazonia. *Forest Ecology and Management* 268:39-48.

Salisbury, D.S. and M. Schmink. 2007. Cows versus rubber: Changing livelihoods among Amazonian extractivists. *Goeforum* 38:1233-1249.

**Feb 22**      *Amazonian land uses*

No required reading

**Feb 23**      *Amazonian land uses*

Godar, J., T.A. Gardner, E. Jorge Tizado and P. Pacheco. 2014. Actor-specific contributions to the deforestation slowdown in the Brazilian Amazon. PNAS 111(43):15591-15596\*.

\*Supplement (additional 30 pages attached at end of the pdf) is not required reading.

**Feb 29 – Mar 4**                      **SPRING BREAK!**

**SEEKING SUSTAINABILITY** – Topics and readings to be defined

**Mar 7**      *Value chains*

Kaplinsky, R. and M. Morris. 2001. 2<sup>nd</sup> page (An Important Health Warning or A Guide for Using this Handbook) and pp. 1-3 (Introduction) in: A handbook for value chain research. IDRC, Sussex, UK. Available at: <http://www.ids.ac.uk/ids/global/pdfs/VchNov01.pdf>

Fearne, Andrew. Video: Value Chains vs Supply Chains  
<https://www.youtube.com/watch?v=mu9TWlcjNkK>

**Mar 8**      *The promise of community forest management*

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

**Mar 14**      *Forests and their management in Mexico*

Bray, D.B. 2010. Capitalism meets common property. *Americas Quarterly* (Winter):30-35.

**Mar 15**      *Tropical timber management (big and small)*

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. Supplemental tables recommended.

FERN. The Story of FLEGT. <https://www.youtube.com/watch?v=BmdrtXR96Pk> 7 minutes  
If interested, see <http://www.fern.org/about-us> to learn more about FERN.

**Recommended**

Overdeest, C. and J. Zeitlin. 2014. Constructing a transnational timber legality assurance regime: Architecture, accomplishments, challenges. *Forest Policy and Economics* 48:6-15.

**Mar 21**      *Logging in the Solomon Islands*

Bayliss-Smith, T., E. Hviding, and T. Whitmore. 2003. Rainforest Composition and Histories of Human Disturbance in Solomon Islands. *Ambio*: 32(5):346-352.

Trailer of “Since the Company Came” <https://www.youtube.com/watch?v=7bUgZq4wNGk>

**Mar 22**      *The case of the Ashaninka  
Wildlife management in Guyana*

Wilkie, D.S., E.L. Bennett, C.A. Peres, and A.A. Cunningham. 2011. The empty forest revisited. *Annals of the New York Academy of Sciences* 1223:120-128.

Melendez, Giselle C.N. and T.C. Magro. Can tourism change the traditional use of Posotaroki (*Trichilia pallida*)? In: Raschi, A., & Trampetti, S. (eds). Management for protection and sustainable development. Consiglio Nazionale della Ricerche, Montecatini, Italy.

**Recommended**

Milner-Gulland, E.J., E.L. Bennett and the SCB 2002 Annual Meeting Wild Meat Group. 2003. Wild meat: the bigger picture. *Trends in Ecology and Evolution* 18(7):351-357.

Bennett, E.L. and J. Robinson. 2000. The hunting of wildlife in tropical forests: Implications for biodiversity and forest peoples. World Bank Technical Paper No. 76. The World Bank, Washington D.C.

**Mar 28**      *To India!*

Setty, R.S., K. Bawa, T. Ticktin, and C. M. Gowda. 2008. Evaluation of a participatory resource monitoring system for nontimber forest products: the case of amla (*Phyllanthus* spp.) fruit harvest by Soligas in South India. *Ecology and Society* 13(2): 19. [online] URL: <http://www.ecologyandsociety.org/vol13/iss2/art19/>

**Mar 29**      *Plantations*

Paquette, A. and C. Messier. 2010. The role of plantations in managing the world’s forests in the Anthropocene. *Frontiers in Ecology and the Environment* 8:27-34.

**Apr 4**      *New Caledonia & global forest health*

Roy, B.A., H.M. Alexander, J. Davidson, F.T. Campbell, J.J. Burdon, R. Sniezko, and C. Brasier. 2014. Increasing forest loss worldwide from invasive pests requires new trade regulations. *Frontiers in Ecology and the Environment* 12(8):457-465.

**Apr 5**      *Reforestation degraded lands*



Chazdon, R.L. 2008. Beyond deforestation: Restoring forests and ecosystem services on degraded lands. *Science* 320:1458-1460.

**Recommended**

Garen, E. J., Saltonstall, K., Ashton, M. S., Slusser, J. L., Mathias, S., & Hall, J. S. 2011. The tree planting and protecting culture of cattle ranchers and small-scale agriculturalists in rural Panama: Opportunities for reforestation and land restoration. *Forest Ecology and Management* 261:1684-1695.

**Apr 11**      *No class*

**Apr 12**      *Value chain presentations*  
No readings

**Apr 18**      *Value chain presentations*  
No readings

**Apr 19**      *Class wrap-up & evaluation*  
1998 Video: Good Wood (44 minutes). Produced by David Springbett and Heather MacAndrew. Directed by David Springbett. View at: <http://vimeo.com/17580366>

**Additional key references**

FAO. 2014. State of the World's Forests 2014. Food and Agricultural Organization (FAO) of the United Nations, Rome. Available at: <http://www.fao.org/3/a-i3710e.pdf>

Dudley, N. and A. Phillips. 2006. Forests and protected areas: Guidance on the use of the IUCN protected area management categories. World Commission on Protected Areas (WCPA) Best Practice Protected Area Guidelines Series, No. 12. The World Conservation Union (IUCN), Gland, Switzerland. Available at: <http://data.iucn.org/dbtw-wpd/edocs/PAG-012.pdf>

Forest Trends (multiple resources from this global forest think tank). <http://www.forest-trends.org/>

Rights and Resources Institute (group that supports forest tenure, market and policy reforms globally) <http://www.rightsandresources.org/>

World Resources Institute (environmental think tank and excellent work on data compilation & distribution). <http://www.wri.org/>

Mongabay.com is a very good source for current events and news regarding forests, particularly rainforests: <http://www.mongabay.com/>

For good updated information and sources on forests in the U.S. South, see <http://www.seesouthernforests.org/>

## ASSIGNMENTS

### (1) READINGS COMMENTS

Each student will provide comments that flow from the readings assigned for that class period. The rationale behind this assignment is to provide me with insights of individual perspectives prior to class, better incorporate what students have to say on the topic at hand, and begin class dialogue.

There are 20 class periods with required readings (or videos), and students are required to send in comments each of these periods. 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. What did the readings mean to you? What was most interesting? 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 reactions to the readings.

Each student should post his or her comments by 2:00 am the day of the designated class. That's 2:00 in the morning before each Monday or Tuesday session! Comments will be posted in the Discussion section of Canvas. Click on the course Global Forests. Go to "Discussion" listed in the left hand column, and then click on the topic for the week. For example, by Monday, January 12 at 2:00 am, you are required to post your comments in the following forum "Jan 12: Where are the forests? What types are out there? And how is this changing?" Others in the class will then be able to read your comments and add theirs. The length of comments is not fixed, but should be at least 2-3 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 20% of your grade.

### (2) CLASS PARTICIPATION

Attendance is a prerequisite to in-class participation. Class attendance is important because of my emphasis on in-class, cross-student learning. Students bring a wealth of experience and insights into the classroom, and each class period is a unique chance to learn from those experiences. I also expect students to share their thoughts/ideas/questions while in class, and of course, arrive on time and be courteous to both guest lecturers and fellow students. Class participation constitutes 10% of your grade, and **I expect students to attend every class. If you attend all classes, 3 points will be added to your final grade. In contrast, 3 points will be subtracted from your final grade for each class not attended**, unless you have an excused absence. An "excused absence" is any unavoidable, unplanned situation (i.e., illness, death in the family, bike accident). Please notify me of your situation prior to the class you think you'll miss.

**(3) 2-MINUTE PRESENTATION**

Each student will give a 2-minute presentation of “Who I am, and how I got here”. The objective of this presentation is to give the class a better idea of who you are, and what your motives are for being in this class. Since you have limited time (an understatement), you will want to be well prepared. **Helpful visuals/props are required, but PowerPoint is prohibited!** Each student will present on Monday, January 11. This assignment constitutes 5% of your grade.

**(4) COUNTRY REPORT (TEAM ASSIGNMENT)**

This team assignment will allow us to examine representative countries (and their forests) of the three major forest biomes that occur across the planet (tropical, boreal and temperate forests). For example, at least a couple of teams will analyze an Asian and African country for tropical (see pp 40-43 of Vital Forest Graphics); at least another two will explore Russia, a Scandinavian country or Canada for boreal (see pp 46-47 of Vital Forest Graphics), and at least two more will explore European countries for temperate. Indonesia and Brazil are off limits. **Each group should thoroughly consult and cite the online resources/sites listed below.**

A **team agreement** will be developed by each group and is a basic sketch of *activities, who is responsible* for their completion, and *when they are due*. You may want to divide up who will review and provide data from which websites? The agreement should also include a preliminary list of references for the report, and your group’s preferred date of oral presentation (either Feb 1 or 2); I will try to accommodate each group’s preference, but may ultimately have to assign dates. Each group will turn in one copy of their agreement to me on Tuesday, Jan 19, keeping copies for yourselves. *These agreements will not be graded or commented on unless you specifically ask for comments.*

A group in the past used the following format:

**TEAM AGREEMENT**

<b>Timeline/team member</b>	<b>John</b>	<b>Jane</b>
Finish by Jan x	• task	• task
Finish by Jan x	• task	• task
•	•	•
•	•	•
•	•	•

Key references: .....

Signatures....

Preferred date of presentation:

**Country-specific forest, demographic and socioeconomic data**

The presentation should include text (heavily bulleted), tables, and figures that help us understand your country based on the following data. As you prepare, compare some of these data to U.S. statistics to give you a better relative understanding, and while you are not expected to show ALL U.S. comparisons, you may want to highlight some if you think it will help the audience.

- **Major forest/land use data**

- Total land area
  - % of land area covered by forest
  - Annual rates of change in forest cover
  - Area under plantations (including extent and major species). How important are plantations in your country?
  - Land tenure/forest ownership situation. Who owns & manages the forests, including extent to which native people inhabit/own/manage forests.
  - Forest sector contribution to economy and employment.
  - Degree to which forests are certified (& under which certification schemes)
  - Protected areas (Portion of land area protected by IUCN category. Present 3 percentages: (1) I and II; (2) II, IV and V; and (3) VI and other)
- **Country demographics & socioeconomic data**
    - Population density
    - Youth literacy rate (% of people ages 15-24)
    - Infant mortality rate
    - Percentage of internet hosts per 100 people
    - GDP per capita
    - Gini coefficient/index
    - National poverty rate (% of population which earns less than country's poverty line)
    - Democracy ranking
  - Please cite where each bit of data is from. Do not just place a bunch of citations at the end of your presentation.
  - **I want your group to get to know your chosen country and educate the class so we also become familiar. Be creative, thorough and rigorous!!!**

You are **required** to use the following 8 sites:

1. **The 2015 Forest Resource Assessment (FRA)** of the Food and Agricultural Organization (FAO) of the United Nations provide detailed forest data on most countries. Available at: <http://www.fao.org/forest-resources-assessment/en/>

Please note that you can access the following:

- The Main Report <http://www.fao.org/3/a-i4808e.pdf>
  - Individual country reports <http://www.fao.org/forest-resources-assessment/current-assessment/country-reports/en/>
  - Key findings (soon to be available online)
  - Global comparative tables
2. **The World Development Indicators** data sets include indicators for many aspects of global development, including agriculture, energy, environment, health, infrastructure and poverty, to name just a few: <http://data.worldbank.org/>

3. **CIA World Factbook:** <https://www.cia.gov/library/publications/the-world-factbook/index.html>
4. **The Democracy Index (The Economist)**  
[http://www.eiu.com/public/thankyou\\_download.aspx?activity=download&campaignid=Democracy0115](http://www.eiu.com/public/thankyou_download.aspx?activity=download&campaignid=Democracy0115)
5. **Global Forest Watch (GFW)**  
This site is FULL of forest information and graphics that will be useful for your particular country: <http://www.globalforestwatch.org/>  
  
Please take the 1 minute and 26 seconds to watch the following overview:  
<http://www.globalforestwatch.org/howto>
6. **The International Union of Forest Research Organizations (IUFRO)** has a great special project on World Forests, Society and Environment (IUFRO-WFSE) that has specific information about specific global regions/countries:  
<HTTP://WWW.IUFRO.ORG/SCIENCE/SPECIAL/WFSE/>
7. **The International Union for the Conservation of Nature (IUCN)** is the leading authority for biodiversity conservation worldwide: <http://www.iucn.org/>
8. **The Center for International Forestry Research (CIFOR)** conducts stellar research on forest management and people in the developing world: <http://www.cifor.org/>. This site is required only if your country falls within the “developing world”.

The following sites have lots of additional detailed information directly related to forests:

- WRI (World Resources Institute) is an excellent critical source of information on the world’s resources and their sustainable use/management <http://www.wri.org/>
- Mongabay site <http://rainforests.mongabay.com/deforestation/> has a host of information on a variety of countries, including:
  - Portion of land area protected by IUCN category (Present 3 percentages: I and II; II, IV and V; and VI and other)
- SciDevNet (the Science Development Network) site dedicated to forestry is a terrific resource that brings science and development together by reporting on some of the latest scientific findings related to forests: <http://www.scidev.net/global/agriculture/forestry/>

### **Presentation tips!**

Here are a few resources on presentations to help: [The #PreziTop100 Online Resources Every Presenter Should See](#)

### **Grading criteria**

- (1) Broad overview (1-2 slides) of the ecology of your forest biome (tropical, temperate, or boreal)
- (2) Quality maps & photos, showing country location, geographic distribution & images of major forest types.
- (3) Forest change (deforestation or reforestation) trends in your country (See GFW)
- (4) Reports country-specific forest, demographic and socioeconomic data as requested above
- (5) **In-depth discussion of how forests are used, managed and conserved** (i.e., highlight key uses and/or management systems). **This question is to be developed by all group members.**
- (6) **Currently, what are the main management and conservation issues in the forests of these countries? This question is to be developed by all group members.**
- (7) Citations noting sources of information. Cite photo credits too. Do not just place a bunch of citations at the end of your presentation, but rather, there should be citations on each slide (for photos and info).
- (8) Overall quality of information.
- (9) Overall clarity and quality of presentation.

Each team will have 18 minutes to orally present (including fielding questions) their findings on Feb 1 or 2; the presentation is worth 20% of your grade. On your presentation date, bring a **hand-written copy** of the following data for your particular country so that you can help build a comparative chart!

Variable	U.S.	Your country
Total land area (km <sup>2</sup> ) – FRA 2015 Country Report	9,632,030	
Total forest area (km <sup>2</sup> ) – FRA 2015 Country Report	3,100,950	
% land under forest cover	32%	
Annual change in forest cover (FRA, 1990-2015)	0.1%	
GDP per capita – CIA Factbook	\$54,400	
Number directly employed in forestry in 2010 (FRA 2015)	55,000	
Population density (number/km <sup>2</sup> ) – CIA Factbook (population/land area)	33.4	
Gini index* (last year available) – The World Bank	41.1 (2013)	
Democracy index (score/rank) – The Economist	8.11 (19th)	

\* 0 = perfect equality in income distribution between families

100 = perfect inequality

Ranks from 23 (Lesotho) to 63 (Sweden)

#### **(5) AMAZONIAN LAND USES (INDIVIDUAL ASSIGNMENT)**

The objective of this assignment is for us to learn more about the variety of land uses currently practiced in the Amazon and to critically examine the degree to which these land uses are sustainable. This individual assignment consists of two parts:

##### **a. Essay on Amazonian land use**

Prepare a 2 to 3-page, single-spaced analysis of the environmental and socio-economic implications of your assigned Amazonian land use. Expectations are for a high quality, critical essay (well-written, complete sentences and well-constructed paragraphs) that contains the following: (1) Describe the land use, (2) Which stakeholders carry out the land use? (3) Which

stakeholder group(s) bear(s) the costs and which one(s) reap the benefits of the land use? (4) To what extent does the land use promote forest conservation? and (5) To what extent does it promote local or regional livelihood development in the Amazon? You will upload your essay on Sunday, Feb 21; it is worth 15% of your grade.

**Cited references are required** for this assignment and should be listed at the bottom of your essay, and appropriately referenced within the text. Your cited references will be the first aspect of your essay that I will review; this will tell me much about the quality of information acquired. References **should include at least two citations from the assigned (required and/or recommended) reading list and two additional citations from an additional two peer-reviewed (academic) articles.** My experience is that students who integrate at least four peer-reviewed (academic) articles are the ones who have a much better grasp of the complexity of their land use, and ultimately receive much higher grades. For example, within the text you might write: Most recently, cattle ranching in the Amazon is driven by a variety of factors that include... (Nepstad et al. 2006). Or you might write: ...sometimes using illegal landing strips to reach their properties (Wallace 2007).

#### **b. Lightning presentation**

The day after you turn in your essay, you will give a 2-minute (2 minutes! No more!!!) lightning presentation on your land use. 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. You may choose to advance slides automatically every 10-15 seconds. Presentations will take place on Monday, Feb 22. These oral presentations are worth 5% of your grade.

Please read the following "Giving Lightning Talks"  
<http://www.perl.com/pub/2004/07/30/lightningtalk.html>

#### **(6) VALUE CHAIN ANALYSIS (TEAM ASSIGNMENT)**

The objective of this assignment is for students to compare and contrast value chains (production-to-consumption chains) of multiple imported forest products found in Gainesville. This comparison will illuminate global linkages and demonstrate environmental, socioeconomic and political differences in global contexts under which forest products are harvested and transformed. While this assignment centers on both practical investigation of products and their transformation (communicating with different people along the value chain and learning of the product), it also includes scholarly research to obtain factual information about the product (i.e., multiple questions about product origin, transformation). **It is critical to have solid sources of information and cite them!!!**

Again, a **team agreement** will be developed by each group and is a basic sketch of *activities, who is responsible* for their completion, and *when they are due*. The agreement, due on March 14, should also include a preliminary list of references for the oral presentation, and your group's preferred date of presentation (either Apr 11, 12 or 18); I will try to accommodate each group's preference, but may ultimately have to assign dates. Each team will turn in one copy of their

agreement to me, keeping copies for yourselves. *These agreements will not be graded or commented on unless you specifically ask for comments.*

**Key references include:**

Belcher, B.M. 1998. A production-to-consumption systems approach: Lessons from the bamboo and rattan sectors in Asia. Pages 57-84, In: Wollenberg, E and A. Ingles (eds.). *Incomes from the forest: methods for the development and conservation of forest products for local communities.* Center for International Forestry Research (CIFOR), Bogor, Indonesia. (Pp 57-71 are most relevant). Available at: [http://www.cifor.cgiar.org/publications/pdf\\_files/Books/Incomes.pdf](http://www.cifor.cgiar.org/publications/pdf_files/Books/Incomes.pdf)

Marshall, E, J. Rushton and K. Schreckenberg. 2006. Practical tools for researching successful NTFP commercialization: A methods manual. Pages 11-12 (Section 2.4 Value chain analysis) and 56-59 (Section 7 Value chain analysis). UK Department for International Development (DFID), London. Available online at: <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3906.pdf>

Kaplinsky, R. and M. Morris. 2001. *A handbook for value chain research.* IDRC, Sussex, UK. Available at: <http://www.ids.ac.uk/ids/global/pdfs/VchNov01.pdf>

For various Bolivian and Mexican value chain examples, see:

Marshall, E., K. Schreckenberg, and A.C. Newton (Eds). 2006. *Commercialization of non-timber forest products: Lessons learned from Mexico and Bolivia and policy implications for decision-makers.* UNEP World Conservation Monitoring Centre, Cambridge, UK. Available online at: <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3769.pdf>

***Questions for Value chain analysis***

**Product origin**

- Where does this product come from originally?
- Who harvests it? Tell us a little about the producers.
- How is it harvested?
- To what extent is the product important to local people economically and socially? (i.e., How do they use the species locally? Does it have cultural value?)
- What is the species (plural) harvested? Provide genus, species and family.
- In what types of ecosystem(s) is this species found and/or grown? (i.e., mature tropical forest, secondary forest, plantation, savannah???)
- Is there a seasonality to harvest?
- Any evidence on harvest sustainability? Using what criteria?

**Transformation**

- How is the species processed and where?
- Are there multiple steps to processing? What are they?
- Who are the middlepeople involved in getting this product from producer to processor to market? Are brokers used? Or do processors usually purchase directly from the producer? What is the approximate average mark-up for each middle person?
- Is there seasonality to these transformations?
- To what degree is the Production-to-Consumption system (PCS) vertically integrated?



- What are the horizontal linkages?
- Who are the major market participants in the PCS and what is their sale price? (see Fig. 4.1 of Belcher) There will likely be gaps, but prepare it to the best extent possible.
- What is the geographic path that the product takes to get from extraction to processing to consumption? Use a map to show this path.

### Consumers

- Who are the major buyers of this product?
- What does one pay for this product here in Gainesville (and elsewhere throughout the production-to-consumption chain)?

### Other

- Are there global/national trade agreements surrounding this product?
- What does the refereed literature report on this species/product?

I have examples of previous presentations, showing different strengths and weakness which you can assess for yourself.

Criteria for grading these presentations include:

1. **Evidence that group obtained as much information as possible** (within reason) on their product to answer the above questions. All groups should tell how they went about digging for information about product origin, transformation and the production-to-consumption system. For some products, groups will not be able to obtain as much information. Other groups will have an easier time. Either way, however, tell us how you went about it.
2. **Demonstration of how this product is transformed** with accompanying images of harvesters, their context, product, processing...
3. **Value chain with pricing information** (see Fig 4.1 of Belcher). Again, some groups will have fewer gaps than others.
4. **Map showing the geographic path the product takes from extraction to processing to consumption.**
5. **Citations** noting sources of information. Cite photo credits too.
6. **Overall quality of information.**
7. **Overall clarity and quality of presentation.**

Each group will have 18 minutes for their presentation which includes fielding questions from the audience. This value chain analysis is worth 25% of the final grade for the class.

### Extra credit

#### “GLOBAL FORESTS” EVENTS REFLECTION

The objective of this extra credit option is to broaden our exposure and deepen our understanding of specific issues related to global forests.

To obtain 2 points of extra credit, students must submit a written review of 2-3 (single-spaced) pages that includes:

- (1) a description of the event (i.e., Who sponsored it? Where was it held? Who attended?, etc...),
- (2) an interpretation or analysis of the messages communicated,
- (3) an interpretation of how this event applies to our course discussions and debates.

Students may earn up to 4 points extra credit by attending and turning in a reflection on 2 separate events relevant to Global Forests. Reviews must be turned in within one week of the event.

## **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/](http://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.