**GEOG 342Q\***

**Forests and People**

**Spring 2020**

**MWF 1:00-1:50**

**Instructor:** Dr. Dominique Cagalanan

**Office:** Brittain 233

**Office Hours:** MWF 10am-12noon

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**Course description**

GEOG 342Q\* Forests and People. (3 credits) This course bridges natural and social science perspectives in Geography for a holistic examination of the complex relationship between forests and people. It explores the ways in which people use, manage, destroy, protect, and restore forests, highlighting the causes behind such activities, the social and ecological outcomes, and feedbacks generated. F, S, Su

**Course Objectives**

1. Identify trends in forest cover change and the drivers of that change.
2. Explore the ways that people interact with and depend on forests.
3. Analyze the ecosystem services provided by forests, the role of forests in mixed landscapes, and tradeoffs that exist between forest and landscape health and human needs.
4. Examine dominant approaches to forest management.
5. Analyze forest and landscape restoration as a complex social-ecological challenge.

**Student Learning Outcomes**

At the end of this course, students should be able to:

1. Explain how humans impact forests across landscapes.
2. Describe the ecosystem services provided by forests, the functions provided by forests across mixed landscapes, and how these are impacted by human-induced changes to landscapes.
3. Summarize dominant trends in forest management and conservation.
4. Identify the tradeoffs involved in forest and landscape management, and how these complicate decision-making regarding human use of forests.
5. Identify scenarios for forest and landscape restoration that achieve social and ecological goals, and the different tradeoffs of various scenarios.

**Experiential Learning Course Objectives** (for when course is offered as Q)

SLO 1. Students will demonstrate the knowledge and skills obtained through participation in experiential learning activities that are relevant/pertinent to their academic programs and/or career goals.

SLO 2.1. Students will demonstrate a high level of comprehension and skill in connecting theory with practice which is correlated to their level of participation in experiential learning activities.

**Readings and Course Materials**

Available through the Kimbel Library:

Montagnini and Jordan “Tropical Forest Ecology: The Basis for Conservation and Management” ([https://link.springer.com/book/10.1007%2Fb138811](https://link.springer.com/book/10.1007/b138811))

Stanturf, Lamb, and Madsen (eds.) “Forest Landscape Restoration: Integrating Natural and Social Sciences” ([https://link.springer.com/book/10.1007%2F978-94-007-5326-6](https://link.springer.com/book/10.1007/978-94-007-5326-6))

Assortment of other readings available through the Kimbel Library, online, or on Moodle.

**Course Requirements and Grading**

 Attendance and participation 10%

 Reading reflection forum 20%

 Section quizzes 30% (10% each)

 Weekly topic presentation 10%

Final paper 20%

Final presentation 10%

**Grade breakdown**

A 90-100; B+ 87-89.9; B 80-86.9; C+ 77-79.9; C 70-76.9; D+ 67-69.9; D 60-66.9; F <60

***\**** The instructor reserves the right to make adjustments to the grading scheme, the type and number of assignments, the schedule and due dates, and the overall course plan as necessary.

***Attendance and participation:*** You will be expected to attend every class session. If you must miss a class, please inform the instructor in advance. Attendance will be taken at the beginning of every class session. If you arrive to class late and the instructor has already taken attendance, you will be recorded as absent. It is your responsibility to keep track of your own absences. The attendance policy (below) will be strictly enforced.Participation is an important part of your and your fellow classmates’ learning in this course. You will be expected to contribute to classroom discussions in a respectful manner. You are expected to do all the readings in order to contribute meaningfully to classroom discussions. The instructor may assign homework assignments or pop-quizzes to ensure that you are doing the readings. You will be expected to complete all in-class activities/assignments. If you miss an in-class assignment that is collected, you will not be allowed to make it up. Ultimately, poor attendance and/or a lack of classroom participation will negatively impact your grade.

***Reading reflection forums:*** Each week, there will be a forum for reflections on the readings. You will be required to write a one paragraph original forum post in which you identify what you think is the most important aspect of the reading. You will also be required to write a response to one other student’s original forum post. Forum posts, including the original post and the responses, will be due on Moodle each Friday at 11:59pm for the readings covered that week.

***Section quizzes:*** At the end of each section (as outlined in the course schedule) there will be a quiz. Quizzes will be composed of open-ended short essay questions.

***Weekly topic presentation:*** Each Friday (or Wednesday if there is no class on a given Friday), one student will present a case study that illustrates the topic discussed that week. The case study must be from a peer-reviewed academic article/book chapter, found by the student through online and library research. Students will complete a sign-up sheet at the beginning of the semester, and all students must present one case study during the semester. Presentations should include a PowerPoint, and should be 10 minutes. The full text of the case study selected by the presenting student must be emailed to me in .pdf format no later than Wednesday (or Monday for Wednesday presentations) at midnight the day prior to the presentation.

***Final paper:*** You will write an 8-10 page research paper (size 12 Times New Roman font, double-spaced, 1-inch margins on all sides), not including references and figures. You must have at least 10 reputable references. Your topic must focus on a particular forest landscape, and answer the following questions: What are the major social and ecological problems occurring in/around your selected forest landscape? What efforts are/have been under way to try and address these social and ecological problems? What are the outcomes of these efforts, and what are the tradeoffs? Finally, you should propose a forest and landscape restoration plan for the area and explain what the expected outcomes would be.

***Final presentation:*** You will be required to make a 15-minute presentation at the end of the semester on the topic you have selected for your final paper. The presentation should include background information on your landscape to give context, but should focus on your proposed forest and landscape restoration plan. Presentations should include illustrations or slides.

**Course Policies**

***Attendance:*** Attendance will be taken at each class session. The CCU *University Catalog* states, with respect to attendance, that “An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings.” Attendance will be taken, and absences in excess of 25% of our class meetings will result in a failing grade, no matter what your actual performance in the course happens to be. The *Catalog* also states that “Absences will be excused for documented cases of:

1. Incapacitating illness or condition – limited to the number of absences that a faculty member determines to be a balance between accommodating the illness/condition and ensuring sufficient participation in class activities.
2. Accommodation for a disability, working in conjunction with Accessibility and Disability Services.
3. Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity).
4. Death of a close relative.
5. Religious holidays.
6. Active military duty or assignment.
7. Official University closings.
8. Compliance with a subpoena.”

***Late assignments:*** Assignments and quizzes are due as announced. Any assignments handed in late will have points deducted. In the case of a-h above, assignments may be handed in up to one week late and the quizzes may be made up within one week. If you miss a quiz for any reason other than a-h above, it is up to the instructor’s discretion if you will be allowed to make it up.

***Cell phones:*** Cell phones are not allowed. If your cell phone use is disruptive, I will ask you to step out of the room until you are able to put your phone away. If you are in the midst of an emergency and are expecting to need to check your cell phone during class, please let me know before class starts. CELL PHONES ARE ABSOLUTEY NOT ALLOWED DURING QUIZZES and you will receive a 0 grade on your quiz if you are found using your cell phone during, with additional academic misconduct considerations taken (see below).

***Academic misconduct:*** Academic misconduct will not be tolerated, and if you are caught committing an academic infraction, your action will be reported to the University, and it may result in failure for the course. The *Academic Integrity Code* (URL: <https://www.coastal.edu/academicintegrity/code/>) gives examples of plagiarism, cheating, attempted cheating and all other forms of academic dishonesty as:

a. Examples of plagiarism include but are not limited to the following:

i. borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgement from a source (for example, a book, article, electronic document, or another student’s paper);

ii. submitting another person’s work in place of his/her own;

iii. allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;

iv. submitting work without proper acknowledgement from commercial firms, websites, fraternity or sorority files, or any other outside sources, whether purchased or not;

v. allowing another person to substitute any part of a course for them, including quizzes, tests, and final examinations;

vi. submitting any written assignments done with the assistance of another without the explicit permission of the instructor;

vii. submitting work that was originally prepared for another class without the explicit permission of the instructor;

viii. knowingly aiding another student who is engaged in plagiarism.

b. Examples of cheating include but are not limited to the following:

i. using or intending to use unauthorized information, materials or assistance of any kind of an assignment, quiz, test or final examination;

ii. knowingly aiding or attempting to aid another student who is engaged in cheating.

See the *Code of Student Conduct* for more details, as well as other cases of academic misconduct. The simplest rule of thumb here is: **do your own work, and give properly formatted credit for ideas that aren’t your own**.

***Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.***

***Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or***[***https://www.coastal.edu/disabilityservices/***](https://www.coastal.edu/disabilityservices/)***).***

**Course Schedule\***

\*Subject to change. Additional readings/assignments may be given throughout the semester.

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| WEEK | TOPIC | READINGS / ASSIGNMENTS |
| UNIT I Foundations in Ecology |
| 1 | Introductions, what is a forest? | M&J Ch.1 |
| 2 | Principles in forest and landscape ecology | M&J Ch.2 & 3 |
| 3 | Deforestation and biodiversity loss | M&J Ch.4Elliott et al. 2012 Ch.3 Section 3.1 |
| UNIT II Forest Dwellers |
| 4 | Forest livelihoods |  |
| 5 | Communities and forests |  |
| 6 | Solutions for people and forests? – Plantations & Agroforestry | M&J Ch.6SLM Ch.15ELTI? |
| UNIT III Institutional Arrangements |
| 7 | Parks and protected areas |  |
| 8 | Top-down, bottom-up, and co-management | M&J Ch.7 |
| 9 | Neo-liberal approaches | SLM Ch. 11 |
| UNIT IV Forest and Landscape Restoration |
| 10 | Global agendas and the way forward | SLM Ch.3, Ch.10 |
| 11 | Forest and landscape restoration – the biophysical | Elliot et al. 2012 Ch.5, Ch.2 Sections 2.2-2.3SLM Ch.1? |
| 12 | Forest and landscape restoration – the social | Elliott et al. Ch.4 Sections 4.1-4.4 SLM Ch.16 |
| UNIT IV Presentations |
| 13 |  |  |
| 14 |  |  |
| 15 |  |  |