The study of forestry long has been associated with the production of timber. Over the past two decades, however, the field has broadened to incorporate a wider range of concerns. This transformation has been caused in part by societies around the world coming to appreciate the diverse roles forests play at local, national, and global levels.

The intent of this course is to examine a significant set of these issues. The first two weeks of the course are devoted to social science research on forestry focusing primarily on the Pacific Northwest. Much of the early research on resource dependency generally, and timber dependency in particular, draws on this work. We then turn to forestry issues in the South, presenting a quite different portrayal of social consequences of timber dependency. This is followed by readings on certification and policy issues. The next four weeks deal largely with forestry in non-industrialized nations, with readings highlighting issues of community, property rights, local knowledge, and the politics of resource management.

Three faculty took part in designing this course and will participate in the seminar. Conner Bailey will have administrative responsibility for preparing and evaluating written assignments and assigning final grades.

INSTRUCTORS:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conner Bailey</td>
<td>cbai <a href="mailto:ley@acesag.auburn.edu">ley@acesag.auburn.edu</a></td>
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<td>Josh McDaniel</td>
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<tr>
<td>John Schelhas</td>
<td>j <a href="mailto:schelhas@fs.fed.us">schelhas@fs.fed.us</a></td>
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TEXT: There is no single text. Reading assignments are drawn from a wide variety of sources.

COURSE DESIGN: This course will be run as a graduate seminar where everyone will have an opportunity to lead discussions on the material we will read. For this purpose, you will be asked to briefly summarize the reading, noting what you got from the article and how it fits within on-going seminar discussions. Then you will pose one or more questions to launch discussions. Once we have finished with one article, we will move on to the next.

RESEARCH PAPER: Students will prepare a substantive research paper on a topic of their choice as long as it is related to issues pertinent to this course. The expectation is that most students will develop a paper directly useful to their own thesis research.

Students are expected to develop research papers of approximately 15-20 pages worth a possible 200 points. The suggested length is based on 10-12 pt, double spaced text with adequate margins to write comments upon. The suggested length is only a guide; we are more interested in quality than quantity.

Students are to submit a brief abstract of their proposed research along with a preliminary set of references on June 17th. This preliminary material will not be graded. The purpose of developing a preliminary abstract is to make sure the research paper is developing in the right direction and not left to the last minute.

WRITING ASSIGNMENTS: There will be two take-home writing assignments in the form of essays which respond to statements or questions that draw from the readings and seminar discussions.

ACADEMIC HONESTY: Auburn University’s academic honesty code is spelled out in the most recent Tiger Cub. If anyone has any questions regarding the definition of plagiarism or other violations of this code, please see the instructor.

EVALUATION: Based on 440 total course points earned as follows:
The criteria used in determining points for class participation include (1) regular attendance, (2) active participation in discussions of assigned readings (i.e., having read, thought about, and being able to discuss the material in advance of class meeting), (3) creative contribution to class discussions (i.e., evidence of ability to integrate assigned and outside readings, lecture and discussions, and personal experience), (4) how prepared you are to lead seminar discussions when it is your turn to do so, and (5) how well prepared you are to present your research paper.

Course grades will be assigned as follows:

- **A** = 90% and above
- **B** = 80% - 89%
- **C** = 70% - 79%
- **D** = 60% - 69%
- **F** = 59% and below

CLASS ATTENDANCE: Students are expected to attend the seminar. You can’t participate in class discussions if you are not there.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignments To be completed by the beginning of the week indicated</th>
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<tbody>
<tr>
<td>May 20</td>
<td>INTRODUCTION TO THE COURSE AND PARTICIPANTS</td>
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<td></td>
<td>MAY 27 IS MEMORIAL DAY, A UNIVERSITY HOLIDAY</td>
</tr>
<tr>
<td>May 27</td>
<td>FORESTRY AND COMMUNITY - I</td>
</tr>
</tbody>
</table>


June 3  FORESTRY AND COMMUNITY - II

Chapter 11: The Instant Town. pp. 302-322  
Chapter 12: At the End of the Forest. pp. 323-347


June 10  FORESTRY IN THE SOUTH


ABSTRACTS AND PRELIMINARY REFERENCE LIST FOR PAPER DUE JUNE 17TH
June 17

**FOREST CERTIFICATION**


June 24

**FOREST POLICY AND AGENCY IN THE UNITED STATES**


**FIRST WRITING ASSIGNMENTS HANDED OUT WEEK OF JUNE 24TH**

**DUE ON JULY 1ST**

July 1

**COMMUNITY-BASED NATURAL RESOURCE CONSERVATION**


July 8

POLITICS AND CONFLICT IN NATURAL RESOURCE MANAGEMENT


July 15

NATURAL RESOURCE INSTITUTIONS


**FINAL WRITING ASSIGNMENTS DISTRIBUTED MONDAY JULY 22TH**

**FINAL WRITING ASSIGNMENTS DUE THURSDAY, JULY 25TH**

**LAST DAY OF CLASS: PRESENTATION OF RESEARCH PAPERS**

**WEDNESDAY, JULY 31ST: LAST DAY OF SUMMER TERM**

**RESEARCH PAPERS DUE JULY 31ST**