

1-2012

# NRSM 424.01: Community Forestry and Conservation

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## Recommended Citation

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## **NRSM 424/524: Community Forestry & Conservation**

### **Spring 2012**

Tues & Thurs 2:10-3:30; FOR 301

**Instructor:** Jill Belsky, Professor, Dept. of Society & Conservation

**Instructor's office:** 410 Clapp Bldg; email [jill.belsky@umontana.edu](mailto:jill.belsky@umontana.edu); tel: (406) 243-4958

**Office hours:** T/Th 3:30-5:00 or by appointment

#### **Course Description:**

Community forestry and conservation refer to an array of goals and practices in which forests are claimed, valued, used, and managed by and for particular communities. Some forest uses and management systems are ancient, while others are recent; some have formed with government intervention while others have developed through the efforts of citizens, place-based conservation organizations and their broader networks. Some seek greater justice and legal recognition for customary land rights, plantings, rules and more broadly, forest-based cultures while others seek greater input in forest management on government owned or public forests. Likewise some efforts comprise a component of a wider program of conservation or development, while others center directly on community ownership and devolution of legal and political rights. As such, the term "community forestry" and its allied "community conservation" approaches involve different challenges to nation-state control and community participation, authority and distribution of benefits.

In this class we will undertake a systematic study of community forestry and other forms of community-based conservation. We will do so through tracing their origins in ancient social-ecological systems, international social forestry programs begun in the 1970s and the application of "community" based approaches in forestry and biodiversity conservation around the world since then. We will do this through consideration of both *instrumental* and *critical* approaches: the former refers to examining policy and the implementation of programs towards improving them, whereas the latter focuses on revealing the underlying and often problematic assumptions and intent behind policy revealed in particular practices. In this class, both approaches are important. Lastly, we will address instrumental and critical approaches to community forestry and conservation through an integrated understanding of social and ecological processes and functions with special attention to scales, both across time and space – the latter addresses how global processes and local context meet and dynamically shape policies, practices and politics. While growing strong in some contexts, the rise of community-based forestry and conservation has also generated debate over what it can and cannot achieve, who should be doing it, and the necessary conditions to support it. Please note that this course cannot possibly examine every issue and effort related to the topic which has literally exploded since I began teaching this course in 1991.

#### **Learning Objectives and Outcomes:**

At the end of the course, students will be able to:

- explain the historical conditions and rationales that gave rise to community forestry and conservation;
- think critically about a range of social and ecological processes that mutually influence community-managed resources;
- articulate current debates about the challenges and opportunities of community forestry and conservation, especially regarding to goals of community well-being, sustainability, biodiversity, protected areas, and conservation generally;
- understand the particulars as well as comparative perspectives on factors that influence community-based forestry and conservation in distinct locales; and
- be able to locate literature, cases, networks and other resources on community forestry and conservation in both written and electronic forms.

**Course Format and Requirements:** This class takes an interdisciplinary approach combining insights from the social and ecological sciences while paying attention to *both* theoretical/academic and empirical/practical literature on community forestry and conservation. The teaching approach includes formal lectures/powerpoints (most will be posted on our web page), web-based information, videos, class discussion and student research. Also, depending on availability, guest speakers with actual experience in community forestry & conservation as well as academics involved in research will be invited to share their work and viewpoints with the class.

Students are expected to complete all assigned readings and come to class prepared to discuss them. *Additional* readings are *required* for graduate students but motivated undergraduates are encouraged to read them as well. Grades are determined by demonstrated engagement with the material through class participation and performance on assignments. See the schedule below. Late assignments without *prior* approval from the instructor will lose credit. See instructor if you have a conflict with another exam. Details on the assignments will be discussed in class.

<u>Assignments</u>	<u>Due</u>	<u>% of Final Grade</u>	<u>Grading Scale</u>	
Attendance/Participation	throughout	10	93-100 A	78-79 C+
Exam #1 (in class)	2/23	25	90-92 A-	73-77 C
Midterm (title & references)	3/15	--	88-89 B+	70-72 C-
Midterm (complete)	4/10	30	83-87 B	68-69 D+
Final Exam	5/11	35	80-82 B-	63-67 D
		<b>Total 100 %</b>	60-62 D-	59- below F

**Readings:** The readings are available *electronically* through the internet at <http://eres.lib.umt.edu> with password NRSM424 (all caps and no space in between). *Please download files in advance to avoid delays.*

**Graduate Students:** The requirements for NRSM 524 include the assigned readings PLUS the *additional* readings (noted for each class). Occasionally I will ask graduate students to discuss these additional readings in class. On exams and in assignments, you will be expected to achieve a higher level of theoretical integration and sophistication than undergraduate students. We will also plan separate discussion sections depending on everyone's schedule. We will make these arrangements during the first few weeks of class.

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review on line at: <http://www.umt.edu/SA/VPSA/index.cfm?page?1321>.*

## Schedule of Topics and Assigned Readings

### I. Introduction to the course and subject

Tues, 1/24 Welcome and course overview

Review syllabus and watch video: <http://www.youtube.com/user/RECOFTC#p/f/0/H8QnP9ZspTo> (4.30 min)

**Assignment:** Google and/or look up on wikipedia the following terms: *community forestry, community-based forestry; community-based natural resource management (CBNRM) social forestry; community-based conservation (CBC); collaborative or cooperative conservation; and place-based conservation*. Briefly define their major objectives, approaches and connections to broader social and/or environmental movements and agenda. Think about their similarities and differences. Please come to class on thursday prepared to discuss what you found (not graded).

Thurs, 1/26 **Defining community forestry and conservation**

- Belsky, Jill M. and Victoria Sturtevant. 2008. Community-based Forest Management. In: *Encyclopedia of Forests and Forestry in the Americas*.  
<http://forestryencyclopedia.jot.com/WikiHome/Community-based%20Management>
- Daly, M. 2003. The *Other* Healthy Forest Initiative, Grist, 9.3.2003.

Discuss readings and assignment

## **II. Indigenous community-based forestry systems and their changes**

### Tues, 1/31 **Case studies of indigenous forest management systems: Switzerland**

- Kuchlí, C. 1997. Forests of Hope: Stories of Regeneration. New Society Publishers, Gabriola Island, BC, Canada. p.10-31 (Switzerland)

### Thurs, 2/2 **Case studies of indigenous forest management systems: India**

- Kuchli, C. 1997. Forests of Hope: Stories of Regeneration. New Society Publishers, Gabriola Island, BC, Canada. and p. 32- 51 (India)

### Tues, 2/7 **Case studies of indigenous forest management systems: Confederated Salish and Kootenai Tribes, Montana**

- Excerpts from their two interactive DVDs

### Thurs, 2/9 **“Problems” with colonial/professional scientific forestry and resource management**

- Fairfax, S. and L. Fortmann. 1990. American forestry professionalism in the Third World: some preliminary observations. *Population and Environment* 11:259-272
- Scott, J.C. 1998. *Seeing Like a State*. Yale University Press. p. 11-22  
Additional: (continue Scott p. 22-52)

**Group exercise:** review murals in entrance of UM Forestry Building

### Tues, 2/14 **Trees as a forest management tool: managing vegetation to modify climate, soil conditions & ecological processes** (Guest presentation by Professor Steve Siebert, Dept. Forest Management)

- TBA

### Thurs, 2/16 **Social considerations on land-uses: a follow up to the previous presentation**

- Wiersum, K.F. 1999. Indigenous exploitation and management of tropical forest resources: an evolutionary continuum in forest-people interactions. In: Wiersum, K.F. *Social Forestry: Changing Perspectives in Forestry Science or Practice?* Thesis Wageningen Agricultural University, the Netherlands, Chapter 8.  
Additional: Belsky, Jill M. 1993. Household Food Security, Farm Trees and Agroforestry: A Comparative Study in Indonesia and the Philippines. *Human Organization* 52(2):130-141.

### Tues, 2/21 **Indigenous protest and “community” approaches to resource management & restoration** watch DVD “Taking Root: The Vision of Wangari Maathai” (80 min, so come to class ON TIME)

### Thurs, 2/23 **Political forests and politics of blame**

- Baker, R. 1984 Protecting the environment against the poor: the historical roots of the soil erosion orthodoxy in the third world. *The Ecologist* 14(2): 53-60.  
Additional: Peluso, N. and P. Vandergeest. 2001. Genealogies of the political forest and customary rights in Indonesia, Malaysia and Thailand. *Journal of Asian Studies* 60(3): 761-812 (difficult reading but very important; please be prepared to share summaries of the reading to the rest of the class)

### Tues, 2/28 **Class discussion and review for exam #1**

- No assigned readings; bring your own questions to class to discuss

### Thurs, 3/1 **Exam #1 (in class)**

### **III. State-sponsored community forestry and conservation programs: international cases**

(Please read the midterm assignment included at the end of the syllabus. While the midterm assignment is not due until after spring break (4/10), you need to get started on it. We'll talk about what is expected in more detail but begin thinking about the case you will focus on – case selection and three references due 3/15).

#### **Tues, 3/6 Changing paradigms in forestry and environmental conservation**

- Arnold, J.E.M and R. Persson. 2009. Reorienting forestry development strategies in the 1970s towards “Forests for People.” *International Forestry review*, 11(1): 111-118.
- Adams, W. and D. Hulme. 2001. Conservation and Community: Changing Narratives, Policies and Practices in African Conservation. In D. Hulme and M. Murphree (eds.) *African Wildlife and Livelihoods*. James Curry LTD, p 9-23.

Additional: Sam, T and G. Shepherd. 2011. Community forest management. Background paper for the United Nations Forum on Forests Secretariat. Downloaded 1/12/ 2011 from:

<http://www.un.org/esa/forests/pdf/publications/CBFM.pdf> (p.1-22)

#### **Thurs, 3/8 Examples from around the world**

- Carter, June. 2010. How communities manage forests: selected examples from around the world. Swiss Foundation for Development and International Cooperation. Downloaded from [http://www.intercooperation.ch/offers/news/CommunityForestry\\_EngWeb.pdf](http://www.intercooperation.ch/offers/news/CommunityForestry_EngWeb.pdf)

(Most of these are associated with temperate forests, on steeply sloping land and Swiss development assistance. Pay attention to the historical and cultural context of forestry, reasons for community forestry being introduced, legal framework adopted and how the approach seems to be working in practice.)

#### **Tues, 3/13 Cont. with specific examples on implementing community forestry in Bhutan**

Continue discussion from yesterday

(watch video: Bhutan Community Forestry, part 1 (25 min) and/or part 2 (15 min). If you want more information on these and additional specifics regarding implementation of the Bhutanese program, skim the hard copy of the “Community Forestry Manual for Bhutan.”)

#### **Thurs, 3/15 Community- managed commercial timber harvesting: experiences of Mexico and Canada [Case selection and three references on it due – see midterm assignment at end of the syllabus]**

- Bray, D., et al. 2003. Mexico’s community-managed forests as a global model for sustainable landscapes. *Conservation Biology* 17:672-677.
- Davis, EJ. 2008. New promises, new possibilities? Comparing community forestry in Canada and Mexico. *BC Journal of Ecosystems and Management* 9(2):11-25.

(If interested, more on the politics of Mexico’s community forests/commercial logging: Jaffee, D. nd. Confronting globalization in the community forests of Michoacan, MX. Downloaded 1/12/2011 from <http://lasa.international.pitt.edu/LASA97/jaffee.pdf>)

### **IV. Community-based forestry and collaborative conservation in the US**

#### **Tues, 3/20 Setting the stage: factors contributing to the rise of community forestry in the US**

- Baker, M. and J. Kusel. 2003. Community forestry in the United States: Learning from the Past, Crafting the Future. Island Press. p. 35-77 (chaps 3& 4)  
Additional: McCarthy, J. 2005. Community-Based Forestry in the United States: Antecedents and New Directions. A Report to the Ford Foundation. (first half reviews origins; second half on challenges);  
MacKaye, B. 1918. Some social aspects of forest management. *Journal of Forestry* 16(2): 210-214.

Thurs, 3/22 **The philosophical and institutional landscape of community forestry in the US**

- Baker, M. and J. Kusel. Community forestry in the United States: a summary. 2003.
- Danks, C. 2008. Institutional Arrangements in US Community-Based Forestry. In: Sturtevant, E.V. and E.M. Donoghue. (eds.). 2008. *Forest Community Connections*. Resources for the Future Press, Chap 13. Additional: Moote, M.A. Collaborative forest management. In *Forest Community Connections: Continuity and Change*. E. Donoghue and V. Sturtevant (eds). Chapter 13. Washington D.C: Resources for the Future.

Tues, 3/27 **“Sampler” of projects and approaches in the US**

- review individual cases and “stories” from Red Lodge Clearing House <http://www.rlch.org/collaboration-stories> and networking approaches from <http://www.sustainablenorthwest.org/> (work on your midterm – bring questions to class)

Thurs, 3/29 **Community forestry in the Upper Swan Valley, MT**

- review <http://www.northwestconnections.org/>
- review <http://www.swanecosystemcenter.org/> (work on your midterm – bring questions to class)

**Tues 4/3 & 4/5 Spring Break – No Class**

Tues, April 10 **Community-driven wildlife conservation in the Blackfoot Valley**. Guest Presentation, Seth Wilson, Postdoctoral Fellow, Yale and Coordinator for Wildlife Committee, Blackfoot Challenge [not confirmed]

- no reading assigned; review <http://blackfootchallenge.org/Articles/>  
**Midterms are due; they can be turned in at class time or emailed later in the day. But please don't miss this excellent guest presentation so come to class!**

**V. Critical and Practical Challenges**

Thurs, April 12 **Overview of critical issues**

- Charnley, S. and M. Poe. 2007. Community forestry in theory and practice: where are we now? Annual Review of Anthropology 36:301–36.
- Brown, D., Y Malla, K Schreckenber and O Springate-Baginski. 2002 From supervising “subjects” to supporting “citizens”: recent developments in community forestry in Asia and Africa. Natural Resource Perspectives (ODI) 75, Feb. 2002  
Additional: review last half of McCarthy 2005; Sam & Shepherd 2011 p23-end

Tues, April 17 **Critical perspectives on “community”**

- Agrawal, A and C.C. Gibson. 2001. Introduction: The Role of Community in Natural Resource Conservation. In: Agrawal, A and C.C. Gibson (eds). *Communities and the Environment*. NJ: Rutgers University Press, p. 1-31.
- D.F. Desmond. 1996. Current concepts in community forestry. Bhutan-German Integrated Forest Management Project. p.17-24  
Additional: MS Carroll, RG Lee and RJ McLain. 2005. Occupational community and forest work: three cases from the Pacific Northwest. In: Communities and Forests, RG Lee and DR Field (ed). 2005. Oregon State University Press.

Thurs, April 19 **Gender and Community-Based Resource Management: Women, wildlife and empowerment in the Kwandu Conservancy in Namibia**

**Guest Presentation (Libby Khumalo, Doctoral Student, UM) [confirmed]**

- Khumalo, L. 2011. Women give room for wildlife to roam. Caprivi Wetlands Magazine.
- Romano, F. 2007. Forest tenure changes in Africa: making locally based forest management work. Unasylva 228, vol 58. Downloaded 12.31.10 from <ftp://ftp.fao.org/docrep/fao/010/a1346e/a1346e03.pdf>  
Additional: Gurung, JD and K. Lama. 2003. Incorporating gender into a male domain: a strategy for foresters? Downloaded 12.31.10 from: <HTTP://WWW.FAO.ORG/DOCREP/ARTICLE/WFC/XII/0265-C2.HTM>

Tues, April 24 **Common Property Resource Management and Governance Institutions**

- D.F. Desmond. 1996. Current concepts in community forestry. Bhutan-German Integrated Forest Management Project. p.1-16; 25-68
- Mckean, M. and E. Ostrom. 1995. Common property regimes in the forest: just a relic from the past? Unasylva No. 180. Downloaded 1.12.2011 from <http://www.fao.org/docrep/v3960e/v3960e03.htm>

Thurs, April 26 **Participation: the new promise or new tyranny?**

- Arnstein, SR. 1969 A ladder of participation. JAIP 35(4): 1969: 216-224.
- Mosse, D. 2001: 'People's knowledge', participation and patronage: operations and representations in rural development. In: Cook, B & Kothari, U (eds), Participation the new tyranny? Zed Press, 16-35

Tues, May 1 **Local knowledge, local jobs: what role in the new green, restoration-based economy?**

Guest presentation: Mark Vandermeere, Wildland Conservation Services, Missoula MT **[not confirmed]**

- Stewardship End-Result Contracting, April 2009, Rural Voices for Conservation Coalition, Sustainable Northwest, Portland, Or.
- Rural Green Jobs: the Foundation of a Rural green Economy. April 2009, Rural Voices for Conservation Coalition, Sustainable Northwest, Portland, Or.

Thurs, May 3: **Class review and preparation for final exam**

**Final Exam: Monday, May 7 from 1:10-3:10**

Your graded final exam (with final course grade) will be available from Dept of Society & Conservation's Administrative Assistant, Lynn Gruszie, in Clapp Building 461 on Wednesday, May 16. They will be available throughout the summer for you to pick up. **Have a great summer!**



## **Midterm Assignment (NRSM 424)** **Due in class (after spring break) – April 10, 2012**

**Objectives:** This assignment is designed to enable you to develop an in-depth understanding of a community forestry or community-based conservation effort of your choice through individual research and writing. You will also become more closely aware of the resources available on community forestry and conservation, as well as be in a better position for examining critical issues in the final section of the course.

**Procedures:** Pick a case study effort to work on. It may be indigenous or locally-organized, or operating through a national government program. It may also be an effort of a networking group that supports a type of community level activity. Your case may occur anywhere in the world but it must pertain to community forestry or community based conservation. Select it due to your personal interest (and experience if you have personally visited or been involved in such an effort). But you must do some initial research to make sure there is sufficient information/literature on it to be able to complete the assignment. To help you get started I list below some networking organizations and their internet addresses (again select a NGO, government or networked project from their programs and activities).

*For cases in the United States, check out:*

Red Lodge Clearing House <http://www.rlch.org/collaboration-stories> (for individual communities)  
Sustainable Northwest <http://www.sustainablenorthwest.org/> (for programs with communities)  
Kusel, J. and E. Adler. (ed.) 2003. Forest Communities, Community Forests. Rowman & Littlefield.

*For cases internationally, check out:*

Community Forests International <http://forestsinternational.org/>  
The Center for People and Forests (RECOFT) <http://www.recoftc.org/site/>  
Asia Forest Network <http://www.asiaforestnetwork.org/programs.html>

**Case selection and 3 references due March 15 (or before):** Identify the NGO, government or networked project you will focus on. To show that you have checked there is sufficient information about it, list three complete references you will use to complete the assignment (these can be published journal articles, reports and/or internet resources). I will review your selection and let you know if I think you need to select a different case.)

**Assignment:** In 8-10 pages, double spaced, please respond to the following questions:

- 1) Describe the history/background leading up to the development of this case including who/how it was formed, environmental conditions and objectives, and socioeconomic conditions and objectives;
- 2) Describe the key activities that it does and management approach;
- 3) Assess its major accomplishments and challenges to date, including what evidence you have for your assessment (i.e., conclusions from a research study, evaluation report and/or your own personal experience with it and/or insights).
- 4) Complete Bibliography (for all printed and internet resources).

**NRSM 524:** Graduate students may complete the above assignment or come in and discuss with me an alternate topic relating to community forestry and conservation but which more directly relates to your thesis or dissertation. For example, it could be a review of a related policy, theory, proposal writing or data analysis/writing.