

Seeing the Forest Through the Trees:
Revisioning Sustainability, Access and Equity in Vermont's Forests
Environmental Studies 401A: Environmental Studies Community Engaged Practicum
Spring 2020

Class: Tuesday and Thursday 11:00 a.m. – 12:15 p.m. (Hillcrest 200 Seminar Room)

Lab: Tuesday 1:30-4:15 p.m. (Hillcrest 200 Seminar Room)

ES Colloquium: Thursday 12:30-1:20 p.m. (Hillcrest 103)

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Office Hours:

Wed: 1:30-2:30 p.m.
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and by appointment

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Office Hours:

Wednesday 10-noon
Thursday 9-11 a.m.
and by appointment

Class Communication

Our website, with all course information, readings, assignments, and updates is available from the Canvas home page [go/canvas/](https://canvas.middlebury.edu). We have also created a shared google folder that we all have access to for everything 401A related. It will include folders for course information, readings, assignments and updates, as well as folders for each of your projects. We encourage you to use sheets and google docs as you work with each other and your partners: <https://drive.google.com/drive/folders/1OKd9mxZDojXJa9IASvgggTPcB-U-C0IM>

Collaborating Across Foci

Our goal in this course is to bring seniors from the various ES foci together to examine a specific topic in depth and from an interdisciplinary perspective. In addition, we want to help you hone your skills associated with fundamental project planning, creativity, and communication – skills that we know you will find critical as you launch your professional lives following graduation.

A Service-Learning Model

At its core, service-learning is a form of experiential learning that combines collaborative work with a community organization, scholarly reading, classroom discussion, and reflective writing. One of our goals is for your work to help community organizations address their own needs, while also creating an excellent learning experience for you. To achieve these goals, you will integrate and apply your previous academic knowledge, along with information and ideas from seminar readings and discussions, to real, current environmental issues in the community. Naturally, your projects will require additional in-depth research in the relevant literature, as well as in the community via personal contact with professionals, government officials, and citizens. Through a sense of community service and responsibility, you will take your learning to a deeper and more meaningful level. Furthermore, service-learning group projects help develop the leadership, cooperation, and collaboration skills that are needed to work effectively in a professional setting.

Our Focus: Sustainable, Accessible and Equitable Forest Management in Vermont

Vermont is defined by its forests. Vermont's forested ecosystem forms the basis for biological diversity, natural communities, wildlife habitats, scenic landscapes, and recreational opportunities. These forests provide an economic base for employment, tourism, and recreation and support a diverse forest products industry. The socio-economic, cultural and policy landscape informing public and private decisions concerning forest management have shifted dramatically in the last decade and each group should strive to understand how these key factors relate to their projects.

Each group will work to define what "sustainable," "accessible" and "equitable" management looks like in each of your projects, and collectively work towards improving these elements of forest management with our community partners. The projects for this seminar will explore four interconnected themes:

- Project #1: Women Owning Woodlands (WOW): Improving Vermont's forest integrity through empowerment of woman forest landowners
- Project #2: Transportation Access to Recreation Opportunities
- Project #3: Recreational Trail Density and Wildlife Impacts
- Project #4: Carbon Offset Opportunities in Vermont's Forests

Please refer to the Project Statement document for more project detail.

These projects provide an excellent opportunity for you to integrate multiple disciplinary lenses not only to your methods of gathering and analyzing information, but also through processes of strategically and effectively communicating your findings.

The Structure and Process of the Class

During the first 3-4 weeks of the semester, project teams will work on developing approaches to their project and a project work-plan in collaboration with our community partners. A significant portion of the first 6 weeks will consist of engaging in reading and conversation about the theoretical concepts and practical concerns that drive our course theme. The final 6 weeks of the semester will be almost entirely focused on project work. Please see the accompanying document "Overview and Project Descriptions" for more information about the course theme and the specific projects. For further background on ES 401 and to review past projects, see: <http://sites.middlebury.edu/envs0401/> Throughout the semester each group will engage in fieldwork and prepare for the final written and oral presentations. You will be expected to integrate key concepts and skills from our readings and group discussions into your projects.

Grades and Assignments

- **Class attendance and positive participation (15% of grade)** The ES Colloquium, class, and lab attendance are required. While class time is scheduled T/Th with a Tuesday afternoon lab, we will not pre-schedule every lab period (especially after week 6). In weeks 8-13, lab time slots will be a common time that you all have available in your schedules to work on your projects, conduct research, go to field sites, etc. and that we have available to help guide/support you.
 - a. *You are required to attend the weekly ES Colloquium on Thursdays 12:15-1:20 in Hillcrest 103. The colloquium does not provide lunch. Feel free to bring food from the dining hall to eat during the colloquium. Discussion of colloquium presentations – from content to style – will be explored briefly in class each Tuesday.*
 - b. Positive participation includes participating respectfully and constructively in class discussions; communicating conscientiously and responsibly with your project group,

community partners, and instructors; meeting group project obligations and deadlines; and having a team-oriented, collaborative, and positive attitude.

- c. Once the projects are up and running, each group will be asked to provide a progress report in class (see schedule for dates). This may include discussing project-specific readings that your group reads beyond class readings, describing obstacles your group encounters, sharing helpful contacts, etc. You will also provide feedback on other groups' projects.
2. **Peer evaluation (5% of grade)** You will have the opportunity to formally provide feedback to your team-members twice in the semester: once mid-way, and once at the end.
3. **Leading class discussion (10%)** Students will sign up to lead discussions in small groups for the five class periods focused on substantive readings. Students will be responsible for selecting an additional reading to **supplement** the existing readings on the day they present, and to arrive to class with a series of questions to discuss and/or activities to facilitate. Each group will meet with Mez prior to their scheduled day to go over their discussion plans.
4. **Two Discussion papers (20%)** During the semester you will be assigned two individual discussion papers (4-5 pages each). The specific topic for these papers will be provided well in advance of when they are due. The papers are designed to promote reflection about all of our work; we will ask you to reflect on the readings, synthesize ideas, and integrate what you know with other aspects of the course, including your project work, ES colloquia, or other activities.
5. **Group projects working documents: work plan, progress reports, drafts (10%)**
6. **Group projects final products (40%)** Each of the four project groups will work with our community partners. You are expected to collect and analyze information, data, and materials related to your group's project and ultimately produce a report delivered to our community partners. Projects may require travel within the region and substantial time outside of formally scheduled class. Interim progress reports, a public presentation, multiple drafts, and a professional-quality final report are required. **The Final Presentations will be on May 5th, however most teams will also give an off-campus presentation in a forum relevant to the project partners. The final written report is due on the last day of exams, May 19th.**

Additional Accommodations: Students involved in sports or other extracurricular activities will need to notify Mez at the beginning of the semester about any scheduling conflicts. Students with disabilities who need accommodations in this class are encouraged to contact Mez as early in the semester as possible to ensure that such accommodations are implemented in a timely fashion. Assistance is available to eligible students through the ADA Office. Please contact Jodi Litchfield, the ADA Coordinator, for more information: Jodi can be reached at litchfie@middlebury.edu or 802-443-5936. All discussions will remain confidential.

Honor Code: Adherence to the College honor code is expected and, as seniors, we expect that you are all familiar with the College policy (<http://www.middlebury.edu/studentlife/doc/honorcode>). In this course, much of the work is collaborative by design and thus, your classmates and project groups often represent "authorized (wildly encouraged!!) aid." Work on your discussion papers, however, must be an individual effort, and honesty in reporting and assessing self/your teammates' contributions is expected. In the project work and presentation, careful attention must be paid to appropriate paraphrasing and attribution of credit for quotations, ideas, information, graphics, etc. Please come talk to Mez if you are ever unsure about the ethical course of action in this course.

COURSE SCHEDULE

Week 1	Tue 2/11	<i>Class</i> Introduction to ENVS 401
	Tue 2/11	<i>Lab</i> Embodied Orientation and Project Nitty Gritty <i>Guest: Lida Winfield from the Dance department will lead an exercise about sense of place</i> <ul style="list-style-type: none"> • Videos to orient <ul style="list-style-type: none"> ➢ Why Town Forests. 2015 Vermont Urban and Community Forests [link] ➢ To help save forest, some Vermonters turn to logging. NBC5, Oct 2019 [link] ➢ Women Owning Woodlands: Blalock, Gokaslan, Herscowitz, 2019 [link] • Discussion: getting into the nitty gritty of each project
	Thu 2/13	<i>Class</i> Vermont Forests Fundamentals <ul style="list-style-type: none"> • Vermont Forest Action Plan. Department of Forests, Parks and Recreation 2017 (pp 1-13, 87-103) • Increasing Forest Resiliency for an Uncertain Future. Catanzaro et al. USDA Forest Service, UMass Amherst, and UVM. 2016 (skim) • The Forest Ecosystem Monitoring Cooperative. Website. USDA, Vermont FPR, New York DEC, and Massachusetts DCR. [link] • Student Leaders selection
	Thu 2/13	<i>Colloquium: The Past is Prologue: Climate Change, Environmental Justice, and the Politics of Representation, Carolyn Finney</i>
Friday 2/14: Complete Project Selection Survey		
Week 2	Tue 2/18	<i>Class</i> <ul style="list-style-type: none"> • In teams: Project scoping exercise • Begin project work planning & develop questions for partner • Discussion of project supporting logistics
	Tue 2/18	<i>Lab</i> <ul style="list-style-type: none"> • Meet and discuss projects with community partners
	Thu 2/20	<i>Class</i> Systems thinking in Vermont's Forests <ul style="list-style-type: none"> • Meadows, D. H. (1999). Leverage points: Places to intervene in a system (pp. 1-19). Hartland, VT: Sustainability Institute. • [Suggested]: Fabinyi, M., Evans, L., & Foale, S. J. (2014). Social-ecological systems, social diversity, and power: insights from anthropology and political ecology. <i>Ecology and Society</i> 19(4): 28
	Thu 2/20	<i>Colloquium: Communicating Climate Change, Mobilizing Behavior Change, Michael Shank</i>
Monday 2/24 @ 8am: Project Scope & Timeline Due		
Week 3	Tue 2/25	<i>Class</i> <ul style="list-style-type: none"> • Teaming exercises • Project working session to review timeline and work plan
	Tue 2/25	<i>Lab</i> Instead of lab this week, attend Climate-Friendly Forests: Community Lecture by Dr. William Keeton, Thursday, February 27, Ilsley Library, Middlebury 6:30pm

	Thu 2/27	<i>Class</i> <i>Cultivating a Sense of Place in Vermont and Beyond</i> <ul style="list-style-type: none"> • Cresswell, T. (2014). “Defining Place” In <i>Place: an introduction</i> John Wiley & Sons. • Hausdoerffer (2017). “The Aiking Ethic” In Van Horn, G., & Hausdoerffer, J. (Eds.). <i>Wildness: Relations of people and place</i>. University of Chicago Press. • O'Brien, E. A. (2006). A question of value: what do trees and forests mean to people in Vermont?. <i>Landscape Research</i>, 31(3), 257-275. • Curtis, W “Community forests help revitalize New England towns,” 24 Feb 2006, <i>Grist</i> [link] • Council on the Future of Vermont. (2009) <i>Imagining Vermont: Values and Vision for the Future</i>, Chapter 1 “Vermont Culture.” Vermont Council on Rural Development • [Suggested]: Chapin III, F. S., & Knapp, C. N. (2015). Sense of place: A process for identifying and negotiating potentially contested visions of sustainability. <i>Environmental Science & Policy</i>, 53, 38-46. • Student Leaders selection
	Thu 2/27	<i>Colloquium: MIDD-ES CORE PANEL – Siting a Solar Farm in Vermont</i>
	Thu 2/27	<i>Climate-Friendly Forests: Community Lecture by Dr. William Keeton</i> <i>Ilseley Library, Middlebury 6:30pm</i>
Week 4	Tue 3/3	<i>Class</i> <ul style="list-style-type: none"> • Project working session
	Tue 3/3	<i>Lab</i> Panel Discussion about Place and Meaning: Carolyn Finney, Bill Vitek, Rebecca Gould
	Thu 3/5	<i>Class</i> <i>Project-specific Literature Review & Teach-In</i> <ul style="list-style-type: none"> • Each group is responsible to read the literature below, plus 1-3 additional reports, peer-reviewed scholarship, legislative text, or podcasts to analyze, synthesize and present to class (10 minutes each group). • [WOW] <ul style="list-style-type: none"> ○ Butler, S. M., Huff, E. S., Snyder, S. A., Butler, B. J., & Tyrrell, M. (2018). The role of gender in management behaviors on family forest lands in the United States. <i>Journal of Forestry</i>, 116(1), 32-40. ○ Shale, L., K. Concannon (2019). <i>Woman Owning Woodlands Final Report</i>. • [Access] <ul style="list-style-type: none"> ○ Xiao, X., Perry, E., Manning, R., Krymkowski, D., Valliere, W., & Reigner, N. (2017). Effects of transportation on racial/ethnic diversity of national park visitors. <i>Leisure Sciences</i>, 39(2), 126-143. ○ Vermont FPR. (2018) SCORP: Vermont Statewide Comprehensive Outdoor Recreation Plan 2019-2023. • [Wildlife] <ul style="list-style-type: none"> ○ Marion, S., Davies, A., Demšar, U., Irvine, R. J., Stephens, P. A., & Long, J. (2020). A systematic review of methods for studying the impacts of outdoor recreation on terrestrial wildlife. <i>Global Ecology and Conservation</i>, e00917. ○ Dickinson et al. (2012). The current state of citizen science as a tool for ecological research and public engagement. <i>Frontiers in Ecology and the Environment</i>, 10(6), 291-297. • [Carbon] <ul style="list-style-type: none"> ○ Vermont Forest Carbon Sequestration Working Group Final Report. January 4, 2020

		<ul style="list-style-type: none"> Keeton, W., W. VanDoren, C. Kerchner, M. Fuqua (2018) Vermont Forest Carbon: A Market Opportunity for Forestland Owners. Final Report.
	Thu 3/5	<i>Colloquium: Good for the Poor, Good for the Forest? Land Rights and Biodiversity Conservation in the Ecuadorian Amazon, Lisa Naughton</i>
Friday 3/6 @ 5pm: First Discussion Paper Due		
Week 5	Tue 3/10	<i>Class</i> <ul style="list-style-type: none"> Oral progress reports for peer feedback, project working session
	Tue 3/10	<i>Lab</i> Field visit with Meredith Naughton, M.S. Candidate, Plant Biology, Field Naturalist & Ecological Planning Program, University of Vermont.
	Thu 3/12	<i>Class</i> Fieldwork Methods <ul style="list-style-type: none"> Bernard, H. R. (2012). Interviewing : Unstructured and Semi-structured. In Social research methods: Qualitative and quantitative approaches. Sage. (34 pgs) Sunstein, B. S., & Chiseri-Strater, E. (2011). Fieldworking: Reading and writing research. Macmillan. Ch 1. Stepping In and Stepping Out: Understanding Culture (excerpt 14 pgs) Sutherland, W. 2006. Ecological Census Techniques: a handbook. “20 Commonest Censusing Sins?” (3 pgs) Student Leaders selection.
	Thu 3/12	<i>Colloquium: What’s Old is New Again: Activating Natural History Collections for Climate Change Research, Lauren Williams</i>
Friday 3/13 @ 5pm Project Progress Report Due		
Week 6	Tue 3/17	<i>Class</i> <ul style="list-style-type: none"> ES Faculty, Affiliates & Staff visit
	Tue 3/17	<i>Lab</i> <ul style="list-style-type: none"> Check in with community partners Provide feedback on progress report
	Thu 3/19	<i>Class</i> Communicating your findings <ul style="list-style-type: none"> Each group fill out: Strategic Communication Planning Template [SKIM] Jurin, R. R., Roush, D., & Danter, K. J. (2010). Environmental Communication: Skills and Principles for Natural Resource Managers, Scientists, and Engineers. Springer Science & Business Media. Dahlstrom, M. F. (2014). Using narratives and storytelling to communicate science with nonexpert audiences. Proceedings of the National Academy of Sciences, 111(Supplement 4), 13614-13620. Keeton Sheperd, M. 2016. Nine Tips For Communicating Science To People Who Are Not Scientists [link] Massarani, L., & Merzagora, M. (2014). Socially inclusive science communication. JCOM: Journal of Science Communication, 13(2). Student Leader’s Selection
	Thu 3/19	<i>Colloquium: Agroecology and Food Sovereignty - in Theory and Practice, Martha Caswell</i>
Friday 3/20@ 5pm: Second Discussion Paper Due		

Week 7	Tue 3/24	Class • SPRING BREAK
	Tue 3/24	Lab • SPRING BREAK
	Thu 3/26	Class • SPRING BREAK
Week 8	Tue 3/31	Class • Project Group Work
	Tue 3/31	Lab • Project Group Work
	Thu 4/2	Class • Oral progress reports for peer feedback, project working session
	Thu 4/2	<i>Colloquium: The Material Is the Message: Art in the Time of Climate Change, Jessica Beels</i>
Week 9 <i>Mez at conference</i>	Tue 4/7	Class • Project Group Work
	Tue 4/7	Lab • Project Group Work
	Thu 4/9	Class • Project Group Work
	Thu 4/9	<i>Colloquium: The Latest on Climate Policy from the Vermont State House – and How It Connects to High Pond with Doc Woodin, Phil Huffman '84</i>
Friday 4/10: First Draft Due		
Week 10	Tue 4/14	Class • Project Group Work
	Tue 4/14	Lab • Week 10 Check-in with community partners
	Thu 4/16	Class Final presentation brainstorming and prep • 11 Design Tips for Beautiful Presentations [link]
	Thu 4/16	<i>Colloquium: MIDD-ES STUDENT REFLECTIONS ON LEARNING: Senior Research Presentations</i>

Week 11	Tue 4/21	Class <ul style="list-style-type: none"> Project Group Work (projects and presentations)
	Tue 4/21	Lab <ul style="list-style-type: none"> Session w/Oratory Now Tutors
	Thu 4/23	Class <ul style="list-style-type: none"> Project Group Work (projects and presentations)
	Thu 4/23	<i>Colloquium: Climate and Security in an Age of Great Power Competition and Global Disruption, Sheri Goodman</i>
Week 12	Tue 4/28	Class <ul style="list-style-type: none"> First rehearsal of colloquium presentation (short form)
	Tue 4/28	Lab <ul style="list-style-type: none"> First rehearsal of long-format presentation
	Thu 4/30	Class <ul style="list-style-type: none"> Second rehearsal of colloquium presentation (short form)
	Thu 4/30	<i>Colloquium: Other Pastorals: Writing Race and the Environment, Jennifer Chang</i>
Friday 5/1: Second Draft Due		
<i>*Individual team meetings will be scheduled during week 13 to provide feedback on second draft and to have a second rehearsal of long-format presentation</i>		
Week 13	Tue 5/5	Class <ul style="list-style-type: none"> Dress rehearsal of colloquium presentation (short form)
	Tue 5/5	<i>ENVS 401 Campus Community Presentations in Hillcrest 103</i> <ul style="list-style-type: none"> You!
	Tue 5/5	Lab <ul style="list-style-type: none"> Class debrief, evals, assessment survey, etc.
	Thu 5/7	Class <ul style="list-style-type: none"> Project Group Work
	Thu 5/7	<i>Colloquium – ENVS 0401 section B presentations</i>
Monday 5/11: Third Draft Due		
Tuesday 5/19: ALL Final Products Due		

** Short format presentations (5-7 min per team) will be given in a special Tuesday Colloquium. Long format presentations (15-20 min per team) will be scheduled with our community partners during the first week of exams.*

** Expect this syllabus to change based on the changing needs of students and project partners**