

Seeing the Forest for the Trees

M W F 9:30-10:20am
Mulvane 124

Professor: Dr. Scott A. Kimball
Email: skimball@bakeru.edu
Phone: 785.594.4563
Office: Boyd Science Center/Mulvane 229
Office hours: M W 7:30-8:30am and 10:30am-12:30pm

Course Description:

Nearly every modern human society relies to some extent on forests and their products for their populations' diverse needs ranging from housing, fuel, and food to the arts, mental and physical health, and spiritual well-being. In many parts of the world forests have been degraded to the point that they no longer meet these needs. In this course students will investigate the roles of forests in modern and historical cultures and the implications for these impacts on our current appreciation of the value of forests locally and globally. Students will explore the aesthetic, economic, and political consequences of our relationships to forests as they develop core abilities in communication (written and oral), critical evaluation of information, and the formation of arguments and decisions based on sound reasons and evidence in order to provide students additional understanding of themselves and the world around them. *Prerequisites: QS 211 & QS 212.*

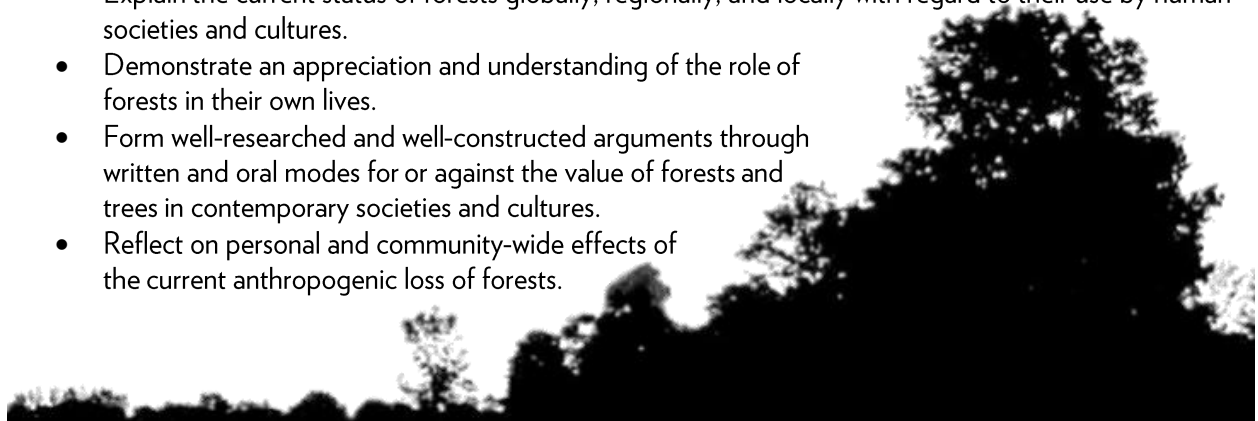
Required Texts:

- Haskell DG. 2017. *The Songs of Trees: Stories from Nature's Great Connectors*. Viking. New York, NY. 304pp. ISBN 9780143111306
- Logan WB. 2019. *Sprout Lands: Tending the Endless Gift of Trees*. W.W. Norton & Company, Inc. New York, NY. 352pp. ISBN 9780393358148
- Rutkow E. 2012. *American Canopy: Trees, Forests, and the Making of a Nation*. Scribner. New York, NY. 416pp. ISBN 9781439193587

Course Objectives:

Students completing this course should be able to:

- Describe the resources and services provided by forests and trees to diverse human populations throughout history.
- Describe the relative and absolute importance of forests and their products in the development and maintenance of human cultures and societies.
- Identify ethical, political, and economic considerations related to the use of forests by human societies.
- Explain the current status of forests globally, regionally, and locally with regard to their use by human societies and cultures.
- Demonstrate an appreciation and understanding of the role of forests in their own lives.
- Form well-researched and well-constructed arguments through written and oral modes for or against the value of forests and trees in contemporary societies and cultures.
- Reflect on personal and community-wide effects of the current anthropogenic loss of forests.



Grading – The final grade is calculated on a percentage basis:

Weekly Discussion Forums = 30%

60% initial original thread posts

Submit an initial post as a new thread under the discussion prompts provided by your instructor by Friday afternoon preceding the week of discussion in class of the assigned material. Your initial post should be substantive (min. 150 words in length, maximum 250 words), must make multiple references to the text materials assigned for the week of that discussion forum. In this substantive post you are should to be reflective of the text material that we have read to that point, demonstrating familiarity with that material, but you may also include additional relevant references (cited and not counted toward total word count). Proper punctuation, grammar, and spelling are expected. No credit will be earned if this initial post is not made by the deadline above, and posts not meeting the word count requirements will be graded on percent under/over.

Substantive Post due date: Sunday evening 10:00pm preceding the week material is to be discussed in class

40% responses to classmates' posts

You must reply to at least two *different* classmates' original threads per week. Your replies must be posted by the deadlines found in the course schedule. Your replies should build on the concept discussed, offer a question to consider, add a different perspective, etc. Rather than responding with "good post," explain why the post is "good" (why it is important, useful, insightful, etc.). A one sentence response will not be enough to earn credit. If you disagree, respectfully share your alternative perspective. Additionally, replies duplicating information and comments already made by other students will earn no credit, though building on earlier replies with new or additional information is encouraged. Replying to your own original thread will earn no credit. Again, proper punctuation, grammar, and spelling are expected.

Response Post due date: Tuesday evening 10:00pm during the week material is to be discussed in class

Additional Posting Information – The discussion forums are to be treated in exactly the same fashion as an in-person discussion in class. There is no tolerance for a lack of civility or respect in these forums. Anything construed or intended to be disrespectful or uncivil will be promptly deleted and will earn the offending student a zero grade for that week's discussion forum.

Essay: My Relationship to Forests (5%)

A reflective essay on your current personal relationship to forests and trees.

The History of U.S. Forests before the U.S. (15%)

70% paper

30% presentation

The focus of this paper and presentation is a discussion of the role and importance of forests in human societies that existed in North America before European colonialism.

Services Rendered, a Debt Unpaid (25%)

60% paper

40% presentation

The purpose of this paper and presentation is to discuss the reciprocal relationship between humans and forests and the costs incurred by each when reciprocity breaks down.

Forest Field Trip and Reflection Essay (10%)

Each student will participate in a field trip to a local forest wherein they will immerse themselves in the environment while reflecting on the course materials and discussions. Students should plan to

participate in the organized class trips occurring on one of several weekends during the middle of the semester (more details as the semester proceeds).

Essay: My New Relationship to Forests (10%)

A reflective essay in response to your original essay on your personal relationship to forests and trees presented with new insights from the contents of this course.

Attendance and Participation (5%)

Class participation is expected and only possible by attending every class meeting. Contributions to class discussions, activities, and asking/answering questions during course meetings will ensure full credit, but more importantly, participation will provide you the best opportunity to succeed in this course.

Grade Scale:

A	94-100%	A-	90-93%		
B+	87-89%	B	84-86%	B-	80-83%
C+	77-79%	C	74-76%	C-	70-73%
D+	67-69%	D	60-66%		
F	0-59%				

Attendance/Make-up Policy:

Attendance is mandatory and expected, but certain circumstances may require an isolated absence. It is the student’s responsibility to notify the professor as soon as possible of the expected absence (absolutely no later than one day following the absence, in the case of an emergency) and to make necessary arrangements for missed course materials.

Note to Athletes: Athletes who expect to miss a scheduled class activity due to sanctioned activities must notify the instructor as soon as possible and in all cases before the week of the expected absence.

In *all* cases, activities may be administered in alternative formats or at earlier dates, depending on specific circumstances and at the discretion of the professor.

Students with Disabilities:

Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Access Services coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted Access Services, please do so as soon as possible. Access Services is located on the Baldwin City campus in the Office of Student Academic Success (in Collins Library (lower level); 785-594-8352; sas@bakeru.edu). Information about Access Services can also be found at www.bakeru.edu/sas. If accommodations have been approved by Access Services, please communicate with your professor(s) regarding your accommodations to coordinate services.

Academic Honesty:

Students are expected to take responsibility for their own work and provide appropriate credit to the authors of works used by the student to complete course work. Please review the student handbook for a full description of the University’s policy on academic misconduct.

From the Student Handbook: Baker University expects students and professors to have solely completed or prepared the work or research that bears their name, and to acknowledge the materials and sources of others. Students

1. Have the responsibility to do their own academic work.
2. Must acknowledge sources of their materials and material that is the work of others.
3. Have the responsibility to inquire of the professor when they are uncertain as to what constitutes proper acknowledgment.

4. Have the responsibility to inquire of the professor as to what materials and aids are permitted in testing and research work.
5. Have an obligation to know their rights and responsibilities as delineated in the Baker University Student Handbook.
6. Have the responsibility to know the University’s position with respect to academic misconduct as set forth in [the student handbook].

Honors Contracts: Any student with a cumulative grade point average of 3.50 that is interested in taking this course for honors designation should talk to me about the details involved and fill in the necessary form, obtain the required signatures and meet with the honors program director to review the contract before turning in the form to the Records Office. The last day to submit a proposal for an Honors Contract is the last day to add a course for the semester.

Credit Hour Definition and Associated Course Expectations: Consistent with best practices in higher education, Baker University subscribes to the federal definition of the “credit hour” endorsed by the Higher Learning Commission. Driven by intended learning outcomes and verified by evidence of student achievement, the “credit hour” is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom (or direct faculty) instruction and a minimum of two hours of out-of-class student work per week for the duration of the course enrollment period. A 3-credit-hour course, for example, requires approximately 45 classroom contact hours, roughly 90 out-of-class work hours and approximately 135 total instructional hours over the course of a 15-week semester. Classroom contact hours for this course will include both virtual and in-person class time. These hours will be flexible to maintain best practices during the Covid-19 pandemic. Regardless of how those hours are distributed, students are expected to spend a minimum of 90 hours (6 hours per week) on out-of-class assignments which include: a) assigned text readings, b) reading-related exercises and associated Moodle forum postings, and c) literature review research and paper/presentation preparation.

Tips for Success:

- This course is reading intensive! Prepare to give yourself plenty of time to read all of the assigned materials for each week of class.
 - This does not need to take place all at one time (and is best if it doesn’t).
 - Break up your reading time into manageable “units”. Dedicate each reading session to one subunit of the material and become comfortable with that unit before moving on to the next.
 - Eliminate distractions during reading time. This means turn off all electronics, remove yourself from noisy environments, and let your roommates/family know that you will need time alone while you are studying.
 - Do not get behind reading!! There is *no* extra time in the semester to catch up.
- Take notes as you read – this will help you to organize your thoughts in Discussions and may lead to ideas for your writing assignments.
- Look for videos and images online. The texts will make many references to concepts, tree species, and locations that are unfamiliar to you. To help you understand the material and to better contextualize the content, please seek out information about these unfamiliar references. Google image searches, video searches, and maps are excellent starting points for reference material, as well.
- Make a friend in class. A classmate can help you understand and internalize the material, make sure you get missed notes from class meetings, and add to a support network for you as you work through all of this new information.
- Please ask for help (sooner than later!). I am always willing to help, but I need to know that you would like some assistance. Then we can see how I can best help you succeed.

Course Schedule (subject to change)

<u>Dates</u>	<u>Subject</u>	<u>Text; Sections</u>
Week 1 Aug 18/20	Intro to the Course The Forest and You	
Week 2 Aug 23/25	Essay due: "My Relationship to Forests" Role of Forests in United States History Discussion Forum 1	Rutkow; Intro and Ch. 1-2
Week 3 Aug 30/Sep 1	Role of Forests in United States History Discussion Forum 2	Rutkow; Ch. 3-4
Week 4 Sep 6/8	Role of Forests in United States History Discussion Forum 3	Rutkow; Ch. 5-6
Week 5 Sep 13/15	Role of Forests in United States History Discussion Forum 4	Rutkow; Ch. 7-8
Week 6 Sep 20/22	Role of Forests in United States History wrap-up Discussion Forum 5	Rutkow; Ch. 9-10 and Epilogue
Week 7 Sep 27/29	Role of Forests in Human Culture and Society Paper & Presentation due: "History of U.S. Forests before the U.S."	Logan/ pp. 1-59
Week 8 Oct 4/6	Role of Forests in Human Culture and Society Discussion Forum 6	Logan/ pp. 60- 110
Week 9 Oct 15	Role of Forests in Human Culture and Society (<i>meet on Friday</i>) Discussion Forum 7	Logan/ pp. 111- 158
Week 10 Oct 18/20	Role of Forests in Human Culture and Society Outline due: "Services Rendered, a Debt Unpaid"	Logan/ pp. 159- 242
Week 11 Oct 25/27	Role of Forests in Human Culture and Society wrap-up Discussion Forum 8 Forest Field Trip* and Reflection Essay due	Logan/ pp. 243- 306
Week 12 Nov 1/3	Trees and Forests: Connections to Culture and Well-being Discussion Forum 9	Haskell/ Preface and Part 1 (vii-58)
Week 13 Nov 8/10	Trees and Forests: Connections to Culture and Well-being Discussion Forum 10	Haskell/ Part 1 (59-106)
Week 14 Nov 15/17	Trees and Forests: Connections to Culture and Well-being Discussion Forum 11	Haskell/ Part 2 (107-162)
Week 15 Nov 22	Trees and Forests: Connections to Culture and Well-being Discussion Forum 12	Haskell/ Part 3 (163-214)
Week 16 Nov 29/Dec 1	Trees and Forests: Connections to Culture and Well-being wrap-up Paper & Presentation due: "Services Rendered, a Debt Unpaid"	Haskell/ Part 3 (215-252)
FINALS WEEK Dec 9	Thursday, 8:30-11:30 AM Essay due: "My New Relationship to Forests"	

*The forest field trip time and date TBD, based on weather conditions. Your instructor will provide timely instructions for this assignment as the semester proceeds.