

**Managing Forest Resources & Ecosystem Services in
Australia & New Zealand**
WSE/FES 488 (6 credits)
Summer 2014

Instructors:

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Course Description

The purpose of this course is to provide you with an international experience where we will accomplish the following objectives:

- broaden your geographic experience base;
- broaden your cultural experience base;
- develop an enhanced understanding regarding a breadth of natural resource issues and how they are treated differently in Australia and New Zealand versus the U.S.; and
- develop an understanding regarding the interaction between culture and natural resource management decisions.

Prerequisite: WSE/FES 406 (1 credit) or Instructor Approval

Required Texts

Flannery, T. (1994). *The future eaters*. NY: Grove Press.

Millennium Ecosystem Assessment (MEA). (2005). *Ecosystems and human well-being: Synthesis*. Washington, DC: Island Press.

Additional readings are on Blackboard and listed in the Course Schedule

Learning Outcomes

Having successfully completed this course, you will be able to:

- use the Millennium Ecosystem Assessment (MEA) framework to categorize ecosystem services into provisioning services, regulating services, cultural services, and supporting services;
- demonstrate an understanding of key terms and concepts (e.g., biodiversity, ecosystems, ecosystem services, forested environments, and sustainability);
- explain the link between human well-being and ecosystems services;
- identify relevant stakeholder groups for various ecosystem services and discuss potential implications of different policies on these groups;
- assess the social, cultural, and ethical issues that contribute to controversy in valuing ecosystem services; and
- compare information from the Australian & New Zealand forest management perspective to forest management in the US.

Class Format

In this course you will learn from an interactive style of instruction rather than through a traditional lecture format. What you get out of this course will depend upon what you put into it. You will need to do the preparatory work and come prepared every day to engage in the learning process. We'll spend most of our time discussing, and expanding on, assigned topics. Your ability as a discussant will reflect your careful preparation and comprehension of the material. In addition, the course schedule is tentative, and it is your responsibility to keep track of all announced changes.

Learning should be an enjoyable process. Therefore, if you have questions, ask. If you are confused, let us know. If you are concerned about your grade, see us first. If you find you are having difficulty in the course, make an appointment to meet with one of us as soon as possible. Most difficulties, if detected early, can be overcome.

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course **prior to departure** to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Expectations for Student Conduct

OSU, as an institution of higher education and as a community of scholars, is committed to the elimination of discrimination and the provision of equal opportunity in education. People must treat each other with dignity and respect in order for scholarship to thrive. Student conduct rules are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. Behaviors that are disruptive to teaching and learning, or that create a hostile, offensive, or intimidating environment will not be tolerated, and will be referred for disciplinary action. Behaviors that discriminate on the basis of race, color, ethnicity or national origin, religion, age, gender, sexual orientation, marital status, disability, or veteran's status will be referred to the Affirmative Action Office. For more information about student conduct, see <http://oregonstate.edu/studentconduct/regulations/index.php>.

Students are expected to be honest and ethical in their academic work. Academic or scholarly dishonesty is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the student's own efforts or the efforts of another. It includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

- **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
- **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
- **TAMPERING** - altering or interfering with evaluation instruments or documents.
- **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

You must write using your own words. Cutting and pasting blocks of text from other sources is considered plagiarism. You may quote from other sources but the quote must be enclosed within quotation marks and cited in the text and in the bibliography. Please ask if you are uncertain about the appropriate use of material from other sources.

The penalty for academic dishonesty may result in an "F" grade for the course. For more information about academic integrity and the University's policies and procedures, see the Student Conduct website at: <http://oregonstate.edu/studentconduct/regulations/index.php>.

Study Abroad Expectations

As a participant in Study Abroad you are expected to conduct yourself professionally at all times regardless of whether your personal views or values differ from those of our hosts. As a guest in another country we expect you to be respectful of others' customs, beliefs and values. We expect you to cooperate with your professor/program leader, other students and guest lecturers. That means we expect you to follow instructions, be on time, and participate in all group activities. Respect curfews and quiet times established by program leaders or required by the lodging or hosts. Avoid putting yourself and others in risky situations such as visiting unsafe places where you have been told not to go, engaging in high risk physical activities that are not covered by OSU Education Abroad Accident and Sickness Insurance, or engaging in unsafe sexual activity. If you are of legal age to consume alcohol in the host country, and chose to do so, you will do so responsibly. You will take safe precautions when exploring the host country during free time, especially at night, by going out with others and informing program leaders of where you will be going and with whom.

Course Requirements

1. Class attendance and participation is expected.
2. Unless otherwise instructed, you are required to submit all written material in word processed format and printed **dark** enough to be readable.
3. Twenty percent of any score on written work will be attributed to punctuation, spelling, grammar, and general neatness. **Any paper with more than six of these uncorrected problems is unacceptable and 20% of your grade for that work will be zero.** So, read and correct your paper before you turn it in. You can find tips from the OSU Writing Center here: <http://cwl.oregonstate.edu/writing-center-descrip>.
4. Late papers will **not** be accepted.

Grading

Research paper presentation	100
Assignments	
1. Develop Photo ID Plant Guide	50
2. Fire & Species Diversity Exercise	50
Journal	100
Participation	50

Total	350 (100%)

Grading will be as follows:

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 (64-66), D- (60-63)
 F (59 and lower)

Research Paper Presentation

Your paper presentation should reflect the research you conducted prior to departure. Because each student has a different topic, you will need to provide us with the basic knowledge we will need to understand how New Zealand /Australia and the US are similar and how they differ regarding this topic. Your paper presentation will brief us before we begin that day's activities.

Journal

This should be a daily journal of what you experienced, accomplished, and learned. In addition, you will be expected to answer questions posted each day. [For example, where does the day's topic fit within the MEA framework?] Journals will be examined (either your physical journal or via your memory stick) periodically throughout the trip.

Course Schedule

June 20 (Fri) Depart Portland

June 22 (Sun) **Native/indigenous peoples of NZ - History**
 Arrive Auckland, travel to Rotorua arrive mid-afternoon
 Stay in Waiariki Institute of Technology's (WIT) Marae for 3 nights
 Welcome ceremony at Marae Sunday night

Reading: Flannery, T. (1994). *The future eaters*. NY: Grove Press. Pp. 242-259.

June 23 (Mon) **Multi-use urban forests in NZ and Oregon**

Rotorua, New Zealand

- Whakarewarewa forest (<http://www.newzealand.com/int/feature/whakarewarewa-forest/>)
- Visit Te Puia (<http://www.tepuia.com/>), New Zealand Māori Arts & Crafts Institute (close to WIT)
- End day with a Hangi, a traditional Māori feast

June 24 (Tues) **Energy: hydro, geothermal, coal, wood
and**

Native/indigenous peoples of NZ - Land management/ownership

Rotorua, New Zealand

- Visit timber industry training center (including operational sawmill)
- Visit the gasifier used for energy generation at the training center
- Visit Kahikatea (<http://en.wikipedia.org/wiki/Kahikatea>) native forest
- Discuss Māori forest ownership

June 25 (Wed) Rotorua to Auckland, NZ

- Visit log export facility in Tauranga
- Drive to Auckland (no planned events in the afternoon)
- Dinner as a group, with time for reflection and discussion
- Overnight in Auckland

Reading: Flannery, T. (2011). Environment. In C. Rawlings-Way et al. (Eds.), *Australia*. (16th ed.). (pp. 1030-1038). Footscray, Victoria, Australia: Lonely Planet.

June 26 (Thur) **Native/indigenous peoples of AU – History & Land management/ownership**

Auckland to Brisbane to Mooloolaba, Queensland, Australia

- Visit Glass House Mountains (<http://www.nprsr.qld.gov.au/parks/glass-house-mountains/>) on way to Mooloolaba
- Welcome, Lyndon Davis, Gubbi Gubbi people (<http://www.gubbigubbidance.com/>)
- BBQ in Mooloolaba, with time for reflection and discussion

Reading: Flannery, T. (1994). *The future eaters*. NY: Grove Press. Pp. 13-66.

- June 27 (Fri) Topics include:
Industrially important native forest species in AU
Issues related to native versus introduced plant species in AU
and
Rainforests in Queensland
- Gympie
- Ian Last & Kevin Harding, HQPlantations (<http://www.fpq.net.au/>)
 - Tour timber museum (<http://www.woodworksmuseum.com.au/index.asp>)
 - Visit pine plantations
 - Visit Hoop pine (http://en.wikipedia.org/wiki/Araucaria_cunninghamii)
 plantations and Hynes Hoop Pine Mill
http://www.hyne.com.au/about_us/past.html)
 - Visit remnant rainforest
- June 28 (Sat) **History, Restoration and Recovery, and Future Plans**
 Topics include:
The history of logging & turpentine on Fraser Island
The importance of wildlife biodiversity
National Parks & World Heritage Sites
Recreation as an ecosystem service
- Fraser Island Guided tour led by The Discovery Group
<http://www.fraserislanddiscovery.com.au/>)
- Reading:** Flannery, T. (1994). *The future eaters*. NY: Grove Press. Pp. 376-388.
- June 29 (Sun) Mooloolaba (no planned events)
 Dinner as a group, with time for reflection and discussion
- June 30 (Mon) **Plantation and native forest estates in AU**
and
Rainforests in Queensland
 Mooloolaba
Assignment 1: Develop Photo ID Plant Guide
- Morning, guided tour of Maroochy Bushland Botanical Gardens
<http://www.buderim.com/maroochy-botanical-gardens/>)
 - Afternoon, visit University of the Sunshine Coast campus
 - Participate in poster session with graduate students
 - BBQ with graduate students and faculty
- July 1 (Tues) **Biospheres in the US and AU**
and
Tourism as an ecosystem service
- Noosa Heads Biosphere (<http://blog.noosabiosphere.org.au/>)
 - Introduction, Susan Davis
 - Land use history of area, Ben McMullen

Book and Film Suggestions about Australia and New Zealand

Books

History of Australia and New Zealand, Alexander Sutherland (2012)
 Terania Creek: Rainforest wars, Nigel Turvey (2006)
 The Phryne Fisher Mysteries, Kerry Greenwood (2005)
 Cloudstreet, Tim Winton (2002)
 Aboriginal Australia and the Torres Strait Islands: Guide to indigenous Australia (Lonely Planet), Sarina Singh, David Andrew & Bryan Andy (2001)
 In a Sunburned Country, Bill Bryson (2001)
 True History of the Kelly Gang, Peter Carey (2000)
 Sole Survivor: A Novel, Derek Hansen (2000)
 Eucalyptus, Murray Bail (1998)
 Australian Trilogy, Bryce Courtney
 The Potato Factory (1995)
 Tommo & Hawk (1997)
 Solomon's Song (1999)
 The Future Eaters, Tim Flannery (1994)
 The Fatal Shore: The Epic of Australia's Founding by Robert Hughes (1988)
 The Bone People: A Novel, Keri Hulme (1986)
 The Thorn Birds, Colleen McCullough (1977)
 Picnic at Hanging Rock, Joan Lindsay (1967)
 My Brilliant Career, Miles Franklin (1901)

Films

The Sapphires, 2013
 Brand New Day, 2010
 Oranges and Sunshine, 2010
 Australia, 2008
 Danny Deckchair, 2004
 Finding Nemo, 2003
 Whale Rider, 2002
 The Rabbit-Proof Fence, 2002
 The Lord of the Rings trilogy, 2001, 2003, 2004
 The Castle, 1999
 Once Were Warriors, 1994
 Priscilla, Queen of the Desert, 1994
 Crocodile Dundee, 1986
 Mad Max trilogy, 1980, 1982, 1985
 Phar Lap, 1984
 Thorn Birds, 1983
 The Man from Snowy River, 1982
 Gallipoli, 1981
 Picnic at Hanging Rock, 1979