

E422 Urban Forest Management – Syllabus, Spring 2015 3cr, 1-9-15

Meeting Schedule and Location:

TTH 1-2:15pm, Rm 111 Psychology

Exams: Midterm & Final

Instructor:

Burnell “Burney” C. Fischer, Ph.D., CF

Clinical Professor, IUB SPEA and Affiliated Faculty (formerly Co-Director/Interim Director) Ostrom Workshop

Building #3, Ostrom Workshop (note: I do not have an office at SPEA)

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bufische@indiana.edu

Burney is in his 10th year at IUB. He was previously State Forester/Director, IDNR Division of Forestry (1990-2005) and Professor/Extension Forester at Purdue University (1977-1997). For the past 9 years he has taught E422/E522 Urban Forest Management (UFM). The course has increased in size each year as well as placed course graduates in both internships and full-time positions in urban forestry/ecology related employment. In 2014 UFM was split into separate undergraduate and graduate sections for a one-time experience. E555 Urban Ecology was initiated in fall 2010 per the request of master’s students taking UFM in spring 2010 and offered again in spring 2011 and spring 2014. Urban Ecology is being offered again in spring 2015.

Dr. Fischer has been active in urban forestry at local, state and national levels for the past 24+ years. He is Past President of the Indiana Urban Forest Council, serves on the Arbor Day Foundation Tree Campus USA Advisory Committee and is a board member of the national Alliance for Community Trees (ACTrees) and Keep Indianapolis Beautiful (KIB). He served on the Lafayette IN Tree Commission as chair (2001-04), was a member of the Bloomington Tree Commission (2006-10) and was a member of the IUB Campus Tree Committee (2008-14). Professor Fischer is active in urban forestry research and service at IUB and the City of Bloomington by providing leadership in a variety of initiatives including tree inventories, IUB Tree Campus USA designation and securing urban forestry research/service grants. He is lead for the Bloomington Urban Forestry Research Group (BUFRG) at the Center for the study of Population, Institutions and Environmental Change (CIPEC). He received the 2013 Frederick Law Olmsted Award from the Arbor Day Foundation, which recognizes an outstanding individual who has had a positive impact on the environment due to their lifelong commitment to tree planting and conservation at a state or regional level. The following story highlights his award http://www.indiana.edu/~spea/news/burney_arbor.shtml. In 2014 he was recognized by the Indiana Urban Forest Council with their Outstanding Lifetime Achievement Award in promoting the principles of urban forestry in Indiana.

Secretary:

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Teaching Assistant

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Office Hours:

Individually scheduled with instructor via email

Prospectus:

The discipline of urban forest management includes planning for and managing the trees, forests, and greenspaces in communities, in order to provide ecological, economic, and social benefits to all residents. Trees and related vegetation have long been protected and planted in cities and towns for a variety of reasons. Recently, urban forestry has expanded to be a lead focus in the broader arena of urban ecology and urban ecosystem management, with a clear goal of creating sustainable ecosystems. This course will look at urban forests through the lens of social-ecological systems (SESS) of linked human and natural components, with a focus on teaching students the basic skills of urban forest management. The course will utilize the talents of a number of guest speakers who are professionals in urban forestry to give students a practical, real world introduction to the subject. The IU-Bloomington campus and the City of Bloomington will serve as our field laboratory to view an actively managed urban forest.

Course Objective:

By the end of the semester you will be a knowledgeable resident of the urban forest as a social-ecological system. Through a combination of close reading of the urban forestry literature, discussion with experts in the field and selected field exercises, we will learn to apply the principles of urban forest management to real world cases.

Learning Outcomes: (subject to some modifications as the course develops):

- Develop an understanding of the benefits and costs of street trees and urban forests to cities/towns
- Become familiar with the concept of cities as social-ecological systems (SESS), and the roles of trees and urban forests in urban SESS
- Develop a familiarity with urban governance systems (including local, state and national) and their impact on the urban forest and how it is managed

- Acquire a working knowledge of tree biology and street tree planting and maintenance strategies
- Develop skills in street tree and urban forest inventory and analysis
- Acquire an understanding of sustainability as it pertains to urban forests and urban forestry programs in modern cities, towns, communities and neighborhoods
- Engage in a practical urban forest case study project, culminating in a team presentation.

Course Format & Style:

This is an elective course and it is assumed that enrolled students are interested in learning about and discussing the topic of urban forest management. The course will consist of 2-75 minute class meetings per week, which will be a combination of lecture, much class discussion, field experiences, *etc.* Also, there will be ~6 guest speakers. Most will be practitioners who will give us a real world connection. *Note: Some guest speakers are employers who have recently hired SPEA urban forestry students.*

Readings, Materials & Oncourse

There is no assigned textbook. The instructor will provide handouts as well as post readings on the Oncourse - Resources website in weekly folders (Week 1-15). It is expected that reading assignments will be read and that students will be knowledgeable of the material. Questions about the readings should be brought to class or emailed to the instructor before class. The Instructor can always be contacted via email. Regarding Oncourse - We will utilize the following functions:

Syllabus – course flyer, current syllabus (rules), course calendar (topics, readings, homework assignments)

Announcements – general course updates, employment opportunities, *etc.*, periodically posted

Resources – all reading assignments in electronic form will be posted in weekly folders. PowerPoints used will be posted in weekly folders as well

Chat Room – any questions for the instructor outside of class can be posted on this public section. I will review daily and respond to questions in the Chat Room. It is particularly important that questions on course policies and content be posted by Monday or Wednesday evening so they can be addressed during class the next morning. Note: the Chat Room is an open site for all course registrants

Grade Book – all grades will be promptly posted for your review.

Homework Assignments:

All written assignments should be typed in the following format: Times New Roman 11-12 font, last name, first name and topic on the top line of the first page, double-spaced, one-inch margins all around, and multi-page assignments must be stapled. Use appropriate footnotes, charts, tables, graphics, illustrations and citations as needed.

Assignments will be given a page limit. The instructor will not read beyond the page limit. Assignments should be concise, organized and when necessary appropriately supported with relevant literature. Always cite everything you quote directly or paraphrase. Use in-text citations whenever you quote or paraphrase.

Assignments are to be submitted on the specified due date. Late assignments will be accepted with a penalty of -33.3%/day, unless we have agreed in advance to an alternative. Genuine emergencies where proper documentation is provided may result in the acceptance of a late assignment with a different grade adjustment. If you anticipate a serious conflict that prevents you from completing an assignment, please email the instructor beforehand.

Discussion Papers - There are series of discussion papers required of each student during the semester, mostly before spring break. These are described within the Course Schedule. The basic idea for a discussion paper is to briefly summarize the main ideas of a topic or readings, tie them together, critically explore the subject to demonstrate your understanding and relate the subject to the broader course context.

Case Study – A team project will be described in a handout later in the course. The team projects will be either a project for the City of Bloomington, a ‘neighborhood’ on the IUB Campus or in Bloomington, or something else.

What’s in the News - A special semester long assignment is to become immersed in urban forestry and urban ecosystems. The Alliance for Community Trees (ACTrees <http://actrees.org/>) publishes the “Treebune News” <http://actrees.org/news/> every Monday about urban forestry (subscrib@actrees.org). The Nature of Cities (<http://www.thenatureofcities.com/>) is a virtual magazine and discussion site on cities as ecosystems. It is a global collective of contributors, an essay, long-form, media, and discussion site devoted to cities as social-ecological spaces, ecosystems of people, buildings, open spaces, and nature. City design with nature at the center is key to urban resilience, sustainability, and livability. The daily from the Atlantic CityLab <http://www.citylab.com/> explores the most innovative ideas and pressing issues facing today’s global cities and neighborhoods. By bringing together news, analysis, data, and trends, the site is an engaging destination for an increasingly urbanized world. Stories about urban greening and green infrastructure are periodic. The instructor will refer to stories from these sources, as well as others, when he asks “What’s in the News” at the start of class.

Class Professionalism Policy¹:

Students are expected to act in a professional manner. Excessive violations of professionalism will result in a significant reduction in the participation portion of the grade for the course, which will lower your grade. Violations of professionalism include, but are not limited to the following:

- Activated cell phones or ipods – they should be stored away during class
- Reading the newspaper or sleeping during class
- Arriving late for class or leaving class early (unless agreed upon by instructor beforehand)
- Accessing email or surfing the web during class; quietly taking notes with a computer is acceptable
- Working on material for another course during class
- Exhibiting disrespect for the instructor or classmates
- Disruptive behavior – e.g. carrying on conversations or being excessively noisy
- Engaging in any activity that prevents you from fully participating in the class
- The class period is 75 minutes long. Be prepared to stay for the whole session. Please leave the classroom if you must engage in anything other than class activities and return for the next class period when you can fully participate.

¹Adapted from Murphy, S. 2006. Surfing in Class, A New Temptation. The ISS Newsletter (July 2006), p 4-5.

Attendance & Classroom Participation:

Informed attendance is required for participation in class discussion. Each student is held responsible for all material presented in class and all assigned readings. Lectures are to emphasize important topics, answer questions, and provide information from recent research, etc. It is expected that students will attend all classes. Arrangements should be made with a classmate to take notes and obtain copies of handouts when absence is unavoidable. It will be the absentee's responsibility to initiate action with the instructor to make up missed work.

Attendance and classroom participation during class meetings is necessary to excel in this course. I will record attendance. Each lecture attended is worth 2pts and will be recorded monthly. The instructor will also assign a periodic classroom participation grade (~140 pts available for the semester). If you miss a class period there is a process to follow - submit a briefing paper on the day's reading assignment to the instructor. Briefing paper for makeup of classroom absences – For any absence from a class meeting a student can write a briefing paper on an assigned reading (one article) from the day/week of the class period missed and submit it via email to the instructor (bufische@indiana.edu) within three days of the missed class to recover a part or all of the lost attendance/participation points for the missed class. The briefing paper format is as follows: 1-2 pages in length, student's name and class period missed on top line, complete citation for the assigned reading, concise paragraph describing the primary purpose/objectives of the assigned reading, clear review of how the author(s) meet the purpose/objectives, a paragraph or two describing what you learned from the paper, and finally, one well-constructed exam question from the assigned reading.

A special note about classroom participation: I have found that SPEA students tend to be great "listeners" but not so great classroom participants. There are of course exceptions to both of these generalizations. I will encourage students to be the leaders in classroom discussion as well as to interact with guest speakers. Quality classroom participation is expected and will impact your participation grade.

Exams, Grading, etc:

A necessary evil is that we will have a mid-term exam, homework will be graded, a case study and research paper will be evaluated, participation will be evaluated and at the end of the course each student will receive a final grade. There will be no quizzes in this course. The 1st day pretest is a good example of mid-term exam questions. To quote a fellow instructor "life may be a multiple choice test, but you will never have a multiple-choice conversation, give a multiple-choice speech, or author a multiple-choice memo or report. Employers are desperate for people who can communicate clearly and concisely. Essay questions are the academic version of communicating clearly and concisely. Think of essay answers as really short informational memos." The mid-term will be closed book with material drawn from lectures, assigned readings and homework assignments.

All homework assignments count. There are no make-ups and extra credit is not available.

My expectation for the distribution of points during the semester is as follows (could be modified slightly):

Participation (attendance & class participation)	200 points
Discussion papers	150 points
Case Study	50 points
<u>Exam (2)</u>	<u>200 points</u>
Total	600 points

The semester grading scale is 92-100% = A, 82-92% = B, 72-82% = C, 62-72% = D & <62 = F. The instructor reserves the right to adjust this scale downward for variability in testing/grading.

Other Policies & Information

Indiana University Code of Student Rights, Responsibilities, and Conduct:

Available online: <http://www.iu.edu/~code/code/index.shtml>

Portions are cut and pasted below.

Indiana University/SPEA Academic Policies:

Available online: http://www.indiana.edu/~spea/about_spea/SPEA%20Policies%20.shtml

Portions are cut and pasted below.

Academic Dishonesty

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iu.edu/~code/code/index.shtml> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Academic misconduct

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure (such as take-home exams, entrance exams, or auditions, theses and master's exams, and doctoral qualifying exams and dissertations), and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official.

Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

A student must give credit to the originality of others and acknowledge indebtedness whenever: directly quoting another person's actual words, whether oral or written; using another person's ideas, opinions, or theories; paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; borrowing facts, statistics, or illustrative material; or offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Civility

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes. Note that withdrawals after Week 12 of a regular session are rarely granted. *Poor performance in a course is not grounds for a late withdrawal.*

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.