



Regeneration!

Newsletter of the
Community Forestry Research Fellowship Program

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Editor's Introduction

Kali Fermantez and Katherine Albert both chose to write about relationship building in their columns for this issue of *Regeneration!*. That they did so independently of one another attests to its centrality in the research process.

For Fermantez, PR entails nurturing relationships among several communities. It includes building relationships with members of the partner community, of course. But it also extends inward into family relationships, particularly for someone native to the place in which s/he is conducting research, and outward into the research community of academia. Building these relationships requires time to establish trust, as well as flexibility to balance ones rights and responsibilities within and between the different communities in which the researcher is immersed.

Albert uses the concept of enframing to describe the process of building the relationships that lead to effective participation in research. Enframing entails openness to different knowledge systems and voices, discussing issues honestly, and being flexible in formulating research questions. This leads to dealing with the very strong emotions, among the people in the partner community as well as within the professional researcher herself, that drive the liberatory goals of many PR projects.

Building strong relationships is crucial to adopting a participatory approach to research. And, as both Albert and Fermantez suggest, it requires honesty, flexibility, reciprocity, and rigor.

Carl Wilmsen
Editor



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Focus



Staying on PAR and the Home/Field Advantage in Wai'anae, Hawai'i

By Kali Fermantez
(dissertation fellow, 2003)

When I heard that a class of Wai'anae High School Hawaiian Studies students was planning a hike to the top of Mount Ka'ala, I knew I had to go. Our young family had just moved to the Wai'anae Coast from the opposite side of the island a few short weeks earlier, so this was a great opportunity for me to get acquainted with the mountain for which my community partner organization was named, as well as to participate in one of Ka'ala Farm's cultural education programs.

We had made it half way up the mountain in good time and I was surprised and disappointed when the students decided not to hike all the way to the top. Instead they decided to head back down, leaving the hike only half completed. I decided to finish the hike alone. There's something about mountains, and this trek gave me time to think and reflect on being immersed in the field and trying to do PAR.

I had always wanted my research to be meaningful and relevant to the community, but was also somewhat skeptical about it actually trickling down to the grass roots. I found in PAR an approach whose goal was not for research to trickle down at all, but for research to actually sprout bottom up from the grass roots. As I struggled with the demands of PAR, that my research needed to be participatory and involve action, I saw that in developing my research, I had actually met the community partner half way up the mountain. I could see that my research had its own trail before coming into contact with Ka'ala Farm and it became *our research* when we sat down and

'talked story' about what the community wanted to see from my research and what questions they wanted answered.

It was from the vantage point of the top of the mountain, looking down at the various *ahupua'a* (land divisions) of the Wai'anae Coast, that I realized that participation and action in my research would involve trying to reincorporate traditional Hawaiian resource management concepts such as *ahupua'a* and *konohiki* in the contemporary setting. An *ahupua'a* is a traditional land division which ranges from the mountain peaks to the ocean. Traditionally, *ahupua'a*, were managed by a *konohiki* who mediated between the *maka'ainana* (people who worked the land) and the *ali'i* (chiefs). By doing PAR, I'm like a *konohiki*, translating and mediating between the grass roots and the academy. I work with the community on the ground, and meet the community half way, but I also have to head up the mountain to commune with the pantheon of Gods in the academy. The Gods of the academy can only be placated by the timely completion of the sacrificial offering, otherwise known as the dissertation, while the community on the ground, at the grass roots, is appeased by the practical application of the research.

PAR: a Balancing Act

A few months later, a visit by students from a graduate seminar at the University of Hawai'i helped me to express my experience of doing PAR with Ka'ala Farm. We had just done a Hawaiian chant in preparation to enter the Cultural Learning Center and were preparing to cross the stream which marks its boundary. One of the students asked me about my research experience and I pointed to the plank

spanning the small stream and said, “I’m like that plank.” I am trying to balance and bridge my research between the rigorous demands of the academy on the one hand and the practical needs of the community on the other. Situated in the middle of the stream, I am just beginning to comprehend what happened upstream in the community. At the present, I am still trying to grasp community dynamics. While trying to comprehend the past and present, I also recognize that while standing midstream, my actions and research will have impacts downstream, and it is a bit daunting to realize this.

Doing PAR is a balancing act and there is a built-in tension that arises in becoming engaged and involved with the community while at the same time trying to fulfill the requirements of the university because there are very real differences between what the university requires of research and what the community expects from it. Flexibility is required in working with communities, and research in general is somewhat serendipitous, but the structures of universities aren’t necessarily amenable to these realities. Just like a traditional *wa’a* (canoe) has an outrigger to balance and keep the canoe afloat, the community requires a kind of rigor that balances out the rigor of the university. The ‘out-rigor’ required by the community is based on trust which invariably comes with time/depth spent establishing a reciprocal relationship with the community.

The amount of time spent in the community is a key factor in conducting valid and rigorous field work and my time depth in my research community is vague. I was born and raised in Hawai’i so in some ways I’ve lived in this community all my life. On the other hand, my home community is on the other side of the island so I’ve only just become a member of my research community. Being culturally in tune with this community enables rapport and trust in a shorter amount of time and yet

because of this trust, I feel more time is required – it seems more is at stake. We’ve been living in the community for almost a year and anticipate being here through next summer at least. This time spent in the community will allow me to really give back as well as complete in-depth research. Researchers in the Pacific have been classified as being either surfers (skimming across surfaces) or divers (exploring the depths) but this is actually a false dichotomy as both surfing and diving are required to do research. I’ve spent much of my time surfing thus far, and this experience has demonstrated the iterative nature of this kind of research and has helped me get a better idea of how to make my research more meaningful to the community. I am now poised to look at the deeper waters and know which depths to explore.

Home/Field Advantage?

Doing research at home enables me to spend more time working in the community, but at the same time adding ‘home’ to the mix complicates the delicate balance between the university and the field community. The betweenness of doing research in the home/field has advantages and disadvantages. Being born and raised on the island of Oahu where I’m doing my research gives me the advantage of familiarity yet my ‘familiality’ can be both a distraction as well as a support for my research. The traditional field experience allows a spatial separation from home which enables an immersion in research whereas my familial ties (both to my extended family as well as the University family) requires that I maintain those relationships at the same time that I establish new ones. Along with my wife and kids, I am sinking roots into our new community while at the same time our family roots and obligations are on the other side of the island. We are thus committed to both communities from which we get much needed encouragement and

support, but it also takes time to nurture these relationships.

Furthermore, my interactions with the university are not severed simply because I'm supposed to be doing fieldwork. I've been asked by professors and colleagues from within and without my home department at the University of Hawai'i to participate in various ways at the university, and while this doesn't help me complete my research in a 'timely' manner, it is important that relationships are maintained and nurtured (not to mention the professional implications of burning bridges).

For me PAR in the context of home has become a complicated task like balancing on a surfboard, on a canoe, or on a plank bridging a stream. However, my research in the community has thus far been extremely rewarding and meaningful. As I strive to balance my overlapping *kuleana* (rights and responsibilities) with my field, home, and school communities I am realizing that the true contribution I make to the community is the process of PAR which requires participation, action, relevance, balance, rigor, 'out-rigor', time, flexibility, and reciprocity. I have come to see that the true contribution of PAR is process not product.



NEW Steering Committee Members



Marla Emery with Mayan Children

Marla R. Emery, Ph.D., is Research Geographer with the USDA Forest Service, where her research focuses on contemporary non-timber forest product (NTFP) use in the eastern United States and abroad. Her study of NTFPs in the U.S. Upper Midwest identified more than 130 products being harvested in that region during the mid-

1990s. More recently, she was principal investigator on subsistence uses of U.S. forests for the 2003 National Report on Sustainable Forests, a document submitted in compliance with the International Convention on Temperate and Boreal Forests (commonly referred to as the Montréal Process). Her current research projects examine Twentieth Century NTFP uses in Vermont, the dynamics of floral greens harvesting by Mexican immigrants in western North Carolina, and morel mushroom harvests in Washington, D.C.-area national parks. Emery was a 2003-2004 Fulbright-García Robles Scholar, for which she studied the plant uses of women in a Maya village in the State of Campeche, México. During the autumn of 2004, she will be documenting NTFP uses in the woodlands of Scotland. She serves as technical advisor to community forestry

organizations both regionally and nationally. Prior to joining the U.S. Forest Service, she served as Staff Officer at the U.S. National Research Council, working with scientists and other experts from throughout the world on the United Nation's International Decade for Natural Disaster Reduction.



Left: Jill Belsky
Right: Anne Dahl (ex dir) Swan Ecosystems Center, Swan Valley MT

Jill M. Belsky is currently a Professor in the Department of Society and Conservation, College of Forestry and Conservation at the University of Montana. In addition to

teaching and advising students in the sociology of development and environment, political ecology, and social/community forestry, Belsky recently assumed the directorship of the Bolle Center for People and Forests. The Bolle Center was established in 1994 to honor former UM Forestry Dean, Arnold Bolle, a critic of 20th century industrial silvicultural philosophy and practice, and a conservation leader in the West. Under Belsky's directorship, the Bolle Center is assisting a number of community forestry/conservation social science educational programs internationally and in the US, and is currently working closely with two collaborative/community groups in northwest Montana on local acquisition and management of divested corporate timber lands. The Bolle Center will be co-sponsoring, along with the Communities Committee and others, a conference at the University of Montana, June 16-19, 2005, on "Community Forests in the United States: Visions, Experiences and Lessons Learned." [see *Conferences* page 13] You can contact Jill Belsky at Belsky@forestry.umt.edu for further information.



2004-2005 Community Forestry Fellows

Undergraduate Research Assistant

[see announcement page 10]

Adrienne Morris (Tennessee State University)
"Application of Geographic Information Systems and Remote Sensing in Urban Forest Protection and Preservation."

Research site: Radnor Lake State Natural Area, Tennessee

Masters Fellows

Joanna Tenny (University of Montana, Missoula)

"Community Forestry Education in the Swan Valley, Montana: Contributions of Northwest Connections' Field Program."

Research site: Swan Valley, Montana

Predissertation Fellows

Sharon Baskind (Rutgers University)
“A Participatory Approach to Landscape Studies and Historical Ecology in the San Juan Islands, Washington.”
Research site: San Juan Islands, Washington

Predissertation Fellows

Elizabeth Middleton (University of California, Berkeley)
“‘We Were Here, We Are Here, We Will Always Be Here’: Exploring the Context of Restoration Initiatives in Mountain Maidu Country.”
Research site: Sierra Nevada Mountains, California

Jeffrey Milder (Cornell University)
“Use of Participatory Biological Evaluations by Lay Experts to Inform Forest Conservation and Management Decisions in the Northeast U.S.”
Research sites: Massachusetts, Connecticut, New York

Dissertation Fellows

Sara Breslow (University of Washington)
“Salmon Habitat Restoration in the Pacific Northwest: Toward Collaborative Stewardship Through Participatory Research.”
Research site: Skagit Valley, Washington

Juliet Christian-Smith (University of California, Berkeley)
“The Politics and Practice of Watershed Restoration: Lessons from the Russian River Watershed, Northern California.”
Research site: Russian River Valley, California

Carolyn Finney (Clark University)
“Black Faces, White Spaces: African-Americans and the Great Outdoors.”
Research sites: Florida, Washington

A.Paige Fischer (Oregon State University)
“From the Ground Up: Conservation of ‘At Risk’ Ecotypes Based on the Knowledge, Motivations and Capacities of Family Forest Owners.”
Research site: Willamette Valley, Oregon

Don Hankins (University of California, Davis)
“Pyrogeography in Riparian Ecosystems: An Indigenous Tool for Resource Management and Conservation.”
Research site: Central Valley, California

Frank Lake (Oregon State University)
“The Integration of Traditional Ecological Knowledge and Fire Ecology to Restore and Conserve Riparian Zone Biodiversity in the Klamath-Siskiyou Eco-region.”
Research site: Northwestern California



Voices from the Field

Community and Participation in Context
By Katherine Albert
(dissertation fellow, 2003)

“The real humanist can be identified more by his trust in the people, which engages him in their struggle, than by a thousand actions in their favor without that trust.”
~ Paulo Freire

One of the special honors of being a U.S. Community Forestry Research Fellow is the opportunity to join a community of people who are, through their actions, defining participatory action research (PAR) in the context of community forestry. This honor can be, at the same time, a daunting and confusing

responsibility. There are legions of uncertainties and never enough time to debate them.

Some of the key questions that we have raised about participatory action research (PAR) as a group are: What is PAR, what are participatory methods, how can they be evaluated, and what research questions will work? How does PAR differ from more established research methods and logics of inquiry? How are communities defined, participants selected, and new (and unexpected) injustices avoided? How is participatory research linked to the desirable outcomes of fairness and health for people and resources? Is it possible that the outcomes will be different?

Perhaps the most pedantic, but pressing, question for fellows preparing research plans, in the field, and interrogating research 'findings' is, "How do I apply PAR to the cases or questions behind this project?". The community forestry and PAR literatures, while rich in historical illustration and in explanation of roots and principles, do not provide us with a program for conducting our research. This is where our creativity can lead to important contributions beyond our projects and our workshops together. I hope that this column can begin a discussion addressing a few critical issues related to how we understand, modify and mobilize participation as a concept, research method, and action.

The excitement of exploring ways to transform traditional natural resource research into an action program for people and knowledge is tempered by the anxiety associated with un-learning and re-thinking social problems and social science research. The diversity of projects and research questions among us adds another level of questioning about what participatory research *should* look like and techniques for implementing it.

One way to begin developing a community-based research program is to reconsider the principles and goals of

participation and to use these, rather than methodological ideals, as guides for our research. PAR grows out of a sense that research should have liberatory goals. In other words, it is a sort of critical practice that carries a notion of "right research". The researcher can represent a number of different roles (e.g. initiator, facilitator, even 'expert'), but the traditional role of research 'subject' is redefined. The researcher must also think seriously about the nature of the information produced, the end use of it, ownership of that information, and reciprocity to research partners.

But does PAR have its own set of methods? At our last meeting, an important question was raised about how PAR is different from grounded theory. Certainly, they are both *emergent* research processes, where conclusions and findings grow out of the research experience and data. Grounded theory is amenable to action research, but has a more developed social science program and is more explicit about concepts like knowledge and proof, which is significant for us as researchers with mandates of defensibility. PAR is more explicitly rooted in social justice ideals and is less oriented to systematic research than it is to effecting change in a defined (or undefined) community. It requires interaction and attention to dialectics. The two approaches come together in the parallels between the groundedness of theory and the notion of place.

It would be difficult and limiting to work towards categorizing conventional versus participatory techniques. Visual modes of interaction and information production, such as mapping exercises, are particularly well suited to PAR. However, familiar modes of information gathering, such as interviewing, focus groups and other ethnographic activities – in spite of their not-so-participatory histories – still have the potential to be liberatory techniques. When the focus is on doing research in more participatory *modes*, the pressure is off to achieve a lofty notion of a 'participatory research' *model*.

How can we develop a participatory project without knowing the intimate details of the actors, structures, relationships, and values (and the multiple perspectives on these variables) in a place? How do we begin to define the community? For example, a particular problem in some logging communities is that while the forest products industry and the labor behind it are deeply implicated in all aspects of community life, the community at large can be significantly unaware of the structures, conflicts and injustices embedded in forest work and economies. Also, we can't all be so lucky as to be in the right place at the right time to achieve the PAR ideal of finding a community that has already begun to organize around questions defined from within – even if we have deep knowledge of, and roots in, a place. However, we can observe and participate in a community toward developing important research questions and then continue to get feedback on them and evaluate buy-in throughout the research process. As scholars, we have trained ourselves diligently to ask good questions. In this sense, we can see the responsible development of a research program as a contribution to, rather than an intrusion on, the development of a participatory, community-oriented agenda.

For myself, thus far, participation in research has focused on enframing, being flexible and reciprocating. I use 'enframing' in the sense that PAR is largely about creating space for civil science and allowing a variety of knowledges and voices a role in all phases of research. Enframing the problem and the questions is a particularly critical phase in research for doing participation well, and it can set the conditions for participation-friendly design throughout the research project. It means consulting as many people as often as possible, being present in the community, finding new places to reach and discuss with people, and debating honestly. On its own, these activities don't create trust, but they build a foundation. Flexibility is critical for

eventually getting to the 'right' question and for building better awareness about what is going on in your field. This improved awareness can also aid in finding the best ways to contribute to people and efforts through reciprocity. We can take notes and archive documents for community groups, write letters to inform the larger community of problems and programs, offer our ideas, make phone calls, do data work, share and teach technical skills and do a number of other things to help accomplish goals and relieve the burden of often overcommitted people.

My research focuses on three developments in the so-called Acadian Forest region, and uses them to interrogate the ideals and principles of community forestry. Through an investigation of the Master Logger Certification program in Maine (a program that aims to certify workers and contractors as conservationists rather than directly certifying a forest product), a tenant forest farming experiment in the Bas St-Laurent region of Québec, and the newly formed International Loggers Association (a cross-border labor rights organization started by cutting and trucking contractors), I have asked questions about how these movements represent community forestry and how community forestry may be rethought to include large industrially owned forest communities. An impressive work ethic, high rates of voluntarism, and an evident wealth of social capital characterize the single-industry (and often single-*company*) dominated communities in Maine and Québec that I selected for my study. However these traits commingle with disabling physical injuries, the erosion of family ties by excessively burdensome work contracts, and the ever-present sense that there is no redress for perennially buried grievances among forest industry workers. This combination of rich resources for community organizing and persistent inequities within a strong sense of place seem to present the Acadian Forest and the industries within it as a good fit for community forestry and

participatory action research, according to the principles and mores underpinning these intellectual approaches. However, once in the field, I wondered how to implement participatory projects where contractors work up to 100 hours per week, are pre-occupied with saving their families, their culture and their way of life, and ultimately, are afraid to act.

Most forest industry workers are contractors for one of three major landowners/managers in the region. There is a long history of retaliation by one of these companies against workers and contractors who attempt to organize or express unpopular political ideas. During a clearcutting referendum in the mid-1990s several contractors for one company were fired for putting bumper stickers on their trucks encouraging a vote, against the company's goals. At the beginning of my fieldwork, a representative for the same company recorded the license plates of cars parked at a public meeting with two state legislators concerning loggers' pay. Contractors who attended were reprimanded. During the contractors' work stoppage in January, the modes of punishment for workers participating in the action grew numerous and complex enough that we literally began to "map" them out.

In the field, the academic questions we raise about participation and how to do it intensify and multiply. The emotional dimensions of community resource management present an additional set of weighty responsibilities for the researcher. Claire Bolduc, a key actor in the 1970s activism among Franco-American students at the University of Maine as well as for loggers' rights, responded to my request to conduct a life history interview with her with serious hesitation. "The cultural aspects of the loggers' movement for working rights are TRAGIC. It breaks my heart to even think about it. You can't imagine what a strong issue you're touching upon – it continues to shred rational conversation[...]. Are you sure this interests

you?" she pressed in one of our early e-mail exchanges. Rather than sitting down for one interview, we continue to discuss her involvement in bits and pieces. As I have learned throughout my field experience, unearthing the feelings associated with the Franco-American identity and with the ups and downs of efforts to improve loggers' lives is an inevitable, and serious, component of understanding forest communities and the forest industry in northern Maine.

In January, when the contractors for the largest land-owner in Maine went on the first large-scale work stoppage in recent memory in order to secure rights for collective bargaining, I was faced with difficult decisions about whether I should go, how to gain enough trust to observe the meetings and once I had it, how to reciprocate it. When one contractor's wife wrote a letter to the editor of the local newspaper in an attempt to educate the larger community about the life of a contractor and the reasons behind the work stoppage, she bravely exposed the nature of her family life, financial anxieties, her husband's deep commitment to high-quality woods work and employee relations in spite of an onerous work schedule, and the breakdown of his spirit as a result of unfair company practices. The letter was a powerful and important one, but people at the ILA meetings and within the community, including myself, struggled to discuss it directly, because it made concrete the rage, frustration, and feelings of powerlessness that had to be overlooked in order to keep doing work guided by principles that compete with those of the company in charge. In each of these cases, and in several others, negotiating my own emotions, attachments and engagements with what we often call place, identity, and nature "myths" became a focal point of my attempts to understand and carry out my research.

In the case of the contractors' work stoppage, as it turned out, the chance to talk about their situation with somebody aside from

themselves and the newspapers was a welcome opportunity, and I ended up being more involved with the action than I ever anticipated. Their story has unfolded in a series of victories and tragedies since January, but through the difficult process of building trust and exploring methods of communication, the organization remains intact – a fact most count as an important success. Participation and community-based research don't lead magically to fairness and improved situations for everyone, but they build relationships that keep people acting together, which might just be the biggest hurdle in achieving conservation and social justice goals in forest communities.



Announcing

Undergraduate Summer Internships and Assistantships in Community Forestry

Florida A&M University, in cooperation with the CFRF Program, awards research assistantships and summer internships for **undergraduate students** from **underserved communities** who are interested in community-based forest management issues. Faculty and students at any U.S. college or university, in any department, are eligible to apply for grants of up to \$6,200. The grants may be used to support a student in a summer internship or assistantship.

1) University/college scholars may apply for a grant to support an undergraduate assistant. The assistantship may be field-based or may be based at the faculty and student's home campus for a period of one academic year.

These grants are intended to support:

- Research in the social sciences, economics, and/or natural resources relevant to forestry policy and practice in the U.S.,
- Providing students with hands-on experience in community forestry field research,
- Research that utilizes participatory methods.

Research may cover a broad array of issues and resources in community forestry, including, but not limited to, collaborative processes and conflict resolution, social networks, political ecology of forest communities, urban forestry issues, watershed restoration, park creation and management, forest labor issues, nontimber forest product production (floral greens, basket-making materials, wild mushrooms, maple syrup, etc.), and revitalization of local lifeways and cultures. Questions concerning issues of social justice and equity are especially welcome.

Research approaches should be broadly inclusive of multiple perspectives, applied and oriented toward problem-solving, and should be aimed at building the capacity of local people to participate meaningfully in natural resource management decisions and to enable them to better control their own destinies.

2) Students may apply for summer internships. Summer Interns will:

- Work with grassroots, community-based organizations to build sustainable relationships between communities and their adjacent forests.
- Gain hands-on experience in community-based forest management.
- Help local communities build capacity for self-determination.

For more details and how to apply visit http://www.cnr.berkeley.edu/community_forestry/undergrad/undergraduate.html



Resources and Services

FAO's CD-ROM on Participatory Approaches, Methods and Tools

This useful resource includes:

- * A field tools database of 135 participatory approaches, methods and field tools, developed or applied by FAO and other organizations.
- * A selection of 215 FAO documents extracted from the Participation Website's annotated library database and sorted according to a set of different category lists.
- * The publications are available as full-text documents in either PDF, HTML or Microsoft Word format.

To order your free copy, write to IWG-PA-Webbox@fao.org.

Identifying Wildland Urban Interface

New Tools Identifying Wildland Urban Interface: Where Forests, Homes And Wildfires Meet is now available from the Forest Service and University of Wisconsin. Visit: <http://www.fs.fed.us/news/2004/releases/07/university-wisconsin.shtml>

Montana Wildfire Interagency Coordination Guide

The Montana Dept of Natural Resources and Conservation, the Forest Service Northern Region S&PF Group, and the Bitter Root Resource Conservation & Development Area

recently collaborated on producing an interagency coordination guide. The purpose is to promote interagency collaboration by highlighting the many different organizations and agencies who are available to work with rural communities ~ and with each other ~ to help communities mitigate the threat of wildfire, deal with a wildfire crises as it unfolds, and implement recovery programs that address a diverse landscape's economic, social and environmental post-fire needs.

The guide can be viewed at:

<http://www.fs.fed.us/r1-r4/spf/montana/index.html>

Tools of the Trade: Cultural Competency Assessment Tools

The Vancouver Ethnocultural Advisory Committee of the Ministry of Children and Families has created a set of definitions and tools intended to assist community-based agencies of all sizes in the Vancouver area in becoming more culturally competent. The tool includes definitions and principles of cultural competence, approaches to developing program policies and procedures, and many other resources that may be relevant to a wide range of nonprofit organizations. To access the tool online, visit:

www.mcf.gov.bc.ca/publications/cultural_comp/ency/assessment_tool/tool_index1.htm

Treesearch - Forest Service research publications online database.

With Treesearch, users can locate and download agency-authored or sponsored publications, including those in journals, books, and conference proceedings. The database supports searches by author, keyword, originating organization, or date; search results include the abstract and, if requested, the full text of the publication, including tables, figures, and citations.

<http://www.treesearch.fs.fed.us>

USDA Launches Web Site in Spanish

Visit: <http://www.usda.gov/EnEspagnol/>

USDA CSREES Fiscal Year 2005 National Research Initiative (NRI) Competitive Grants Program

Research addressing key problems in agriculture, including forestry, urban and agroforestry, aquaculture, rural communities, etc. Emphasis on providing science-based knowledge to allow people to make informed practical decisions. Apply now:

<http://www.fedgrants.gov/Applicants/USDA/CSREES/OEP/USDA-GRANTS-090304-001/Grant.html>



Conferences

December 12-14, 2004

**Eradicating Poverty through Profit;
Making Business Work for the Poor**
San Francisco, CA

Attendees will include business leaders from multinational companies in finance, technology, consumer products, agriculture, energy, natural resources and other sectors; entrepreneurs and executives from start-ups and large companies in emerging markets with hands-on experience of proven, profitable, innovative approaches; and senior policy makers who can foster the conditions for a more active and beneficial business presence at the bottom of the economic pyramid.

The conference will give attendees a chance to learn which strategies and business models work from those who are actually

"doing well and doing good" in financial services, consumer goods, agriculture, information and communications technologies, natural resources and other sectors. Attendees will also consider the latest market research and executive education tools available to assist business in overcoming the barriers and challenges to base of the pyramid success.

For registration information, updated agendas and more, please visit:

<http://povertyprofit.wri.org>.

December 15-19, 2004

**American Anthropological Association
Annual Meeting**

Atlanta, Georgia

Details:

<http://www.aaanet.org/mtgs/mtgs.htm>

March 13-16, 2005

"Emerging Issues Along Urban/Rural Interfaces: Linking Science and Society"
Atlanta Hilton (Atlanta, GA)

Because tackling problems that are thought to be essentially ecological cannot be divorced from economic/social/political considerations, the overarching theme of our conference is linking human dimensions and ecological aspects of urban/rural interfaces. We believe that such linkages offer the promise of new, powerful insights for understanding the forces that shape, and are shaped by, urbanization and offer more compelling understanding of the causes and consequences of urbanization-related policies.

For more information see
<http://www.sfws.auburn.edu/urbanruralinterfaces/>.



April 5-9, 2005

**Association of American Geographers
Annual meeting**
Denver, Colorado.
Registration deadline March 16, 2005.
Details: <http://www.aag.org>

April 5 – 10, 2005

Society for Applied Anthropology Annual Meeting
La Fonda Hotel, Santa Fe, New Mexico
Details: <http://www.sfaa.net/sfaa2005.html>

June 16-19, 2005

The 11th International Symposium on Society and Resource Management

Ostersund, Sweden

Paper submission deadline: December 1, 2004

Registration deadline: February 28, 2005

Details:

<http://www.issrm2005.com/index.html>

June 16-19, 2005

Community Forests in the United States: Visions, Experiences, and Lessons Learned

Missoula, MT

Millions of acres of private forest lands in the U.S. are in imminent peril of conversion to non-forest uses. They are being divested by forest-products companies who now can get their timber more economically elsewhere. This meeting will bring together community leaders from around the country to explore issues and experiences in the establishment, governance, management, and use of community-owned and -managed forests.

For details contact Carol Daly: (406) 892-8155; cdaly1@centurytel.net

August 10-13, 2005

Rural Sociological Society Annual Meeting

Hyatt Regency Tampa, Tampa, Florida

Paper submission deadline: February 1, 2005

For details check:

<http://www.ruralsociology.org/annual-meeting/index.html>

Publications



A Land Manager's Guide to FSC & SFI

This paper provides a discussion of the issues related to selection of a certification system and the difference between FSC and SFI as might be seen from the perspective of a landowner or land manager. The goal of this discussion is to aid land managers in the process of selecting an appropriate certification system for their specific needs. The Appendix provides a summary chart of the SFI, FSC, and other systems used in the United States Report: <http://www.dovetailinc.org/documents/DovetailManagersGuide91504.pdf>

Appendix:

<http://www.dovetailinc.org/documents/DovetailMgrsGuideAppA91504.pdf>

Back to Basics: How to Create Good Jobs in the Pacific Northwest

by Martin Desmond

A discussion of sustainable forest management, this book covers economic, ecological and institutional information needed to discuss forest thinning and job impacts. Find more information, download a sample chapter, or order the book from: <http://www.forestryfinancial.com>

Community Forestry Guidebook: Tools and Techniques for Communities in British Columbia

This book is a practical guide for communities and organizations interested in applying for community forest licenses or launching community forestry programs. It was written by

nine co-authors who are current community forestry practitioners. To order print copies (\$35) or CDs (\$25), contact Jennifer Gunter at: info@bccfa.ca

Community Forests: Equity, Use and Conservation

This book, by the World Rainforest Movement in Uruguay, addresses conservation of the world's forests and the adoption of measures to change the traditional forestry conservation model to one empowering local communities to manage their own forests. The entire text of the book is available at the following website: <http://www.wrm.org.uy/subjects/CBFM/text.html>

Finding Middle Ground Through the Arts: Using the Arts to Articulate a Balance Between "Wood" and Woods" is a new report which chronicles the Middle Ground Collaborative and its development of an interactive exhibit to tour the state of Maine in an attempt to generate dialogue about the history and future of Maine's forest resources. This report compiles the research results from the various venues at which the exhibit was shown, in the form of data, opinions, stories and suggestions, in order to produce a collective vision of the public's connection to the forests of Maine. Available for free download at: <http://www.ncfcnfr.net/pubs.html#middle%20ground>

Forest Policy for Private Forestry: Global and Regional Challenges

This new publication asserts that much more attention needs to be placed on developing policies governing private forestry and the impacts they might have on economic, social and environmental goals. The book addresses key issues shaping the future of private forestry in four parts: the emergence of a new paradigm for public involvement in private forestry, the

challenges of sustainability, forest certification programs, and experiences of countries from the Americas, Europe, Asia and Oceania. January 2003, ISBN: 0-85199-5993.

<http://www.cabi-publishing.org/bookshop/Index.asp>

Markets Drive the Specialization Strategies of Forest Peoples

Fifteen years ago an article in Nature claimed you could earn more money from tropical forests by collecting wild fruits than from logging. This sparked hopes that if people could sell more non-timber forest products, they would be less inclined to cut the forests down. This Ecology and Society report uses data from 61 African, Asian, and Latin American cases to see if this has proven true.

<http://www.ecologyandsociety.org/vol9/iss2/art4/>

Meeting the Needs of Communities and Forests: The Development of a Biomass Energy System in Richford, Vermont, summarizes the learnings and insights of a group of citizens from Richford, Vermont, as they have explored the issues relating to the supply and harvesting of biomass from local lands. The Richford Wood Initiative (RWI) has been meeting regularly since 2001 to explore ways to support the local economy, encourage sustainable management of forest resources, and develop renewable sources of energy. A combined heat and power plant fueled by locally harvested biomass would help meet all of these goals. While aspects of the RWI project require more research and development, this report frames some of the key questions that any community must answer if it is interested in developing a similar project.

<http://www.ncfcnfr.net/pubs.html#richford>

Monitoring Plant and Animal Populations

Monitoring Plant and Animal Populations offers an overview of population monitoring issues that is accessible to the typical field biologist and land manager with a modest statistical background. The text includes concrete guidelines for ecologists to follow to design a statistically defensible monitoring program. User-friendly, practical guide, written in a highly readable format.

http://www.sciencesbookreview.com/Monitoring_Plant_and_Animal_Populations_063204442X.html

New Wildland Waters Edition

This edition, "On the Frontline: Private Forests and Water Resources" explores the land-use activities and pressures that confront private forest landowners and provides examples of programs and policy options to support working private forests. Copies of Wildland Waters are distributed to a large, diverse audience, including conservation districts, local watershed groups, state and local officials, and tribes.

<http://www.fs.fed.us/wildlandwaters>

Rehabilitation and Restoration of Degraded Forests

An introduction to forest landscape restoration that provides an effective summary of many of the key issues involved. It distinguishes between restoration, which is focused on achieving ecological integrity, rehabilitation, which may not do as much to restore biodiversity and may be more economically oriented, and reclamation, which most of us would call conversion to agriculture or tree-farming.

http://www.iucn.org/themes/fcp/publications/files/lamb_gilmour.pdf

Rural Entrepreneurship: New Best Practices Guide from Aspen Institute

The sixth publication in the FIELD (Microenterprise Fund for Innovation, Effectiveness, Learning and Development) series, “Best Practice Series, Staying Connected: Building Entrepreneurial Networks”, is designed to guide microenterprise development organizations in supporting the creation of successful networks that are beneficial to clients. The guide presents several examples of successful networks and includes seven tools used by practitioners to develop those networks. Download the guide at <http://fieldus.org/publications/PrimeVol6.pdf>.

Red, White, Blue, and Green: Politics and the Environment in the 2004 Election

Edited by Jim Lyons, Heather Kaplan, Fred Strebeigh and Kathleen Campbell. Contributors



Jobs

Assistant Professor Iowa State University, Department of Sociology

Full-time, nine-month, tenure-track, assistant professor position with a strong interest in one or more of these areas: community, demography, or environment/natural resources. Consistent with Iowa State University's mission as a land grant university, the candidate must be willing to conduct research in at least one of these areas of scholarship as it relates to the changing nature of rural places.

<https://www.iastatejobs.com/applicants/jsp/shared/frameset/Frameset.jsp?time=1099423144584>

include Al Gore, Christopher Shays, leaders of the League of Conservation Voters and the Republicans for Environmental Protection, and more. To purchase bound copies or download free chapter pdfs go to www.yale.edu/environment/publications.

Recent Fellow Publications

Bryon, Todd. 2004. “Tragedy Averted: The Promise of Collaboration”, *Society and Natural Resources*, 17(10): 881-896.

Yung, L., Freimund, W. and J. Belsky. 2003. “The Politics of Place: Understanding Meaning, Common Ground, and Political Difference on the Rocky Mountain Front”, *Forest Science*, 49(6): 855-866.

Assistant Professor of Community Development and Leadership – University of Illinois, Department of Human and Community Development

Full-time, nine-month, tenure-track appointment, available immediately.

Qualifications: PhD in, rural or urban sociology, applied anthropology, community development, community psychology, leadership studies, education or related field. Candidates with research and teaching interests in community and leadership development, social entrepreneurship, civic engagement, community activism, or public policy are of special interest.

Contribute to a multi-disciplinary program whose mission is the improvement of individual, family and community well-being. Develop high quality programmatic research that contributes to department and campus programs in community development and leadership. Teach undergraduate and graduate courses in leadership development in a community context.

Salary: commensurate with qualifications and experience. To receive full consideration, application must be received by January 7, 2005. Send a letter of application, including a statement of interests, curriculum vita, a sample of your written work and three letters of recommendation to:

Search Committee, Department of Human and Community Development, University of Illinois, 274 Bevier Hall, 905 S. Goodwin Ave., Urbana, IL 61801. For additional information, contact Dr. Sonya Salamon at (217) 333-3829, email: ssalamon@uiuc.edu.

Minorities, women, and other designated class members are encouraged to apply. The University of Illinois is an Affirmative Action Equal Opportunity Employer.

Assistant Professor of Forestry & Ecology Alabama A&M University

DEPT/LOCATION: Plant & Soil Science
SALARY: Negotiable

CLOSING DATE: January 07, 2005 9-Month
Position/TENURE TRACK

QUALIFICATIONS: Applicant should have a Ph.D. (or be near completion) and at least one degree in Forestry. Demonstrated ability to design, conduct, and analyze independent research or results from creative activities. Must have demonstrated excellence in forest management through experience in professional practice or teaching and be able to teach at the University level. Must be able to communicate effectively, both orally and in writing.

Contact: Rory Fraser roryfenton@hotmail.com

Visit <http://www.aamu.edu/HR/Jobs.asp> to download an application.

Assistant Professor of Forestry & Extension Alabama A&M University

DEPT/LOCATION: Plant & Soil Science
SALARY: Negotiable

CLOSING DATE: January 07, 2005 9-Month
Position/TENURE TRACK

QUALIFICATIONS: Applicant must have a Ph.D. (or be near completion) and at least one degree in Forestry. Applicant should be a forest management specialist. Additional expertise in subject matter areas related to the human dimensions in natural resources management required. Must be able to teach a course in Natural Resources Management and conduct workshops and demonstration tours for landowners and other public; such as urban and nontraditional audiences. Must be able to communicate effectively, both orally and in writing.

Contact: Rory Fraser roryfenton@hotmail.com

Visit <http://www.aamu.edu/HR/Jobs.asp> to download an application.

Director of Academic Programs Future Generations, West Virginia

Future Generations is a newly authorized institution of higher education offering a masters degree in Applied Community Change and Conservation and establishing field-based training in a growing number of sites around the world for which this position seeks an experienced academic leader. Future Generations is located near the headwaters of the Potomac River, on a very scenic mountaintop, three hours drive west of Washington DC in rural West Virginia. The Masters degree uses site-based and distance learning, training professionals in the field of community-based change. Current students in

the program are from eleven countries. Field-based instruction in the Masters degree as well as other training programs occurs in India, USA, Peru, and China/Tibet. Additional information about the organization and program is at www.future.org.

Qualifications for this post include:

- * Experience in academic leadership of higher education programs, including building new programs
- * Field experience in international development and/or nature conservation
- * Appropriate academic qualifications (PhD or exceptional experience directly relevant to this position)
- * Experience in academic administration, student recruitment, finance
- * Ability to teach in the program.

In this work the following are the specific responsibilities.

- 1) Formulate and implement long term strategy and basic institutional relationships for the expanding graduate program of Future Generations
- 2) Administer program as approved by Board of Trustees with guidance by President
- 3) Direct and plan teaching and manage teaching staff
- 4) Coordinate instructional arrangements for course programs, including distance learning and support for student's community-based work
- 5) Lead student recruitment
- 6) Manage on-going accreditation process
- 7) Assist in raising funds for the program
- 8) Support parallel educational programs being set up in countries where Future Generations works under guidance from the respective Country Directors
- 9) Support larger institutional work.

Terms of Employment:

One year renewable contracts with 220 days of work per year. Compensation \$65,000-\$75,000/year with health insurance. Position is currently vacant.

Submit Letter of Interest and CV to: daniel@future.org. Pending initial review a more complete submission will be requested.

Forest Utilization & Marketing Specialist (AZ)

The Southwest Sustainable Forests Partnership, working in conjunction with the Small Business Development Center of Northland Pioneer College, is seeking to fill a new position, entitled Utilization and Marketing specialist. All inquiries welcomed. Specific questions should be directed to Herb Hopper, 928/524-6063, ext 5; Kim Kostelnik, 505/476-3337; or Mark Engle, 928/532-6172. Position details available at

http://www.forestrycenter.org/News/news.cfm?News_ID=542

Stewardship Center Manager

Utah Rural Development Council Stewardship Center

Full-time, 12-month; contingent on funding
Provide stewardship natural resource management for the Utah Rural Development Council Stewardship Center for the forests located in State of Utah and the Central Colorado Plateau and Great Basin Regions.

Minimum Qualifications:

Bachelor or graduate degree in natural resource management for either forestry, range or watershed management; minimum of three to five years work experience in natural resource management in private or public sectors; must have five or more years experience in stewardship contracting in natural resources.

Review of applications will begin 11/29/04, and will continue until the position is filled.

Find details at: <http://www.suu.edu/ad/hr/SUU-HumanResourcesStewardshipCenterManager.html>