

Exploring The Pine Tree State: Evolving Forests and Communities in Maine

Special Topics in Forestry: Pine Tree State
FOR 499 CRN: TBD **Credits:** 3
FOR 599 CRN: TBD **Credits:** 1
Offered: March 22-29, 2025 (Spring Break)

Course Instruction

Instructor: Dr. Mindy S. Crandall
Associate Professor of Forest Policy &
Associate Department Head
Forest Engineering, Resource, and Mgmt
College of Forestry
Oregon State University
Email: mindy.crandall@oregonstate.edu
Office: Peavy Forest Science Center 232

Student/Co-Leaders: TBD



Course Context

Forests hold many values for humans: materials we rely on every day, habitat for wildlife and wildlife consumption, recreational landscapes, aesthetic and cultural values. In the state of Maine, these values have been management goals for thousands of years, from indigenous uses to some of the first resources extracted by colonists.

Maine is the most forested state and the most economically dependent on forest industries in the US. Since time immemorial, Wabanaki people have relied on the forest for their livelihood and for extensive cultural uses like basket making. In the 1600s, British colonizers and explorers so prized the tall, straight *pine trees* of Maine that they exclusively reserved them for the king to use as ship's masts. By the 1800s, softwood sawtimber was flowing down Maine's rivers to build Boston and New York, even as wealthy residents from these states and others traveled by train to the coasts and lakes of Maine for an escape from the unhealthy environment of the cities.

Maine's residents and communities are intimately tied to forests, forest recreation, and forest industries. Climate change and globalization are bringing new and unprecedented challenges. Invasive species are threatening culturally significant trees such as ash. Competition from around the world is leading to mill closures, often in towns with no other employer. Inconsistencies in temperature and freezing is disrupting tree harvest. And pressure is taxing Maine's culture and tradition of open access land for recreation.

This syllabus may be subject to change. The most current version is the downloadable file on Canvas.
Last updated: August 15, 2024.

Course Description

This course explores the complex issues in sustainable resource management through an interdisciplinary focus on forest management and uses in Maine, with a comparative view to other states. This course will expose students to the northern mixed-conifer ecosystem, the history of private forest ownership and management in the state, the atypical (for the US) culture of open access and collaborative recreation use, the rural places formerly and currently reliant on the industry, and threats to this system stemming from climate change and demographic and economic shifts. Throughout, we will be considering the trade-offs inherent in natural resource management and local to global concepts of sustainability.

During pre- and post-trip meetings and assigned readings, along with a week-long immersive experience in central Maine, students will explore the environment and ecology of northern conifer forests, learn about the history of New England resource use and management, tour forests, maple syrup operations, recreation land, and rural communities, and learn about Maine forest management and the forest products economy.



Learning Objectives and Expected Outcomes

Through a week in Maine, along with pre- and post-trip events, students will be able to:

- ◇ Explain the history of local land tenure and forest and recreation policies in Maine
- ◇ Compare forest management practices and the role of the industry to Oregon
- ◇ Describe the ecology and environment of northern mixed-conifer forests
- ◇ Synthesize current understanding of the sustainability of forests and rural communities in Maine across environmental, economic, and social aspects
- ◇ Work collaboratively in a team to present findings related to the topic through oral and written communications

Course details

This course will consist primarily of activities in Maine. Two Pre-trip and one post-trip activities will take place in/around OSU Corvallis Campus in a hybrid format. All students and instructors will meet **at Logan Airport in Boston** by 4pm on Saturday, March 22nd. We will travel as a group to and around Maine via bus/van, returning to Boston on Friday, March 28th. Return flights out of Logan will be on Saturday, March 29th.

This syllabus may be subject to change. The most current version is the downloadable file on Canvas.
Last updated: August 15, 2024.

Learning Resources

You will need access to the internet before and after the trip for Canvas (and Zoom if participating remotely), and basic Office software (Word, PowerPoint). All readings will be made available to you via Canvas. Specific needs while in Maine (e.g. boots) will be clarified in pre-trip meetings and through Canvas. *March in Maine means expect any weather.*

Anticipated Schedule of Activities 2025

Course parameters are subject to change if needed.

Day		Date/ Time	Place	Activities
<i>Pre-Course</i>				
00	TBD	TBD	OSU/Zoom	Orientation meeting #1. Meet & greet, course orientation. OSU GO health & safety. <i>Remote participation possible.</i>
0	TBD	TBD	OSU/Zoom	Orientation meeting #2. More information and planning.
<i>Main Course</i>				
1	Sat	3/22	<i>ARRIVAL DAY. Your location to Boston Logan Airport</i>	Independent travel to Boston; arrive by 4pm Eastern. <i>Class meet up at Logan, location TBD. Coach travel as a group to Bangor, Maine & van transit to Orono.</i>
2	Sun	3/23	Orono to Dover-Foxcroft and return	Focus: NTFP – Maine Maple Sunday! Tour of local sugaring operations. Group dinner & daily discussion in Bangor/Orono.
3	Mon	3/24	Orono to Bucksport & Searsmont and return	Focus: Small landowners & forestry policies Tour of SWO Tree Farm, policies with Maine Forest Service. Sawmill tour. Group dinner with local entrepreneur in Orono.
4	Tues	3/25	Around Orono	Focus: Large landowners & harvesting Logger training & harvest in action (weather dep.). Large landowner tour. Group dinner & daily discussion in Orono.
5	Wed	3/26	Around Orono, to Millinocket	Focus: Forestry education, research, and outreach Tour of UMaine forestry school & forest. Multiple-use mgmt. Meet with Penobscot Nation. Tour Penobscot Experimental Forest, USFS. Group dinner & daily discussion; drive to Millinocket.
6	Thur	3/27	Around Millinocket	Focus: Changing communities A mill town post-mill: Millinocket history Recreation in Maine's largest state park and newest National Monument Group dinner & discussion with recreation entrepreneur
7	Fri	3/28	Millinocket – Boston	New England History Travel back to Boston via van & bus Time on own, explore National Historic Sites in Boston
8	Sat	3/29	<i>Boston to Home</i>	Return day. Independent travel back home from Logan.
<i>Post-Course</i>				
8+	TBD	TBD	OSU/zoom	Presentations and post-trip discussion.

This syllabus may be subject to change. The most current version is the downloadable file on Canvas.
Last updated: August 15, 2024.

Student Learning Assessments

Students will be evaluated based on the following course elements (all are detailed below):

- ◇ Course participation (pre-trip, 5%, in Maine, 15%)
- ◇ Specific daily assignments in Maine (50%)
- ◇ Final group presentation post-course (30%)

Assessment details:

- ◇ *Course participation (pre-trip, 5%, in Maine, 15%)*

Students are expected to fully participate in all pre- and post-trip and immersive Maine experiences. This includes but is not limited to being on time and present for all activities; interacting with hosts appropriately; contributing to discussions; and completing all assignments in a timely manner.

- ◇ *Specific daily assignments in Maine (50%)*

While in Maine, each day will have interlapping focus areas. Each student will be provided a notebook that they can use for capturing key points, making observations, and for reflecting on information presented during the day. At dinner or after we will take an hour or more to have a group circle where each person will take a few minutes to share from their journal and connect learning to readings.

- ◇ *Final presentation post-course (30%)*

The final presentation will likely be a narrated PowerPoint video and written script. This can be an individual or group effort of any size. Each video will be uploaded to a shared cloud space and shared via Canvas for viewing by all students.

For your presentation, focus on a theme from our trip. Draw from observations and learning from at least 3 field sites and at least 5 of the readings or other media. The overall length should be 5 to 20 minutes, shorter for individuals, longer for groups. Include:

- Title slide with title, authors, and date
- 10-15 slides for the body of your presentation
- Reference slide listing all the sources you used

You have a lot of latitude with the focus of your presentation, but it should capture interconnections between topics and consider social and ecological systems holistically. Look to your notebooks and learning materials for subtheme ideas...like biodiversity and nontimber forest products, forest resilience and management practices, recreation management and wildlife habitat, cultural uses of forests, or the role of forests in local economic development. Share key points from your notebooks on what you learned. One week and a few readings don't make us experts, so you might want to highlight gaps in your knowledge and questions for future research. Consider including recommendations that would help advance sustainable natural resource science, policy and/or management.

Consider addressing variables like gender, age, class, and power, and how these play into definitions and goals of sustainability.

Evaluation of student performance

The anticipated grading scale is set forth below, but the instructor reserves the right to adjust it based on observations made over the course of the term or in the event of a major disruption.

A: 90-100% Outstanding work. Demonstrates comprehensive understanding of the interdisciplinary connections between social and ecological systems in sustainable resource management. Incorporates ecological, economic, and social aspects into writing assignments and presentations. Assignments are thoughtful, timely, and well organized. Participates in all events and in their group in a respectful, engaged, thoughtful manner.

B: 80-90% Good work. Demonstrates solid understanding of Maine historical and current resource management. Assignments are solid with only minor issues of organization, clarity, or understanding. Good participation in all events.

C: 70-80% Adequate work. Meets the minimum standards for completion. Fails in some aspects of either depth of understanding, clarity of communication, or adherence to assignment standards. Good to moderate participation in events and group work.

D: 60-70% Unsatisfactory work. Does not meet minimum standards. Demonstrates incomplete or incorrect knowledge of key policies. Assignments have major issues that do not meet minimum standards for college students. Participation is incomplete or unsatisfactory (creates a disruptive or disrespectful environment for others).

F: <60% Unsatisfactory work. Does not meet minimum standards; knowledge of resource issues or assignments show major deficiencies. Participation is disruptive or nonexistent.

Course Etiquette

The Pine Tree State is about the intersection of natural and social systems. By necessity, these concepts are set in a social context and incorporate elements of beliefs and values. One of the main objectives and benefits to an experiential course is broadening our minds and challenging how we assume the world works. To do that requires an attitude of curiosity and acceptance. It is essential that students participate in a respectful way. Awareness of, thoughtfulness about, and inclusion of multiple views is part and parcel of both travel *and* natural resource management – and that begins through careful listening and communication. Behaviors or comments that create or contribute to a hostile environment will not be tolerated.

Participation in this course will require following all expectations related to travel as outlined in pre-trip information. *Anticipate needing a RealID or passport for air travel.* Students must also comply with all OSU and host area requirements, including related to

COVID-19. Citizens of other countries should familiarize themselves with requirements related to their travel within the US. *Be aware that requirements change frequently!*

Course Policies

Late work

The bulk of your grade will be on assignments or activities while in Maine. As such, it will be important to keep up with participation and assignments. If illness or emergencies arise, notify your instructors immediately so that we can work on modifying due dates as needed. Flexibility is contingent on good communication between student and instructor. Post-course presentations are a required part of your grade; if issues come up with the date or time for your presentation, please inform your group/instructor as soon as possible.

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Student Conduct Expectations link: <https://beav.es/codeofconduct>

You are expected to treat other students, TAs, instructors, and all host organizations and lecturers with dignity and respect, and follow university guidelines regarding academic honesty, student conduct, and civility. Behaviors that are disruptive to teaching and learning or that create a hostile, offensive or intimidating environment based on gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office.

Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#). These resources include support with physical, financial, and mental health issues. We all need a little help sometimes. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Academic Dishonesty

Students are expected to do their own work and comply with the Student Code of Conduct and all OSU policies relating to academic integrity and dishonesty. For more information

on OSU's Student Code of Conduct, Academic Dishonesty policies, and examples of plagiarism, see:

<https://studentlife.oregonstate.edu/studentconduct/academicmisconduct>
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

Diversity, Equity, Inclusion, and Social Justice

OSU is a community that includes and values the voices of all people. As such, we recognize the social barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin and religion. At OSU and in this class, we are committed to the equity of opportunities, and strive to promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a welcoming and rich academic, intellectual, and cultural environment for everyone. For more information on the DEI initiative, please see: <https://diversity.oregonstate.edu/>

Statement on Reporting

Please be aware that I need to report incidents you disclose to me inside or outside the classroom that involve gender or sex-based harassment, violence, or discrimination, including your name, to the Office of Equal Opportunity and Access (EOA). For more information on how EOA responds to reports, please visit their website at eoa.oregonstate.edu. However, if you wish to make a confidential disclosure and receive information on resources and services, please contact the Survivor Advocacy and Resource Center (SARC) by phone (541-737-2030), by e-mail (survivoradvocacy@oregonstate.edu), or visit them in the Plageman Building. EOA and SARC can assist with academic accommodations.