

The Salmon Coast: Collaborative management for sustainability in Canada

Special Topics in Forestry: Salmon Coast

FOR 499 CRN: TBD Credits: 3

FOR 599 CRN: TBD Credits: 1

Offered: March 2023

Course Instruction

Dr. Mindy S. Crandall

Assistant Professor of Forest Policy

Forest Engineering, Resources, and Management (FERM)

Oregon State University

Peavy Forest Science Center 232, mindy.crandall@oregonstate.edu

Student Leaders: Victoria Diederichs, M.S. student in FERM

victoria.diederichs@oregonstate.edu

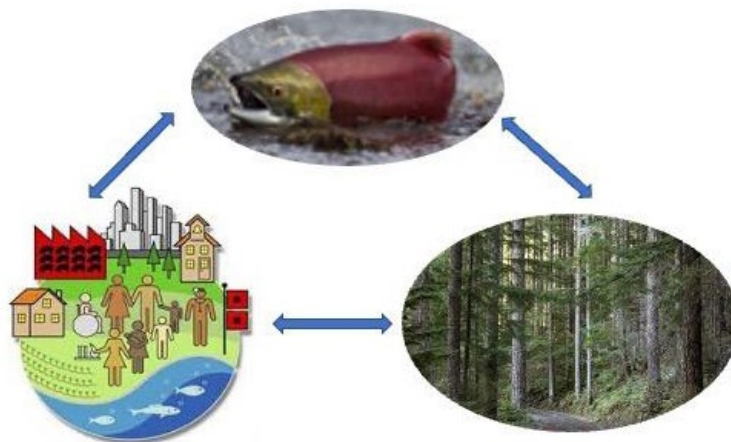
Jansen Ivie, M.S. student in FES (Forest Ecosystems and Society)

jansen.ivie@oregonstate.edu

**Syllabus may be subject to change*

Course Description

Sustainable resource management is inherently interdisciplinary, as it requires ecologically soundness, economic viability, and social acceptance. Across the Pacific Northwest, multiple natural resources are tied together, exemplified by the interconnections between forests, salmon, and people. Forests provide critical reproduction and rearing habitat for salmon; salmon provide a key nutrient input for forests and forest-dependent wildlife. Both are also an integral part of the culture and livelihoods of First Nations/Native Tribes and a valuable economic and cultural resource to everyone in the region. Both salmon and forests are also impacted greatly by human activities and are the focus of extensive policy interventions and government investments.



This course explores the complex issues in sustainable resource management through an interdisciplinary focus on forest management and salmon conservation policies in western British Columbia, with a comparative view to Oregon. This course will expose students to the historical underpinnings of land tenure, forest ownership and management, policies related to salmon conservation, and cultural issues and trade-offs surrounding sustainable resource management.

During pre- and post-trip meetings and assigned readings, along with a week-long immersive experience on Vancouver Island, students will explore the environment and ecology of temperate rainforests, learn about the ecology and life cycle of pacific salmon, be exposed to the history of Canadian land appropriation and current policies regarding First Nations land tenure and rights regarding key resources, and learn about Canadian forest management and the forest products economy.

Learning Objectives and Expected Outcomes

Through a week on Vancouver Island, along with pre- and post-trip events, students will be able to:

- ◇ Explain the history of local land tenure and tribal resource policies with respect to a local First Nation tribe
- ◇ Compare forest management practices and the role of the industry
- ◇ Describe the ecology and environment of coastal temperate rainforests and the life cycle and ecology of pacific salmon
- ◇ Synthesize current understanding of the sustainability of forest and salmon management in Vancouver Island across environmental, economic, and social aspects, along with policy 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 on Vancouver Island. Pre- and post-trip activities will take place in/around OSU Corvallis Campus or in a hybrid format. There are two pre-trip meetings and one post-trip meeting.

ECampus/Cascades Campus students should anticipate meeting the group in Corvallis (Peavy hall on the OSU campus), Salem (near I-5), or PDX (Portland airport). *Course parameters are subject to change if needed. ALL TIMES IN PACIFIC TIME ZONE.*

Schedule of Activities 2023

Day			Place	Activity/THEME
<i>Pre-Course</i>				
00	Thurs	2/23, 4-6p	OSU/zoom	Meet & greet, course orientation. OSU GO health & safety. <i>Remote participation possible.</i>
0	Thurs	3/9, 4-6p	OSU/zoom	Intro to salmon life cycles, Oregon Tribal salmon management (pending), and Oregon collaborative mgmt. <i>Remote possible.</i>
<i>Main Course</i>				
1	Sun	3/26	Corvallis –Port Angeles, WA	Van transit Corvallis - Washington. <i>Bring your own sack lunch.</i> Note pick up/meeting points. Hike at Olympic NP. Group activities in evening.
2	Mon	3/27	Port Angeles – Cowichan Lake	THEME: forest management. Transit via ferry to Victoria. Lunch in Victoria. Tour with MOSAIC, intensive forestry. To Research Station.
3	Tues	3/28	Port Renfrow	THEME: land tenure. Planting as a part of forest management, visit to large trees. Discuss land tenure systems.
4	Wed	3/29	Cowichan Lake	THEME: fisheries management. Tree measurement activity at CLRC. Fish ecology.
5	Thurs	3/30	To Nitinat, Port Alberni	THEME: land and habitat restoration. TOUR of restoration site with First Nations hosts and WCA. End in Port Alberni, dinner with hosts.
6	Fri	3/31	Port Alberni	THEME: collaboration in NRM. Hatchery tour. Meet with First Nations fisheries managers (pending). BC round tables with WCA.
7	Sat	4/1	Return Trip	Van transit Victoria-Corvallis: ferry, plus stops possible at PDX & Salem.
<i>Post-Course</i>				
7+	TBD	TBD	OSU/zoom	Presentations and post-trip discussion. <i>Remote participation possible.</i>

*The role and issues of First Nations and Tribal rights for salmon and management are a facet of **all** of the above themes.*

Student Learning Assessments

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

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

Assessment details:

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

Students are expected to fully participate in all pre- and post-trip and in-country 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 country (50%)*

While in-country, each day will have a theme and a prompt associated with it. Each student will be provided a notebook that they can use for both note taking during the day and reflection writing in the evening. Reflections will be discussed during an evening debrief.

- ◇ *Discussion lead in country (15%)*

Everyone will be assigned specific days to take responsibility for interacting with hosts and to lead evening discussions based on an assigned reading. Those assigned to a day are expected to work together to develop questions for both day and evening time and provide a summary of what was learned.

- ◇ *Final group presentation post-course (15%)*

Each person will pick a group and each group, a topic area, by the third in-country day. Following the end of the program, groups will put together a highlight reel of photos or graphics related to the topic, and narrate their slide show/highlight reel for the class at a post-trip get-together.

Final Group presentation focus: what we learned and opportunities for the future

Topics

- Forest management and salmon habitat
- Fisheries management - general
 - Genetic resources and populations
 - Disturbance regimes
 - Declines and recovery, role in ecosystem
- Restoration activities and effectiveness
- Management plans
 - Collaboration in management

- Tribal/First Nations and salmon
 - Socio-cultural aspects
 - Knowledge pluralism, cross-government management issues
- Economics and policy in salmon recovery
 - Values and trade-offs
 - Policy development, laws and rights

Readings – see canvas for required, in-country, and optional readings

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 Canadian 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 Salmon Coast 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 international 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

international 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 international travel as outlined in pre-trip information. Students must also comply with all OSU and host area requirements related to COVID-19. **Passports are required** for US citizens to enter Canada and re-enter the U.S.; citizens of other countries should familiarize themselves with country-specific requirements, **especially related to COVID-19. Be aware that requirements change frequently!**

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 on Vancouver Island (e.g. boots, rain gear) will be clarified in pre-trip meetings and through Canvas.

Course Policies

Late work

The bulk of your grade will be on assignments due while in Canada. As such, it will be important to keep up with participation and assignments while we are abroad. 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. The post-course presentations are a required part of your course grade; if issues come up with the date or time for your presentation, please inform your group and instructors 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.