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FOR 532.01: Forest Ecosystem Analysis and Processes

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FOREST ECOSYSTEM PROCESSES (FOR 532)

Fall 2001

Professors: Steven Running and Ramakrishna Nemani

SC 428, Phone: 243-6311, 4632

Text: Forest Ecosystems: Analysis at Multiple Scales (1998), by R.H.Waring and

S.W.Running

| CLASS SESSION | <u>CHAPTER</u> | PAGES | <u>TOPIC</u> |
|-------------------------------|------------------|--------------|----------------------------------|
| 1 | 1 | | Ecosystem analysis principles |
| 2 | 1 | | Space/Time scaling principles |
| 2 3 | Demonstrati | on, FOREST- | BGC Ecosystem model |
| Ecosystem Analysis Principles | | | |
| 4 | 2 | _ | Tree water relations |
| 5 | 2 | | Hydrologic processes |
| 6 | 3 | | Photosynthesis |
| 7 | 3 | | Respiration |
| 8 | 3 3 3 3 | | Net primary production |
| 9 | 3 | | Decomposition |
| 10 | 4 | | Nutrient inputs-outputs |
| 11 | 4 | | Internal nutrient cycling |
| 12 | 5 | | Stand development |
| 13 | 5 | | Forest succession |
| 14 | 6 | | Biotic ecosystem disturbances |
| 15 | 6 | | Abiotic ecosystem disturbances |
| Regional Scaling Principles | | | |
| 16 | 7 | | Remote sensing principles |
| 17 | 7 | | Topographic/soils analysis |
| 18 | | | Climate principles,MT-CLIM model |
| 19 | 7 | | Landcover change analysis |
| 20 | 7 | | Landscape pattern analysis |
| 21 | 8 | | Regional biology |
| 22 | 8 | | Forest-atmosphere interactions |
| 23 | 8 | | Regional biogeochemistry |
| 24 | 9 | | Global forest distribution |
| 25 | 9 | | Global carbon cycle |
| 26 | 9 | | Biodiversity and sustainability |
| 27-Final | | Present clas | ss projects, models |

CLASSWORK RESPONSIBILITIES (this is what your grade is based on)

1] a copy of our new multi-biome BIOME-BGC ecosystem model and MT-CLIM mountain microclimate model, will be furnished to you. We will do exercises with them on PCs and bring the graphed results to class for discussion throughout the semester.

^{2]} To develop your own skills in systems analysis, I want each student to try a first conceptual layout of an ecosystem analysis problem of their choice, with logic flowchart, key cause-effect linkages and references. This class project will be the basis for our "final", as each student will present their project to the class verbally, and in written form to me.