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Fall 9-1-2000

FOR 272.01: Wilderness and Civilization

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Forestry 272

Wilderness and Civilization

Fall 1999

MW 1:30-3:00
Main Hall 214
Office Hours:
MW 3-4,
Or by appt.

Wayne Freimund

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Course Description:

In Forestry 272 we will be exploring a variety of perspectives on the human-nature relationship, focusing specifically on Wilderness, protected areas, and wildlands. The course is designed to give you a sense of multiple perspectives on wildland issues, as well as an understanding of some of the complex connections, contradictions, and challenges in this arena.

After looking briefly at the global ecological context, we will explore American conservation history with a focus on wilderness history and two current wilderness management dilemmas. We'll then consider the debate over non-Wilderness wildlands and examine the role of the Forest Service, labor, and the conservation movement on this debate. This will lead us to an exploration of human use and inhabitation of wild places. Local and international case studies will provide a context for consideration of how we view the human-nature relationship and how these views shape conservation efforts. As part of this section we'll study current critiques of the wilderness idea, as well as the wise use movement.

We'll then look specifically at the Rocky Mountain Front and consider how residents' perspectives relate to the theories and practices we've been studying. We'll close by considering how the concept of place relates humans and wild nature, and what emerges from the multiple perspectives studied throughout the semester.

Course topics are explored from a variety of viewpoints and disciplines including environmental politics, philosophy and ethics, history, wildlands management, literature, and sociology. Classroom time will consist of lecture, discussion, guest speakers, and activities. Students are encouraged to bring in material and ideas from other Wilderness and Civilization Program courses and integrate these into class discussions. Every student is required to think critically and constructively in this course, and to contribute significantly to the quality of the discussions.

Reading:

Faculty Packet and some handouts

*Reading must be completed **before** class on the date assigned. Readings have been selected for content and the variety of perspectives they represent.*

Course Topics and Schedule:

- 9/20 Introduction, Journal Readings from the Fall Trek
Please select an entry from your journal to read in class today.
- 9/25 The Global Context

Value Earth

Before you finish eating breakfast this morning...

Meadows, D. *What is Biodiversity and Why should we Care about it?* A Global Citizen, pp. 217-219.

9/27 A Brief History of the American Wilderness Movement

Thoreau, H.D. 1998. Selections from *Walking and Huckleberries*. In J.B. Callicott and M. Nelson (Eds) The Great New Wilderness Debate. Athens: University of Georgia Press. (31-47)

Muir, J. 1998. Selections from *Our National Parks*. In J.B. Callicott and M. Nelson (Eds) The Great New Wilderness Debate. Athens: University of Georgia Press. (48-62)

Leopold, A. 1980. *Thinking Like a Mountain*. In F. Bergon (Ed) The Wilderness Reader. Reno: University of Nevada Press. (281-289)

Stegner, W. 1980. *Packhorse Paradise*. In F. Bergon (Ed) The Wilderness Reader. Reno: University of Nevada Press. (315-333)

10/2 Wilderness History, cont.

Wilderness: America's Lands Apart, National Geographic, November, 3-26, 1998.

10/4 Managing the Wilderness Experience: The Technology Debate

Bangs, R. 1994. *Technology in the Wilderness*.

Schimelpfenig, T. 1996. *Telephones in the Wilderness*, The Outdoor Network. A Publication of the National Outdoor Leadership School. Lander, Wyoming. (12-13)

Nealson, C. 1998. *In Wilderness, Don't Phone Home*, High Country News, August 17, 16.

10/9 Managing the Wilderness Environment: The Fire Debate

Yung, L. 1999. Prescribed Fire in Wilderness: Manipulation or Restoration?

10/11 Roadless Wildlands and The Forest Service
Journals (A-K) due

Hirt, P.W. 1994. *Introduction: An Overview of the Issues*. A Conspiracy of Optimism: Management of the National Forests since World War II. Lincoln: University of Nebraska Press.

10/16 Workers in the Forest: Considering the Labor Perspective
Journals (L-Z) due

Heilman, R.L. 1995. Selections from Overstory Zero: Real Life in Timber Country. Seattle: Sasquatch Books.

Foster, J.B. 1993. *The Limits of Environmentalism without Class: Lessons from the Pacific Northwest*. A Monthly Review Press Capitalism, Nature, Socialism Pamphlet.

Clare, E. 1996. *Clearcut: Brutes and Bumper Stickers*, Orion, Autumn.

10/18 Workers and Environmentalists: The Lolo-Kootenai Accords
Guest Speakers: Gerry Slingsby and Dale Harris
Paper Proposals Due

10/23 Conservationists and Landscape-Level Initiatives: The Wildlands Project, Y2Y, and NREPA

Noss, R.F. 1994. *Biodiversity, Wildness, and the Wildlands Project*. In D.C. Burks (Ed) Place of the Wild. Washington D.C.: Island Press. (34-42)

Hanscom, G. 1999. *Visionaries or Dreamers?* High Country News, 31(8), pp. 1, 8-13.

10/25 Resident People and Inhabited Wildlands: A Global Perspective on Protected Areas

Johns, D. *Wilderness and Human Habitation*. In D.C. Burks (Ed) Place of the Wild. Washington D.C.: Island Press. (149-160)

Faulstich, P. *The Cultured Wild and the Limits of Wilderness*. In D.C. Burks (Ed) Place of the Wild. Washington D.C.: Island Press. (161-174)

Foreman, D. 1994. *Where Man is a Visitor?* In D.C. Burks (Ed) Place of the Wild. Washington D.C.: Island Press. (225-235)

10/30 Film: Landscape

11/1 Wilderness in Australia
Guest Speaker: Bill Borrie, Recreation Management Professor

Bayet, F. 1998. *Overturning the Doctrine: Indigenous People and Wilderness - Being Aboriginal in the Environmental Movement*. In J.B. Callicott and M. Nelson (Eds) The Great New Wilderness Debate. Athens: University of Georgia Press. (314-324)

11/6 Film: The Natural History of a Point of View: John Livingston

11/8 The Wilderness Critique
Journals (A-K) due

Cronon, W. 1995. *The Trouble with Wilderness; or, Getting Back to the Wrong Nature?* In W. Cronon (Ed) Uncommon Ground. New York: W.W. Norton and Company (69-90)

11/13 Communities and Wildlands
Guest Speaker: TBA
Journals (L-Z) due

A Vision for Resource Management. Forest Values Task Force, 1994.

Mission Statement. Alliance for America.

11/15 The Wise Use Movement

Dowie, M. 1995. *With Liberty and Firepower for All*. Outside, 20(11).

Snow, D. 1994. *Wise Use and Public Lands in the West*, Utne Reader, 63.

11/20 TBA
Draft Papers Due

11/22 Case Study: The Rocky Mountain Front

11/27 Case Study: The Rocky Mountain Front

11/29 Thinking about Place
Guest Speaker: Dan Kemmis, Director, Center for the Rocky Mountain West

Kemmis, D. 1990. *Pre-Amble*. Community and the Politics of Place. Norman: University of Oklahoma Press.

Kemmis, D. 1995. *The Good Life*. The Good City and the Good Life: Renewing the Sense of Community. Boston: Houghton Mifflin Company.

12/4 Thanksgiving Break

11/6 Stories of Place: Student Presentations on Humans and the Wild in Missoula

Nelson, R. 1989. *Preface*. The Island Within. New York: Vintage Books.

Mills, S. 1997. *The Journey Home*, Sierra, 82(5).

Duncan, D.J. *Natives*, Orion: People and Nature, 17(1), pp. 18-26.

12/11 Stories of Place: Student Presentations on Humans and the Wild in Missoula

Williams, T.T. 1994. *Yellowstone: An Erotics of Place. An Unspoken Hunger*. New York: Vintage Books.

Williams, T.T. 1994. *The Wild Card. An Unspoken Hunger*. New York: Vintage Books.

Real Time. 1998. *Orion* 17(2), Spring.

Snyder, G. 1995. *Reinhabitation. A Place in Space: Ethics, Aesthetics, and Watersheds*. Washington D.C.: Counterpoint.

12/13 *Papers Due by 9:00 AM*

12/15 Divergence and Confluence - The Wild that Emerges

12/20 Divergence and Confluence - The Wild that Emerges

12/22 *Journals Due by 5:00 PM*

Evaluation

Journals	15%
Participation	15%
Response Essays	20%
Stories of Place Presentations	15%
Rocky Mountain Front Paper	35%

Please note: Late assignments will generally be accepted, but your grade will be affected. "Better late than never" holds true, but the later it is, the more your grade will be reduced.

Journals (15%)

The theme for your journal is *Bringing it Home: Personal Land Ethics*. Your journal is a place to reflect on what you learn in the Wilderness and Civilization Program, to make connections between courses, and to reflect on your experience of a specific place (Rocky Mountain Front, Missoula Valley, Missouri River) and to relate all of these to your own life, your dreams, frustrations, and practices. Many interpretations of the theme are appropriate, but you must remain focused on the topic at hand - wildlands and you. Your journal is not a personal diary, or an account of events. It is a place to specifically focus on wilderness, your experience of it, and how your learning connects to your life. Use it to *reflect* on the wild and your experience of it, work on ideas from readings, speakers or discussions, explore joys and fears, and push yourself on topics that frustrate or inspire you. I will be assigning both required and optional journal exercises as the term progresses.

As a portion of your journaling you will need to select a path or place close to your home. You are required to return to this path or place and journal there at least every other week. Your journaling about this place can include documentation of the natural history, drawings, photographs, artwork incorporating natural items, recording seasonal changes, stories about the place, maps of your place, your reflections and connections to this place, other places and ideas that it brings to mind, creative writing or poetry in response to the place. You are required to put the date and time on each entry and the name of your place.

You are required to write a minimum of six 8 1/2 x 11 inch size sheets of paper per journaling period (if your journal is smaller, estimate a comparable number of pages). If you have any questions about your journal, want to talk about how it's going, or have writers block, please come see me.

Journal due dates:

<i>Last Name</i>	<i>Journals due on:</i>
A-K	10/4, 11/1, 12/10
M-Z	10/6, 11/3, 12/10

Participation (15%)

Students are expected to take an active role in their education in this course. This means being an engaged participant in the learning process. Participation includes attendance, punctuality, attentiveness, effort, and being prepared for class (having completed any assignments, including the reading for that day). Participation means offering one's thoughts, ideas, opinions, and questions during class. Your grade is not based on knowing the "right" answers or the quantity or length of your comments (in fact, concise and succinct comments, where appropriate, are favorable), but rather on your willingness to contribute, evidence that you have completed and thought through material presented in the reading, and the quality of your contributions. In addition to talking in class, participation includes respect for differing opinions. Students who arrive late, miss class, fail to do readings on time, and/or do not engage in class discussions will be penalized. If a family or personal emergency interferes with attendance or reading, please see me right away.

Response Essays (15%)

You will also write short in-class and take home essays throughout the term. These essays will usually be based on the reading for that day, and in-class essays will be unannounced. A basic understanding of the reading and a thoughtful response is required for a passing grade on in-class essay assignments. Take home essays must incorporate original thought and analysis with specific material from the readings.

Stories of Place Presentations (15%)

Stories of Place are 10-minute presentations on a specific aspect of the Missoula Valley. Topics must be relevant to wildlands or the environment and pertain to the larger Missoula area. Possible topics include the stories of Mount Jumbo, Mount Sentinel, the Clark Fork River, the Milltown Dam, Waterworks Hill, the Rattlesnake NRA, community gardens, the Farmers Market, etc. These presentations will be done in pairs. You will need to practice your presentation to ensure that it is 10 minutes long. Please don't go over the time limit. Make sure your topic and presentation are relevant to the Missoula Valley, both as a community and as an environment.

Rocky Mountain Front Papers (35%)

Your primary assignment for this course is a 7-10 page paper on a specific aspect of the Rocky Mountain Front. Your paper will be an analysis of an issue based on an interview with a Rocky Mountain Front resident. You will be given a choice of interviews to analyze. You are required to think critically, constructively, and creatively about how this perspective fits (or doesn't fit) with the readings and ideas we have explored in class. Most of you will need to select a specific aspect or issue discussed in the interview (most interviews contain too much information and touch on too many issues for a 7-10 page paper) - do not feel as if you need to be comprehensive or cover all the issues or readings - it's better to select a specific topic and illustrate how it connects to relevant course readings and ideas, and provide your own thoughtful, original analysis.

You will need to relate your analysis to specific course readings and ideas and explicitly incorporate these readings into your paper. Additional readings, in particular from other Wilderness and Civilization courses, may

be incorporated as well. Please cite all materials in text by including the last name of the author and year in parenthesis. Direct quotes, from readings and the interview, are appropriate, but should not comprise more than 20% of your paper. Include a bibliography.

Questions I will consider when grading these papers: How are critical thinking skills utilized? How creative is the analysis? Is there evidence of constructive problem solving? How well is the analysis related to course materials? Are the arguments effective? Are they well-supported? Are multiple perspectives acknowledged? How does the author address complexity and contradiction? How well-written is the paper? Does the author complete the assignment described above?

A two-page proposal is due on October 11th in class. Please include an outline and a paragraph summarizing what you plan to cover. I will return these to you with comments. Your draft paper is due on November 8th in class. I will also return these to you with comments and suggestions. Any revisions based on my comments, classroom discussions about the Rocky Mountain Front, and further analysis can be incorporated into your final draft, due December 3rd by 9:00 AM. Please keep in mind that your proposal, draft and final paper are all graded. Drafts should be complete papers and require minimal revisions.

Learning Contract Option

Students who feel that they would learn more effectively from a different set of assignments may design a learning contract. A learning contract allows the student to satisfy the course objectives in a way that fits their specific learning style. Learning contracts can include a whole range of possible assignments, including videos and oral history projects, as well as editorials or educational pieces for public radio. Contracts must be proposed in detailed written form to the instructor by 10/1. Contracts are subject to approval by the instructor.

Conferences

One-on-one student/instructor conferences will be scheduled midway through the term. This is an opportunity to discuss how the course and the program are going for you.

Office Hours

Please feel free to stop by my office hours to discuss course topics, assignments, or anything else pertaining to the course or the Wilderness and Civilization program. If office hours are inconvenient, we can easily schedule another time.