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RECM 482.01: Wilderness and Protected Area Management

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Wilderness and Protected Area Management
RECM 482 - 3 Credits

“The wilderness pilgrim’s step-by-step breath-by-breath walk up a trail, into those snow fields, carrying all on the back, is so ancient a set of gestures as to bring a profound sense of body-mind joy.”

Gary Snyder

Instructor:

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Course Description:

Examination of the origin, evolution, and application of the park and wilderness concept on state, federal, and international levels. Basic principles of wilderness and park management.

Course Overview and Goals :

The challenge of wilderness management is to preserve and protect the wilderness ecosystem, while at the same time providing the opportunity for unique wilderness experiences. Wilderness management consists of two tasks : putting the received notion of wilderness to work in land management settings; and putting land management techniques to work in a wilderness location. Recognizing the values that are being preserved and understanding the factors that cause damage of the wilderness are first steps to preventing such impacts. It has become increasingly clear that wilderness management is more than setting land aside and leaving it alone.

This course is designed as a capstone course for undergraduate students with an interest and background in park and wilderness management. One of the major objectives is to introduce students to pressing wilderness and park management issues, the implications of alternative methods of dealing with them, pertinent literature, and current research. The course will emphasize readings and require student seminar discussion and cooperative learning.

Required Textbook:

Callicott, J. B. and Nelson, M. P. (1998). *The Great New Wilderness Debate*. Athens, GA: The University of Georgia Press.

Assigned readings:

Henneberger, J. (1996). Transformations in the Concept of the Park. *The Trumpeter*, 13(3), p.127-133.

Sax, J.L. (1980). *Mountains without Handrails: Reflections on the National Parks*. (Ch. 5, 6, 8). Ann Arbor: University of Michigan Press.

Grumbine, R.E. (1997). Image and reality: Culture and biology in the National Parks. *Orion*, 16(2), p. 16-23.

Chase, A. & Shore, D. (1992). Our National Parks: An uncommon guide. *Outside*, 17(6), p. 53-56.

Sellers, R.W. (1997). *Preserving Nature in the National Parks*. (Ch. 7). New Haven: Yale University Press.

Lowry, W.R. (1997). State Parks: Laboratories for Innovation. *USA Today*, 126(2628), p.16-19.

Cox, T.R. (1988). *The Park Builders: A history of state parks in the Pacific Northwest*. (Ch. 1,10). Seattle: University of Washington Press.

Morgan, J.M. (1996). Resources, recreationists, and revenues: A policy dilemma for today’s State Park systems. *Environmental Ethics*, 18, p. 279-290.

Langewiesche, W. (1999). Eden: A gated community. *Atlantic Monthly*, 283(6), p. 84-105.

Crowe, D.M. & Shryer, J. (undated). Eco-colonialism: an opinion from sub-Saharan Africa. Available:

<http://www.allianceforamerica.org/1196010.htm>

Langewiesche, W. (1999). Eden: a gated community. *The Atlantic Monthly*, 283(6), p. 84-105.

UNESCO (undated). The Statutory Framework of the World Network of Biosphere Reserves. Available <http://www.unesco.org/mab/frameuk.htm>

UNESCO (undated). The World Heritage Conservation Process. Available <http://www.unesco.org/whc/exhibits/whcp/whcp.htm>

Galvin, D.P. (1997). Statement of Denis P. Galvin, Acting Deputy Director, National Park Service, Department of Interior, before the House Committee on Resources regarding, H.R. 901, The American Land Sovereignty Protection Act.

Assignments:

1. The course will operate as a student-centered seminar. The instructor will provide introductions to the course and to particular topics, and will also provide additional substantive material as appropriate.

Students will meet each day for a three-hour discussion. Students are expected to be prepared to discuss the weekly assigned material in detail. An important component of your evaluation will be the *quality* of your weekly preparation and participation.

Each day three students will be responsible for preparing a brief analysis of the assigned readings and for serving as the focal point in the discussion. In this analysis, the student may dwell on the assigned reading and/or introduce additional information from available literature. The analysis should concentrate on such aspects of the readings as the importance of the topic, the adequacy of the research presented, the underlying assumptions of the author(s), the relationship of the readings to other writings and topics, and the value of the ideas to wilderness management now and in the future. Particular attention should be given to those ideas or concepts which might be controversial, and which would likely foster stimulating discussion.

Students leading a discussion on a particular day should talk with the instructor or teaching assistant at least 24 hours prior. Any teaching materials, such as overheads or photocopies should be available at this meeting.

3. The mid-term and final exam will be of a comprehensive nature, covering all of the course readings, lectures, discussions and field trips. They will be taken in the form of take-home examinations.

Table 1. Grading distribution for RECM 482. Fall 2000.

Mid-term exam	20
Final exam	40
Class preparation and participation	40
<u>Total</u>	<u>100</u>

Policies :

1. Any student with learning disabilities or disadvantages needing special dispensation or assistance will inform the instructor immediately following the first class.
2. It is expected that all work tended for evaluation will be professionally presented. Written submissions should be typed (preferably laser printed or high quality dot matrix). Proof-read and spell-check your documents. Folks reading your work assume you mean to present it the way that you do.
3. Late submissions are not encouraged. A standard policy of subtracting 10% per day late is fair to

everyone (students, instructors, and administration). Extraordinary circumstances (such as a death in the family) should be discussed with the instructor in advance. Leave from college due to medical conditions can be documented with doctor's certificates. Otherwise special dispensation involves discussion with the Associate Dean, Dr. Don Potts. Seek assistance before problems or difficulties get too major !

4. Attendance is expected, though not required for all classes. It is the student's responsibility to arrange in advance so as to absolutely minimize the disruption on other students, and to make up, through alternative learning activities, the material missed due to absence. We're all in this together - don't get behind !
5. All course activities are governed by the Student Conduct Code, which embodies the ideals of academic honesty, integrity, human rights, and responsible citizenship. We can assume these things, right ?

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STUDENT DISCUSSION LEADER EVALUATION FORM.

1. Please evaluate each of the discussion leaders along the following three dimensions :

A. Level of Preparation (50%)

- the degree to which the student is well organized
- demonstrated familiarity with the readings
- ability to provide structure to the class through the use of outlines, summaries, handouts, overheads, etc.

B. Ability and enthusiasm in leading discussion (25%)

- extent to which student has identified interesting and contentious issues, themes, opinions, etc.
- willingness to engage other students in discussion
- professional attitude and demeanor

C. Understanding of topic (25%)

- ability to identify the underlying background, agenda, and assumptions of the author
- awareness of the relationship of the particular reading to other readings
- application of the ideas in the reading to wilderness and protected area management.

Use the following scale : 1 = Outstanding, Excellent
 2 = Very Good
 3 = Good
 4 = Average
 5 = Below Average

Student # (Name : _____) :

Level of Preparation: _____

Ability in Leading Discussions : _____

Understanding of Topic : _____

2. Then evaluate your own participation in this day's class (as compared to other classes, both in this course and in other courses).

Your level of preparedness : _____

Your level of participation : _____

Your level of understanding : _____

Table 2. Suggested Course Schedule: RECM 482. Fall 2000.

Day	Topics	Student Discussion Leaders	Readings (before this class)
Mon., Nov. 27	The Park Idea I		Callicott, pp. 23-27 (Edwards) Sax & Henneberger readings
Tues., Nov. 28	The Park Idea II		Callicott, pp. 103-119 (Leopold report) Sellars, Grumbine & Chase readings
Wed., Nov. 29	The Wilderness Idea I		Callicott, pp. 28-30 (Emerson) Callicott, pp. 31-47 (Thoreau) Callicott, pp. 48-62 (Muir)
Thurs., Nov. 30	The Wilderness Idea II		Callicott, pp. 63-74 (Roosevelt) Callicott, pp. 75-84 (Leopold) Callicott, pp. 85-97 (Marshall) Callicott, pp. 280-292 (Naess)
Mon., Dec. 4	The Wilderness Idea III		Callicott, pp. 97-102 (Olson) Callicott, pp. 131-153 (Woods) Callicott, pp. 154-198 (Nelson)
Tues., Dec. 5	The Attack on Wilderness		Callicott, pp. 337-366 (Callicott) Callicott, pp. 471-499 (Cronon) Callicott, pp. 314-324 (Bayet)
Tues., Dec. 5	MID-TERM handed out		

Table 2. Suggested Course Schedule (Continued): RECM 482. Fall 2000.

Wed., Dec. 6	The Defense of Wilderness		Callicott, pp. 500-510 (Henberg) Callicott, pp. 367-388 (Rolston) Callicott, pp. 408-413 (Noss) Callicott, pp. 395-407 (Forman)
Thurs., Dec. 7	Biological Wilderness		Callicott, 521-539 (Noss) Callicott, 540-565 (Waller) Callicott, 585-594 (Callicott)
Mon., Dec. 11	MID-TERM due (9 am).		
Mon., Dec. 11	The Ethnocentric critique		Callicott, pp. 231-245 (Guha) Callicott, pp. 217-230 (Harmon) Langewiesche & Crowe readings
Tues., Dec. 12	Wilderness Today		Readings from the Wilderness Research Conference.
Wed., Dec. 13	International Protected Areas		Callicott, pp. 207-216 (Nash) Callicott, pp. 325-333 (Talbot) UNESCO readings & Galvin
Thurs., Dec. 14	State Parks		Lowry reading Cox reading Morgan reading
Thurs., Dec. 14	TAKE HOME handed out		
Thurs., Dec. 21	TAKE HOME due (5 pm).		