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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
Fall Capstone 2001.

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 :

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.
- Dustin, D.L., More, T.A., and McAvoy, L.H. (2000). The Faithful Execution of Our Public Trust: Fully funding the National Parks through taxes. *Journal of Park and Recreation Administration*, 18(4), p. 92-103.
- Taylor, D.E. (1999). Central Park as a Model for Social Control: Urban Parks, Social Class and Leisure Behavior in Nineteenth-Century America, *Journal of Leisure Research*, 31(4), p. 420-477.
- Sellars, R.W. (2000). Creating Tradition: The roots of National Park management. *Wild Earth*, 10(2), 27-32.
- Sears, J.F. (1998). *Sacred Places: American tourist attractions in the Nineteenth Century*. (Ch. 6). Amherst: University of Massachusetts Press.
- Different Drummer. (undated). History of the Park Service. Available <http://www.teleport.com/~rot/npshist.html>
- 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.
- Turner, J.M. (2001). Wilderness East: Reclaiming history. *Wild Earth*, 11(1), p. 19-26.
- 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>
- 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.

Cole, D.N. (1996). Ecological Manipulation in Wilderness – An emerging management dilemma. *International Journal of Wilderness*, 2(1) 15-19.

Jordan, William R. (2000). Restoration, Community, and Wilderness. In Gobster, P.H. and Hull, R.B. (Eds). *Restoring Nature: perspectives from the social sciences and humanities*. Washington DC: Island Press.

Snyder, G. (1990). The Practice of the Wild. (Ch. 1). New York: North Point Press.

Nickas, G. and Macfarlane, G. (2001). Wilderness: Keep it wild ! *Wild Earth*, 11(2), p. 62-65.

Shepard, F.R. (1999). Coming home to the Wild. *Wild Earth*, 9(1), p. 22-27.

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 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 daily preparation and participation.

2. 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 2001.

Mid-term exam	40
Final exam	50
Class participation	10
<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 ?

Table 2. Suggested Course Schedule: RECM 482. Fall 2001.

Day	Topics	Readings (before this class)
Mon., Nov. 26	Parks & Protected Areas	Henneberger Dustin, More & McAvoy
Tues., Nov. 27	Parks	Taylor Sellars
Wed., Nov. 28	The National Park Idea I	History of the Park Service Sears
Thurs., Nov. 29	The National Park Idea II	Sax Grumbine Chase
Mon., Dec. 3	State Parks	Cox Morgan
Tues., Dec. 4	MID-TERM handed out	
Tues., Dec. 4	The Attack on Wilderness	Callicott, pp. 337-366 (Callicott) Callicott, pp. 471-499 (Cronon)
Wed., Dec. 5	The Defense of Wilderness	Callicott, pp. 500-510 (Henberg) Callicott, pp. 395-407 (Foreman)
Thurs., Dec. 6	International Protected Areas	Callicott, pp. 207-216 (Nash) UNESCO readings, Galvin
Mon., Dec. 10	MID-TERM due (9 am).	
Mon., Dec. 10	The Ethnocentric critique	Callicott, pp. 231-245 (Bayet) Langewiesche Crowe
Tues., Dec. 11	Ecological restoration	Callicott, pp. 103-119 (Leopold Report) Cole Jordan
Wed., Dec. 12	Wildness	Nickas and Macfarlane, Snyder, Shepard Callicott, pp. 617-627 (Turner)
Wed., Dec. 12	TAKE HOME handed out	

Wed., Dec. 19	TAKE HOME due 5.00 pm	
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