FOR 373.01: Wilderness and Civilization

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Wilderness and Civilization, Forestry 373
Fall Semester, 2007 Syllabus

Instructor: Laurie Ashley, 243-6936, laurie.ashley@umontana.edu
Class time: MW 1:30-3:00; Jeanette Rankin Hall 203
Office hours: MW 3:15-4:30; Main Hall 303 (just drop by or call or email for an appointment)

Course Description
Forestry 373 is a seminar class that draws from readings, discussions, lectures, field trip experiences, and guest speakers. The course is divided into two sections, first, Wilderness and Protected Areas, and second, Working Landscapes. Through these two sections and the course assignments you will:

- Explore the history and context for conservation efforts with a focus on wilderness, other protected areas, and working landscapes;
- Consider values, threats, and current issues related to protected areas;
- Explore perspectives on the human-nature relationship;
- Learn from a range people with different perspectives—ecologists, ranchers, foresters, tribal members, conservation activists, land managers, developers, and others;
- Develop your personal perspective on wilderness and conservation via accumulated experiences, reflections, and connections across courses.

Evaluation
Participation in Class Discussion/Class Reading 10%
Responses (8) 40% see syllabus
Wilderness Philosophy Paper 30% draft due October 15, final due October 31
Portfolio of Work from the Semester 10% due Nov. 28
Newspaper Opinion/Editorial Critique 10% due Dec. 3

** Late assignments will generally be accepted, but your grade will be affected. I will take off a half grade per class per day that assignments are late. You are welcome to develop a learning contract if you would rather be evaluated in a different way. These need to be completed by Sept. 21.

Participation in Class Discussion (10%)
Most classes will consist of discussions—drawing on insights from readings, discussing past field trips, and preparing for the next field trip. The success of the course depends on how we evolve as a community of learners, actively listening and responding to one another and being inclusive and respectful of differing opinions. A good discussion will involve a mix of asking questions, providing input, comparing ideas, listening, clarifying, responding, and occasionally playing “devil’s advocate.” Each of you is responsible for both participating and providing support and stimulation for others to participate. The instructor will facilitate the flow of discussion to ensure that all voices are heard and topics adequately covered. Please respect the facilitation process by being a conscious participant and aware of the many diverse perspectives in class.

You are encouraged to bring material and ideas from other Wilderness and Civilization program courses and current events and integrate these into class discussions. I encourage you to attend community events and forums and will announce these through regular emails. You are also encouraged to work cooperatively on any and all class assignments.

One part of your participation grade is the Class Reading. Each of you are responsible for bring a quote or brief reading to begin a class period. The reading should be less than 5 minutes long and even a few words are appropriate. The reading maybe anything you choose that relates in some way to the program.

Responses (40%) 8 of 11 Due (1 of the 8 must be the Final Response outlined below)
See Syllabus for Due Dates
Readings: Write a brief summary and response for each reading. The summary should be concise (often times a few sentences is sufficient), with more focus given to your response. Highlight the main points of the reading and offer your response to it, making connections to course topics and field trips, and offering your personal perspective. If a field trip response is due for the same day that a reading response is due, address both together making connections between the reading and your experience. These should be typed, one to two pages in length, and handed in at the close of each class. Beware that readings may be added or deleted according to course needs. Excerpts from selected responses will be read in class, anonymously.

All readings will be available on ERES. To access this go to the following website: http://eres.lib.umt.edu/courseindex.asp. Search via the instructor “Ashley,” click on the course “FOR373.01” and use the password “FOR373” to access the readings. You can read them on line, but I suggest you print them out so you can make notes directly on the readings and refer to them in class.

Field Trips: Reflect on your conversations and experiences during the field trips. You do not need to report in full the information that you learned on a particular field trip, but rather weave in important details (facts, stories, quotes) that illustrate and provide context for your own ideas. Consider the different perspectives, make connections to course topics, and offer your personal perspective. Draw on ideas from readings, speakers or discussions, and push yourself on topics that inspire or confuse you. Responses are due for all field trips except the three ecology trips (with Paul) and the final Lubrecht Retreat. Responses should be typed, one to two pages in length, and handed in at the close of each Monday class. You must complete one response for the front-country and one for your wilderness experience on the trek (these can be hand-written). Excerpts from selected reflections will be read in class, anonymously.

Final Response: Revisit and respond to your Wilderness Philosophy Paper in light of the readings and field experiences we’ve had during the Working Landscapes section of this course. Has this section of the course made you change your mind about anything you wrote in your paper? Reinforced what you wrote? If so, how? Would you add to or amend your paper in any way?

Wilderness Philosophy Paper (30%) Draft Due October 15, Final Due October 31
Drawing from all your readings and classes this semester, and from your personal experience, use this paper to articulate your personal wilderness philosophy. Consider the significance of wilderness from personal, cultural, ecological, political and/or economic perspectives. Address the role of wilderness in your personal life and value of wilderness to society and ecological systems. Specifically, if you were to write a Wilderness Letter (Stegner 1960) today, how would it read?

This paper should be six-seven pages in length, typed, and double-spaced. You will exchange papers with your peers and give and receive comments on your first draft and will be expected to revise both your thoughts and grammar (if necessary) for your final draft.

Newspaper Opinion/Editorial Critique and Defense (10%) Due November 28
Choose an opinion or editorial piece from a newspaper that you strongly agree or disagree with. Write a two page editorial response to the piece taking a stance that is in opposition to your perspective (i.e. if you strongly agree with the piece write a response in opposition to it). In your response attempt to fully put yourself in someone else’s shoes. Research and present facts, figures, and cases that support “your” point of view. Be prepared to debate your position in class on December 5th. Include the original newspaper piece when you hand in your assignment. The piece should have been written in the past year and may come from any newspaper. Find some western Montana newspapers at: www.missoulian.com, www.ravallirepublic.com, www.helenair.com, www.greatfallstribune.com, and www.dailyinterlake.com.

Portfolio (10%) Due December 5
Put together a portfolio that includes selections of your best work from all classes this semester. Organize your portfolio by topic, course, or otherwise. Include a paragraph summary for each section highlighting the significance of your selections and what you learned in particular about that topic or from that course (depending on how you arrange your portfolio).

**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 in general are going for you.
Course Topics, Readings, Assignments, and Field Trips

August 28
Introduction to FOR 273 and 373/Overview of the North Cascades

August 30-31
Field Trip: North Cascades National Park and Stephen Mather Wilderness
Meetings with Tim Brooks, Jon Reidel, Andrea Weiser, etc

SECTION 1 – Wilderness and Protected Areas: Context and Issues
M September 10
Your Wilderness Experience
Due: Response 1—Journal readings from your wilderness experience in the North Cascades

W September 12
Responses to the North Cascades Front Country/Considering the Homesteading Era
READ: North Cascades Reading Packet

M September 17
Context for Today’s Wilderness and Protected Areas
Due: Response 2—Homestead Fieldtrip
READ: Leopold, A. (1925) Wilderness as a Form of Land Use. In Callicott, J.B. and M. P. Nelson (Eds)
AND IUCN Protected Area Categories, www.iucn.org
Optional: Appendix 1 Managing Protected Areas: A Global Guide
Guest Speaker: Bill Worf, Wilderness Watch

W September 19
Why Wilderness? Social and Ecological Values of Wilderness
Due: Response 3—Readings below

M September 24
The American Wilderness Preservation System
88th Congress, s. 4. 3 September
AND Wilderness Fact Sheet
Guest Speaker: Chris Barns, Arthur Carhart National Wilderness Training Center

W September 26
Why Wilderness? Conservation of Biodiversity and Ecosystem Services
Goals Distinct. Bioscience May (pp 405-12)

M October 1
Preparation for Wilderness Philosophy Paper
Creative Writing Workshop

W October 3
Current Issues in Protected Area Management—Technology  
*Due: Response 4—Reading below* 

M October 8  
**Milltown Dam Discussion/Threats to Protected Areas**  
*Due: Response 5—Milltown Dam Fieldtrip*  
READ: TBA

W October 10  
**Current Issues in Protected Area Management—Cooperative Management & Inhabitation**  
READ: TBA

M October 15  
**Critiques of Wilderness**  
*Due: Wilderness Philosophy Paper Draft*  

W October 17  
**Day of Dialogue—Faculty Forum**

M October 22  
**Bioneers Conference Discussion**  
*Due: Response 6—Bioneers Conference*

W October 24  
**Mid-Semester Evaluation—In Class**  
Schedule one-on-one meetings

M October 29  
**Beaverhead-Deerlodge Case Study**  
READ: TBA

**SECTION 2 — Working Landscapes**  
W October 31  
**Working Landscapes**  
*Due: Wilderness Philosophy Paper Final*  
READ: Dagget, D. (2005) *You can’t have your cake unless you eat it too. Introduction Gardeners of Eden: Rediscovering our importance to Nature.* Thatcher Charitable Trust, Santa Barbara, CA (p. 3-7).  

M November 5  
**Working Forests Discussion**  
*Due: Response 7—field trip and readings*  
Guest Speaker: Sarah Canepa, Yaak Valley Forest Council

W November 7
Wildland Restoration
Due: Response 8—readings
AND Williams, P. (2006) “There’s a pile of pay dirt in restoring Western lands” Headwaters News

M November 12
No Class—Veteran’s Day

W November 14 **Class meets at 4:00 not 1:30
Internship Community Forum

M November 19
Impacts of Invasive Species
Due: Response 9—field trip and readings
READ: TBA

W November 21
No Class—Thanksgiving

M November 26
Hunting in Montana—Ecology, Economy, and Experience
Due: Response 10—readings
READ: TBA

W November 28
Changing Land Use, Demographics, and Economics in Montana
Due: Newspaper Opinion Editorial Critique and Defense

M December 3
Newspaper Opinion/Editorial Critique and Defense Class Debate

W December 5
Wilderness and Working Landscapes—Conservation in Practice
Due: Response 11—Final Response, revisit your Wilderness Philosophy Paper
Due: Portfolio

M, T December 10-11
Lubrecht Winter Retreat

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/TPSA/index.cfm?page=1321.