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### FOR 272.01: Wilderness and Civilization

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## **Forestry 272**

### ***Wilderness and Civilization***

Fall 2001  
MW 9:30-1100  
JRH 203  
Office Hours:  
M 2:30-4, W 8-9:30  
Or by appt.

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#### **Course Description:**

In Forestry 272 we will be exploring a variety of social perspectives on the human-nature relationship, focusing specifically on Wilderness, protected areas, and wildlands. The course is designed to give students an understanding of different visions of wilderness and different approaches to wildland issues, how these compare philosophically (what kinds of arguments and assumptions are made) and politically (what kinds of policies are advocated for, and what political strategies pursued), and what different approaches might mean for people and nature.

After looking briefly at the global context, we will explore American conservation history with a focus on wilderness history and literature, 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 in 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 and the management of protected areas. As part of this section we'll study current critiques of the wilderness idea, as well as the wise use movement.

We then examine the idea of place and it's potential to integrate wilderness and human culture. During this section of the course, students present stories about community and environment in the Missoula area. Through these stories we learn more about the place where we live and can explore whether this information changes the way we conceptualize the human-nature relationship.

Two case studies close the course and serve to further integrate the different philosophies, movements, and approaches examined during the semester. The first case study looks at the monarch butterfly. Examination of the monarch provides an opportunity to make connections between debates about technology, issues of landscape level conservation and international protected area management, globalization, and ideas about wilderness. The second case study is the Rocky Mountain Front in Montana. This area brings together issues of livelihood and property rights, resident people and protected areas, place and community, and landscape level conservation.

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:

9/5 Introduction

Rich, A. 1991. *An Atlas of the Difficult World*. In An Atlas of the Difficult World: Poems 1988-1991. W.W. Norton and Company, Inc.

Jay, T. 1994. *Homecoming*. Reaching Home. Anchorage: Alaska Northwest Books.

Harden, B. 1996. *Excerpt from the Introduction*. In A River Lost: The Life and Death of the Columbia. New York: W.W. Norton and Company. 16-19.

Bell, M.M. 1998. An Invitation to Environmental Sociology. Thousand Oaks: Pine Forge Press. Figures: 1.1 - Ecological Dialogue, 6.5 - Environmental Concern.

9/19 Journal Readings from the Fall Trek

*Please select an entry from your journal to read in class today.*

9/21 The Global Context

*Value Earth*

*Before you finish eating breakfast this morning...*

Bell, M.M. 1998. An Invitation to Environmental Sociology. Thousand Oaks: Pine Forge Press. Figures: 1.7 - Distribution of Wealth, 1.9 - Human Footprint, 4.1 - Population Growth.

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

9/24 American Wilderness History

Edwards, J. 1998 (originally published in 1758). The Images or Shadows of Divine Things and Sinners in the Hands of an Angry God. In J.B. Callicott and M. Nelson (Eds) The Great New Wilderness Debate. Athens: University of Georgia Press. (23-27)

Payne, D.G. 1996. Colonial and Early American Responses to the Wilderness. In Voices in the Wilderness: American Nature Writing and Environmental Politics.

9/26 Managing the Wilderness Experience: The Technology Debate

Murie, M.E. 1978. *At Lobo Lake*. In Two in the Far North. Anchorage: Alaska Northwest Publishing Company.

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.

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

10/1 American Wilderness History, cont.

Thoreau, H.D. 1998 (*Walking* originally published in 1851). Selections from *Walking and Huckleberries*. In J.B. Callicott and M. Nelson (Eds) The Great New Wilderness Debate. Athens: University of Georgia Press.

Muir, J. 1998 (originally published in 1901). Selections from *Our National Parks*. In J.B. Callicott and M. Nelson (Eds) The Great New Wilderness Debate. Athens: University of Georgia Press.

Leopold, A. 1980 (originally published in 1949). *Thinking Like a Mountain*. In F. Bergon (Ed) The Wilderness Reader. Reno: University of Nevada Press.

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

10/3 Managing the Wilderness Environment: The Fire Debate

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

10/8 Roadless Areas and the Forest Service

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.

Roadless Area Conservation (from Forest Service website)

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

*Final paper proposals are due in class today*

Noss, R.F. 1994. *Biodiversity, Wilderness, 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.

10/12 Journals due (A-L)

10/15 Advocacy from Within

Guest Speaker: Chris Barns, BLM Representative, Arthur Carhart National Wilderness Training Center

10/17 Workers in the Forest: Considering the Labor Perspective

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.

10/19 Journals due (M-Z)

10/22 Resident People and Inhabited Wildlands: An International Perspective on Protected Areas

Johns, D. 1994. *Wilderness and Human Habitation*. In D.C. Burks (Ed) Place of the Wild. Washington D.C.: Island Press.

Faulstich, P. 1994. *The Cultured Wild and the Limits of Wilderness*. In D.C. Burks (Ed) Place of the Wild. Washington D.C.: Island Press.

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

10/24 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.

10/29 Film: The Natural History of a Point of View: John Livingston

10/31 The Wilderness Critique

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.

11/5 Communities and Wildlands

Guest Speaker: Bruce Vincent, Communities for a Greater Northwest, Alliance for America, and Vincent Logging

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

Mission Statement. Alliance for America.

11/7 From Nonviolent Protest and the Wise Use Movement to Violent Radio Rhetoric

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.

Mann, J. 2001. People Edgy over Radio Rhetoric. The Daily Interlake. (June 17) page A6.

Jamison, M. 2001. Talk Show's Targetting of "Green Nazis," Businesses turns into a Full-Fledged War of Words. Missoulian (February 25).

Montana Human Rights Network website excerpts

11/9 Journals due (A-L)

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

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

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

Duncan, D.J. 1998. *Natives*, Orion: People and Nature, 17(1), pp. 18-26.

11/14 Stories of Missoula: Student Presentations on Humans and the Wild

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.

11/16 Journals due (M-Z)

11/19 Thinking about Place

Guest Speaker: Dan Kemmis, Director, Center for the Rocky Mountain West

*Draft final papers (submitting a draft is optional) are due today by 5:00PM*

Kemmis, D. 2001. *A Maturing Region*. In This Sovereign Land: A New Vision for Governing the West. Washington: Island Press.

11/21 Thanksgiving Break

11/26 Case Study: The Monarch  
11/28 Case Study: The Monarch

Pyle, R.M. 2001. *Las Manarcas: Butterflies on Thin Ice*. Orion. Spring. 17-25.

Aridijis, H. 2001. *About Angels IX and To a Monarch Butterfly*. Orion. Spring. 26.

Brower, L.P. 2001 *Canary in the Cornfield: The Monarch and the Bt Corn Controversy*. Orion. Spring. 34, 36-40.

Sauer, P. 2001. *The Monarch Versus the Global Empire*. Orion. Spring. 43-48.

11/30 Final Papers due by 9:00 AM

12/3 Case Study: The Rocky Mountain Front  
Guest Speaker: Mary Sexton, Teton County Commissioner

12/5 Case Study: The Rocky Mountain Front

Yung, L. *Wilderness and the Politics of Place-Names*. Unpublished Manuscript.

Wuerthner, G. *The Myth of "Cows or Condos."* Unpublished Manuscript.

Connelly, M. 1999. *Swinger Goes to Town*. Orion. Summer. 21-25, 27-29.

Ehrenfeld, D. 2001. *The Turtle and the Dairy Cow*. Orion. Spring. 9-11.

12/10 Divergence and Confluence - The Wild that Emerges

12/12 Divergence and Confluence - The Wild that Emerges

Workman, J. 2000/2001. *Dress for Success*. Orion Afield. Winter. 3.

Abruzzi, W.S. 2000. *The Myth of Chief Seattle*. Human Ecology Review, 7(1), 72-75.

12/19 Journals due

## Evaluation

Journals	15%
Participation	15%
Response Essays	20%
Stories of Missoula Presentations	15%
Final Papers	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 (North Cascades, 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-L	10/12	11/9	12/17
M-Z	10/19	11/16	12/17

## **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 are 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 Missoula Presentations (15%)**

*Stories of Missoula* 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. Feel free to be creative in the way you present your story to the class. Make sure your topic and presentation are relevant to the Missoula Valley, both as a community and as an environment. You will be evaluated based on the



detail and accuracy of the information you present, your ability to engage the group in the topic at hand, and the relevance of your presentation to program themes.

### **Final Paper (35%)**

Your primary assignment for this course is a 7-page analysis of particular environmental/natural resource issue. Each student will choose a specific case study to examine. You'll need to choose a fairly specific issue, preferably in a specific geographical location. Choose something you are interested in, confused by, inspired by, or want to learn more about. Examples include: outfitting in the Bob Marshall Wilderness, post-fire restoration in the Bitterroot, subdivision/development in the Flathead Valley, or grizzly reintroduction in the Bitterroot.

You will be required to apply course materials (information from readings, speakers, class lectures and discussions) to your case study. The bulk of your paper should explore the issue from three different perspectives (these perspectives might also be called approaches or visions). In each of these sections you'll need to explicitly connect your analysis to course materials. In other words, you need to compare and contrast particular perspectives on your case study with specific ideas in readings, from classroom lectures or discussions, or guest speakers.

For example, if you examine the post-fire restoration in the Bitterroot, one of your three perspectives might be landscape level conservation. Do proposals for restoration fit into a landscape conservation model? How are they similar and different to the ideas of landscape conservation presented in the course? What would the authors read or speakers heard think about these proposals? Do restoration efforts take landscape conservation to a new level, justify abandoning it, or ignore it altogether? Another perspective might be labor. What do labor interests think about various restoration proposals? What is the labor interest here? Do labor interests voice similar concerns to those in the reading, or different concerns?

Please do not try to be comprehensive in your papers. You will need to provide brief, concise background information on your case study. Your introduction and background information should not exceed two pages! Select three perspectives and focus on those for the bulk of your paper. Integrate your own ideas about what should be done about your case study, whether different perspectives are compatible, and how might the issue be resolved in the context of different approaches or visions.

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. 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 clear and explicit connections made between course materials and the case study? Are the arguments effective? Are they well-supported? 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 10<sup>th</sup> in class. Please include an outline and a paragraph summarizing your case study and the perspectives you think might relate to it. I will return these to you with comments. Submitting a draft paper is optional. If you'd like to submit a draft paper for comments and suggestions, you must do so by November 19<sup>th</sup>. Drafts should be complete papers and require minimal revisions. I will also return these to you with comments and suggestions, but they will not be graded. Your final paper is due by November 30<sup>th</sup> at 9:00 AM.

### **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.