FOR 272.01: Wilderness and Civilization

Laurie A. Yung
University of Montana - Missoula, laurie.yung@umontana.edu

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Let us know how access to this document benefits you.

Recommended Citation
https://scholarworks.umt.edu/syllabi/6311

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
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 its potential to integrate wildness 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 wildness. 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


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...*


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

9/24  American Wilderness History


9/26  Managing the Wilderness Experience: The Technology Debate


American Wilderness History, cont.


Managing the Wilderness Environment: The Fire Debate


Roadless Areas and the Forest Service


Roadless Area Conservation (from Forest Service website)

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

Final paper proposals are due in class today


Journals due (A-L)

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


10/19  Journals due (M-Z)

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


10/24  Wilderness in Australia

Guest Speaker: Bill Borrie, Recreation Management Professor


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

10/31  The Wilderness Critique


11/5  Communities and Wildlands

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


Mission Statement. Alliance for America.
11/7 From Nonviolent Protest and the Wise Use Movement to Violent Radio Rhetoric


Montana Human Rights Network website excerpts

11/9 Journals due (A-L)

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


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


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*


11/21 Thanksgiving Break
11/26  Case Study: The Monarch
11/28  Case Study: The Monarch


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


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


12/10  Divergence and Confluence - The Wild that Emerges
12/12  Divergence and Confluence - The Wild that Emerges


12/19  Journals due

**Evaluation**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Response Essays</td>
<td>20%</td>
</tr>
<tr>
<td>Stories of Missoula Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Final Papers</td>
<td>35%</td>
</tr>
</tbody>
</table>

***Please note: Late assignments will generally be accepted, but you 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 writer's block, please come see me.

Journal due dates:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Journals due on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-L</td>
<td>10/12  11/9  12/17</td>
</tr>
<tr>
<td>M-Z</td>
<td>10/19  11/16  12/17</td>
</tr>
</tbody>
</table>

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 10th 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 19th. 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 30th 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.