

***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 of 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 and Defense	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 may be 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 5<sup>th</sup>. 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](http://www.missoulian.com), [www.ravallirepublic.com](http://www.ravallirepublic.com), [www.helenair.com](http://www.helenair.com), [www.greatfallsribune.com](http://www.greatfallsribune.com), and [www.dailyinterlake.com](http://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) The Great New Wilderness Debate (1998) Athens and London: The University of Georgia Press (p. 75-84).

**AND** Lockwood, Worboys, and Kothari (2006) *Appendix 2, Managing Protected Areas: A Global Guide*, Earthscan Publications Ltd.

**AND** IUCN Protected Area Categories, [www.iucn.org](http://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*

READ: Stegner, W. (1960) *Wilderness Letter*. In W. Stegner (Ed) Marking the Sparrows Fall: Making of the American West. (1998) New York: Henry Holt & Company Inc. (pp 111-120)

**AND** Zahniser, H. (1956) *The Need for Wilderness Areas*. In Land & Water, Vol. 2 (Spring): 15-19

**M September 24**

**The American Wilderness Preservation System**

READ: The Wilderness Act (1964) Public Law 88-577, 78 Stat. 890; 16 U.S.C. 1121 (note), 1121-1136 88<sup>th</sup> 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**

READ: Sarkar, S. (1999) *Wilderness Preservation and Biodiversity Conservation—Keeping Divergent 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*

READ: Borrie, W. (1998) The Impacts of Technology on the Meaning of Wilderness

In: Watson, A. W., Aplet, G. H. and Hendee, J. C., (Editors), Proceeding of Sixth World Wilderness Congress Symposium on Research, Management, and Allocation, Volume II, Bangalore, India, October 24-29, 1998. Proc. RMRS-P-14. (pp. 87-88).

## **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*

READ: 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 (69-90)

**AND** Gomez-Pompa, A. and A. Kaus (1992) *Taming the Wilderness Myth: Environmental policy and education are currently based on Western beliefs about nature rather than on reality.* BioScience Vol. 42 No. 4. p.271-279

## **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).

**AND** White, C. (2006) "A Working Wilderness: A Call for a Land Health Movement" Parts I and II on [Headwatersnews.org](http://Headwatersnews.org).

## **M November 5**

### **Working Forests Discussion**

*Due: Response 7—field trip and readings*

READ: Clare, E. (1996) *Clearcut: Brutes and Bumper Stickers*, Orion, Autumn. (pp 23-27)

**AND** Heilman, R.L. (1995) Selections from Overstory Zero: Real Life in Timber Country. Seattle: Sasquatch Books. (pp 43-55, 56-66);

**AND** Foster, J.B. (1993) The Limits of Environmentalism without Class: Lessons from the Pacific Northwest. A Monthly Review Press Capitalism, Nature, Socialism Pamphlet. (pp 3-29)

Guest Speaker: Sarah Canepa, Yaak Valley Forest Council

### **W November 7**

#### **Wildland Restoration**

*Due: Response 8—readings*

READ: Criley, M. and M. Kustudia (2006) Seeing Montana's Restoration Economy for Headwaters News, July 6. "Projects big and small help return natural functions to our forests and watersheds and jobs to our communities."

**AND** Williams, P. (2006) "There's a pile of pay dirt in restoring Western lands" Headwaters News

Optional: Dagget, D. (2005) Pink Panthers and Lost Tribes. *Chapter One, Gardeners of Eden: Rediscovering our importance to Nature*. Thatcher Charitable Trust, Santa Barbara, CA (p. 3-7).

### **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/VPSA/index.cfm?page?1321>.*