

Lewis-Clark State College

ID-300N: Wilderness

Spring 2023

Course Information:

Online (Canvas)

Instructor: Professor Britzman

Email: kjbritzman@lsc.edu (best way to contact me)

Office location: 306 Spalding Hall

Virtual Office Hours: Wednesdays 2:00-3:30PM on Zoom or by appointment

Office Phone: 208-792-2615

Course Description:

This course examines the concept of wilderness, the ethics of interactions between humans, wildlife, and wilderness spaces, and how social, cultural, political, and economic values influence our understanding of wilderness. We will put particular emphasis on the relationship between humans and nature, the history and role of public lands in the United States, and the concept of wilderness. These issues involve debates over values, ethics, history, politics, literature, economics, and science, and these will provide recurring themes in the course.

Course Learning Objectives:

By the end of the semester students in this course should be able to:

- Analyze the contradictions regarding the concept of wilderness
- Understand the differences in the uses and mandates of public lands in the United States
- Describe the role of values and ethics as they relate to wilderness
- Assess how recent wilderness areas were designated in the American West
- Evaluate multiple perspectives from a variety of disciplines regarding the idea of wilderness and how it has been enacted in the United States
- Write and think critically about humans' relationship to nature and how those relationships affect past and future public policies

General Education Competency:

Interdisciplinary Capstone: Integrative Seminar in Ethics and Values

General Education Learning Outcomes:

Upon successful completion of this course, you should be able to demonstrate the following competencies.

1. Evaluate concepts and perspectives from multiple disciplines related to ethics and values.
2. Analyze how individuals and societies are shaped by ethics and values.

3. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
4. Integrate and apply accumulated knowledge to develop strategies or positions that address issues of ethics and values.

Required Readings:

There is no required textbook for this course. All course materials and readings will be posted on Canvas. Students should expect 6-12 readings per week. Readings will generally be a combination of academic journal articles, scholarly book chapters, and news articles.

Assignments and Grading:

Assignment	Proportion of final grade
Quizzes	20%
Journal reflections	35%
Case study research paper	15%
Discussion forums	15%
Final project	15%

Grading Scale

Letter Grade	Percentage
A	92.50 - 100
A-	89.50 - 92.49
B+	87.50 - 89.49
B	82.50 - 87.49
B-	79.50 - 82.49
C+	77.50 - 79.49
C	72.50 - 77.49
C-	69.50 - 72.49
D+	67.50 - 69.49
D	62.50 - 67.49
D-	59.50 - 62.49
F	59.49 or lower

Course Requirements:

1. Quizzes

To assess how well students are keeping up the readings and course materials and to make sure students are completing the readings/course materials, quizzes will generally be given each week. Students can take each quiz up to two times; however, the final score will be the average of the two quiz scores. For example, if you took a quiz and got a 70% (C-) on it, you can retake the quiz, get a 100% (A), and end up with a final grade of 85% (B) for the quiz. Of course, students can also take the quiz only once if they are satisfied with the first score. Your lowest quiz score will be dropped from your final grade.

2. Journal reflections

Each week you will be required to complete 1-2 journal reflections based on the week's content. These written reflections are a significant portion of your grade, and you should be thoughtful and thorough in your responses. The content for this course is nuanced and complex so these reflections will offer you a chance to wrestle with the complexities of the course topics, explain and assess your own perspectives and opinions, and demonstrate your knowledge of the course material each week.

3. Case study research paper

Students will complete a case study on the Idaho Boulder-White Clouds wilderness (i.e. Cecil D. Andrus-White Clouds wilderness) area. Several sources will be provided to start the case study and students will be required to find additional sources to complete this assignment. The case study serves as your major research paper for this class. Further information about this assignment will be provided via the class Canvas page.

4. Discussion forums

People often hold differing ideas about the wilderness. To explore the differences in perspectives among students, you will complete several discussion posts throughout the semester. The first part of this grade will be based on introducing yourself to the class on the class introduction forum.

Discussion forum posts can be submitted as a written post, video, or audio recording.

5. Final project

By the end of this course, students will be asked to synthesize what they've learned into a final paper by assessing the complexities and contradictions regarding the idea of wilderness. Information and instructions will be posted to the "Final project" module in Canvas.

Course Policies:

1. Late work:

In order to be successful in this course, it is necessary to check in the class Canvas page regularly, review the class email reminders each week, keep up with the assigned readings, and turn in all work on time. I recognize that life happens, and I ask that you notify me **24 hours**

before the due date to discuss a deadline extension. I am open to granting extensions, but communication is key so that we can develop a plan for students to complete the work. Barring such an agreement, late work will be assessed a penalty of ten percentage points per day for each day past the due date. In general, you should plan ahead so that you will be able to meet class requirements and deadlines even if you have computer troubles, are sick, or are out of town in the days before an assignment is due. **All due dates time are in Pacific Time.**

2. Academic integrity:

The point of taking a college class is for you to grapple with the assigned readings and other course materials and demonstrate that you have gained an independent understanding of them.

Thus, university standards for academic integrity apply in this class. Any form of plagiarism or cheating will not be tolerated. When you turn in an assignment, make sure everything in it is your own work and that you have made the appropriate references where necessary. You are expected to know and understand the college's policies on this matter. If you have questions about these standards, please consult the [student code of conduct](http://www.lcsc.edu/student-affairs/student-code-of-conduct/prohibited-conduct/) on academic integrity (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/prohibited-conduct/>).

If you plagiarize, you will automatically receive a zero on that assignment, which will lower your overall grade substantially, and, depending on the seriousness of the offense, I may also report the incident to the Vice President of Student Affairs, which will result in a formal sanction. I also reserve the right to assign you **a failing grade for the entire course** in especially egregious cases, such as copying full sentences directly from a website, the textbook, another student's paper, or other sources and presenting them as your own. Also, **you should never share your written work (a draft of an assignment/paper, a paper written for a previous class, etc.) with another student** except in the context of a formal peer review initiated by an instructor.

The best approach for avoiding academic dishonesty is to carefully read the assigned chapters/articles, give them some thought, and then put ideas into *your own words* in a way that demonstrates that you understand the material, and, when appropriate, cite key ideas and instances of paraphrasing, and occasionally include especially relevant direct quotes from others, properly noted with quotation marks around exact phrasing and introduced with a signal phrase or in some other way.

The LCSC Writing Center (Library, room 172) is also a good resource for students who have questions about writing or would like assistance with their writing assignments. Full information about their services is provided at their [website](http://www.lcsc.edu/writing-center) (<http://www.lcsc.edu/writing-center>).

Additionally, a great online source is the [Purdue University Online Writing Lab](https://owl.purdue.edu/owl/purdue_owl.html) (https://owl.purdue.edu/owl/purdue_owl.html).

3. Course website:

Our course website is your LC Canvas page (<https://lcsc.instructure.com/login/canvas>). You will find the syllabus, course readings, assignment information, quizzes, journal instructions, class announcements, your grades, etc. on the Canvas webpage.

4. Office hours and email:

If you have any questions, I encourage you to contact me via email. Monday through Friday I will always try to answer emails within 24 hours. Because this is an online class, I will also do my best to answer emails sent over the weekend as quickly as possible. I will let you know if I have a conflict that will affect email response times.

This semester I will be holding virtual office hours and appointments via Zoom. If the weekly office hours time doesn't work for you, please let me know and we can set up an appointment at an alternative time. I want to help you do well in this course, so please do not hesitate to ask me questions and be in touch.

5. Question and answer forum:

If you have a general question about the course, there is a good chance that your fellow classmates may have the same question. A Q&A forum is on the class webpage to post general course questions so that everyone can see this content. The forum can be found on the "Discussions" section of the Canvas page. Questions about course administration issues, course content, and clarification questions should be posted to the forum. Questions regarding personal issues or your grades should be emailed directly to Professor Britzman.

6. Classroom environment:

Diverse backgrounds and experiences are essential to the critical thinking endeavor at the core of university education. Therefore, I expect you to follow the Code of Conduct in your interactions with your colleagues and me in this course by respecting the social and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity, citizenship and immigration status, national origin, race, religious and political beliefs, sexual orientation, socioeconomic status, and veteran status. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner.

7. Students with disabilities:

Students with learning disabilities will be accommodated in accordance with university guidelines. Please speak with me during the first two weeks of class and consult the LCSC Student Counseling Center immediately (Sam Glenn Complex, Room 212; phone 208-792-2211).

8. Final grades

Final grades are based on the total points you earn throughout the semester on graded assignments, as detailed in the "Assignments and Grading" section of this syllabus. Under no circumstances should you ask for extra points to be awarded or for extra credit opportunities at the end of the semester because your final grade is not as high as you were hoping that it would be (for the purposes of scholarships, sports eligibility, or any other reason). Doing so would be asking me to treat you differently than I treat your classmates, which would be unfair to them and therefore ethically problematic. If you ever have any questions about your grades on particular assignments and/or believe that I have made a grading error, you can address your

concerns to me, in writing (via email), within one week of when an assignment has been graded. Any such questions or concerns should be specific and reference the grading criteria (and rubric, if applicable) for the assignment. If warranted, we will then meet to discuss your concerns/questions to clarify how the assignment was graded.

9. Course pace:

You will have a full week to complete your weekly assignments. Each weekly unit will start on Mondays and end on Sunday nights. 11:59PM (Pacific Time) will always serve as the deadline time for submitting assignments. All assignments will be submitted through the Canvas system or uploaded to Canvas. I strongly encourage you to work throughout the week rather than waiting until the last day to complete all of the weekly assignments and readings.

Weekly course materials will be released one week ahead of time so that you can work slightly ahead if you prefer.

Course Schedule

Week	Topic	Readings
Week 1: January 17- January 22	Orientation	The Wilderness Act of 1964
	The Wilderness Act	
Part I: Values and Nature		
Week 2: January 23- January 29	Ethics, values, and contradictions	The Nature of America The Value of Wilderness The Trouble with Wilderness The Pristine Myth
Part II: Background to Land		
Week 3: January 30- February 5	Indigenous influence	A Note on Naming In Wilderness There is Life Reconceptualizing the Wilderness Dispossessing the Wilderness
Week 4: February 6- February 12	European influence	Wilderness and First Contact The “Frontier Thesis”
Week 5: February 13- February 19	Conservation, preservation, and the land ethic	Conservation versus Preservation A Sylvan Prospect: John Muir, Gifford Pinchot, And Early Twentieth-Century Conservationism The Land Ethic The Land Ethic Evolved

Part III: Land and Agencies		
Week 6: February 21- February 26	History of land rights	America's Public Lands Explained Disposing of the Public Domain A Public Land System Emerges Push to Transfer Federal Lands
Week 7: February 27- March 5	Wilderness areas	How Do We Define Wilderness? Drakes Estero Restoration Wilderness Parks and their Discontents When Indigenous Rights and Wilderness Collide Gender and Wilderness
Week 8: March 6-March 12	U.S. Forest Service	America's Public Lands – National Forests The End of the Road
	Bureau of Land Management	BLM 70 th Anniversary How to Resolve an Armed Standoff Oregon Standoff
Week 9: March 13-March 19	Mining, grazing and hunting	Mining and Wilderness Livestock Grazing on Federal Land Grazing and Federal vs. State Land Externalization of Costs I'm an Oregon Rancher Grazing in the National Wilderness Preservation System Why You Don't Want States Managing Public Lands Public Lands and Rural Economics Economic Fate in Idaho

		The Influence of Transferring Public Lands on Hunting and Fishing
		The Influence of Public Lands on Hunting
Week 10: March 20-March 26	National Parks and the National Park Service	Polemic: Industrial Tourism and the National Parks Our Crowded National Parks Beyond Sightseeing Is Instagram Ruining the Great Outdoors? Stop Blaming Instagram for Ruining the Great Outdoors
<i>Spring Break – March 27 to March 31</i>		
Part IV: Interactions with Wilderness		
Week 11: April 3-April 9	Idaho wilderness areas	Dark Sky Reserve
	<i>Case study assignment introduction</i>	
Week 12: April 10-April 16	Public opinion	Public Opinion and the Environment Public Opinion and Wilderness Report 2021 State of the Rockies #OutsideforAll Research We are Wired to be Outside
	Demographics	Don't Care about National Parks? The Parks Service Needs You To Diversity in National Parks Nature's Calling Adaptative Outdoor Experiences
Week 13: April 17-April 23	<i>Work on case study assignment</i>	
<i>Case study assignment DUE April 23 at 11:59PM on Canvas</i>		
Week 14: April 24-April 30	Ecosystems, conservation biology, and managing wilderness	Silent Spring excerpt What is Conservation Biology? Wildlife Conservation and Wilderness

		<p>Wilderness Preserves</p> <p>The Need for Buffer Zones</p> <p>Reevaluating the Wilderness Classification</p> <p>How is Climate Change Affecting Idaho's Landscapes?</p> <p>What do Wild Animals Do in a Wildfire?</p>
Week 15: May 1-May 7	<i>Work on final project</i>	
<i>Final project DUE May 9 at 11:59PM on Canvas</i>		