

PTRM 482 - Wilderness and Protected Area Management

Fall 2016

Instructor:

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Course Description:

Examination of the origin, evolution, and application of the park and wilderness concept on state, federal, and international levels. Fundamental objectives of wilderness and park management.

Course Overview and Goals:

This course is designed as a capstone course for undergraduate students with an interest and background in recreation, park and wilderness management. One of the major objectives is to introduce students to the conceptual foundations and pressing issues of wilderness and park management. The course will emphasize readings, building familiarity with a range of authors and writing styles (ranging from exposition, rhetoric, bureaucratic and academic styles to authors writing for a popular audience). It will require extensive student seminar discussion and cooperative learning.

Students successfully completing this course should:

- Be able to differentiate the conceptual origins and objectives for city, state, national and international parks.
- Be able to consider diverse viewpoints and stances on recent controversies and issues in wilderness and protected area management. Students are encouraged to weigh different arguments and perspectives, developing their own professional ethic and approach.
- Recognize the different purposes and needs of different audiences for writing, and learn to adopt the academic voice necessary for professional land managers.

As an Upper-Division Writing Requirement in the Major, the following outcomes are expected:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

Assigned texts and readings:

- * Edwards, J. (1758) *The Images or Shadows of Divine Things, and Sinners in the Hands of an Angry God*. New York: P & R Publishing.
- Henneberger, J. (1996). Transformations in the Concept of the Park. *The Trumpeter*, 13(3), p.127-133.
- National Park Service Organic Act of 1916 § 16 U.S.C. § 1 2 3, and 4 (1994).
- Runte, A. (1997). *National Parks: The American Experience*. Lincoln: University of Nebraska Press
- Dustin, D.L., More, T.A., and McAvoy, L.H. (2000). The Faithful Execution of Our Public Trust: Fully funding the National Parks through taxes. *Journal of Park and Recreation Administration*, 18(4), p. 92-103.
- Sax, J.L. (1980). *Mountains without Handrails: Reflections on the National Parks*. (Ch. 1, 5, 6, 8). Ann Arbor: University of Michigan Press.
- Grumbine, R.E. (1997). Image and reality: Culture and biology in the National Parks. *Orion*, 16(2), p. 16-23.
- Chase, A. & Shore, D. (1992). Our National Parks: An uncommon guide. *Outside*, 17(6), p. 53-56.
- * Leopold, A.S., S.A. Cain, C.M. Cottam, J.M. Gabrielson, and T.L. Kimball. (1963). Wildlife Management in the National Parks (or, The Leopold Report). *Transactions of the Twenty-Eighth North American Wildlife and Natural Resources Conference*, Trefethen, J.B. (ed.) Washington DC: Wildlife Management Institute.
- Aplet, G.H. & Cole, D.N.(2010). The Trouble with Naturalness: Rethinking Park and Wilderness Goals. In L. Yung & D.N. Cole (Eds.) *Beyond Naturalness: Rethinking Parks and Wilderness Stewardship in an Era of Rapid Change*. Washington, DC: Island Press.
- Curry, N. (2004). The divergence and coalescence of public outdoor recreation values in New Zealand and England: an interplay between rights and markets. *Leisure Studies*, 23, p. 205-223
- American Planning Association (undated). *City Parks Forum Briefing Papers*. Retrieved from <http://www.planning.org/cpf/briefingpapers.htm>
- Taylor, D.E. (2009). *The Environment and the People in American Cities, 1600's – 1900's: Disorder, Inequality, and Social Change*. (Ch. 9). Durham, NC: Duke University Press.
- Cox, T.R. (1988). *The Park Builders: A history of state parks in the Pacific Northwest*. (Ch. 1,10). Seattle: University of Washington Press.
- Hancocks, D. (2001). *A different nature: the paradoxical world of zoos and their uncertain future*. Berkeley: University of California Press.
- Wilderness Act of 1964, Pub. L. No. 88-577, § 16 U.S. C. § 1131-1136.
- * Callicott, J.B. (1991). The Wilderness idea revisited: the sustainable development alternative. *The Environmental Professional*, 13, 235-247.
- * Cronon, W. (1995). The trouble with Wilderness, or, getting back to the wrong nature. *Uncommon Ground: toward reinventing nature*. New York: Norton & Co.
- * Henberg, M. (1994). Wilderness, Myth, and American Character. *The Key Reporter*, 59(3), 7 – 11.
- * Foreman, D. (1998). Wilderness Areas for Real. In Callicott, J.B. and Nelson M.P. (eds). *The Great New Wilderness Debate*. Athens: The University of Georgia Press.
- Kareiva, P., Lalasz, R., & Marvier, M. (2011). Conservation in the Anthropocene. *Breakthrough Journal*, 2, 26-36. <http://thebreakthrough.org/index.php/journal/past-issues/issue-2/conservation-in-the-anthropocene/>
- Butler, T. (2014). Lives Not Our Own. In G. Wuerthner et al. (eds.), *Keeping the Wild: Against the Domestication of Earth*, DOI 10.5822/978-1-61091-559-5_4. The Foundation for Deep Ecology
- Johns, D. (2014). With Friends Like These, Wilderness and Biodiversity Do Not Need Enemies. In G. Wuerthner et al. (eds.), *Keeping the Wild: Against the Domestication of Earth*, DOI 10.5822/978-1-61091-559-5_4. The Foundation for Deep Ecology
- * Nash, R. (1982). *Wilderness and the American Mind (3rd edition)*. (Ch. 16). New Haven, CT: Yale University Press.
- Batisse, M. (2001). World Heritage and Biosphere Reserves: complementary instruments. *Parks*, 11(1), 38-43.
- Figgis, P. (2003) The Changing Face of Nature Conservation: Reflections on the Australian Experience. In W.M. Adams & M. Mulligan (ed). *Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era*. London: Earthscan Publications.
- * Bayet, F. (1994). Overturning the Doctrine: indigenous people and wilderness- being Aboriginal in the Environmental Movement. *Social Alternatives*, 13(2), 27-32.
- * Guha, R. (1989). Radical American Environmentalism and Wilderness Preservation" A Third World Critique. *Environmental Ethics*, 11, 71-83.
- Langewiesche, W. (1999). Eden: A gated community. *Atlantic Monthly*, 283(6), 84-105.
- Crowe, D.M. & Shryer, J. (1995). Eco-colonialism: an opinion from sub-Saharan Africa. *Wildlife Society Bulletin*, 23(1), 26-30.
- Snyder, G. (1990). The Etiquette of Freedom. *The Practice of the Wild*. New York: North Point Press.
- * Snyder, G. (1995). The Rediscovery of Turtle Island. In G. Snyder, *A Place in Space: Ethics, Aesthetics, and Watersheds*. Washington DC, Counterpoint.
- Turner, J. (1996). Interview. *Wild Duck Review*, 2(6), 8 – 11 and 3(1), 3-4.
- * Turner, J. (1991). In Wildness Is the Preservation of the World. *Northern Lights*, 6(4), 22-25.

*** Asterisked readings are found in:**

Callicott, J.B & Nelson, M.P. (eds.) (1998). *The Great New Wilderness Debate*. Athens: The University of Georgia Press.

Note: Sax (1980) is available online at: [Sax, J.L. \(1980\). Mountains without Handrails: Reflections on the National Parks.](#)

Assignments:

1. The course will operate as a student-centered seminar. The instructor will provide introductions to the course and to particular topics, and will also provide additional substantive material as appropriate. Students are expected to be prepared to discuss the assigned material in detail. An important component of your evaluation will be the *quality* of your daily preparation and participation.
2. There will be a short summary essay. This is designed to test your understanding of some fundamental material. It should be 1-2 pages, as prescribed in the assignment.
3. The mid-term and final exam will be of a comprehensive nature, covering all of the course readings, lectures, discussions and field trips. They will be taken in the form of take-home examinations, and will comprise 1 - 3 questions, each around 5-8 pages long. You may be given the opportunity to consider feedback, revise and resubmit your mid-term responses as part of the final.

The **mid-term** will be graded for content, as well as the quality of writing, using the following breakdown:

40 % Writing Skills

13% Clear and correct communication (Expression, Grammar, Spelling, & Referencing)

13% Coherent and well-structured arguments (Logical progression, flow, arguments backed with evidence)

13% Paper Organization and Peer Review (**Attach** an outline and peer review of **your** answers)

60% Content

30% Coverage of topic (including adequate length)

30% Ability to use quotes from readings

Table 1. Grading distribution for PTRM 482. Fall 2015.

Assignment	%
Short summary essay	10
Mid-term exam	25
Final exam	40
Class participation	20
<u>Total</u>	<u>100</u>

Policies:

1. **Any student with learning disabilities or disadvantages needing special dispensation or assistance will inform the instructor immediately following the first class.** *The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406 243 2243. I will work with you and DSS to provide an appropriate modification.*
2. It is expected that all work tended for evaluation will be professionally presented. Written assignments are to be laser printed. Proof-read and spell-check your documents. Folks reading your work assume you mean to

present it the way that you do. Points will be deducted for spelling or grammatical errors. Please use **1.5 spacing**, as that gives room for me to write comments when I'm grading. (This paragraph is 1.5 spacing)

Please submit all work as a hard copy (i.e. turn in a printed copy). That way you control the way it prints out. Double-sided printing is OK. You should save copies of all your work - one good way is to email yourself with a copy attached.

- Late submissions are not encouraged. A standard policy of subtracting 10% per day (or part of day) late is fair to everyone (students, instructors, and administration). Extraordinary circumstances (such as a death in the family) should be discussed with the instructor in advance. Leave from college due to medical conditions should be documented with doctor's certificates.
- Attendance is expected, though not required for all classes. It is the student's responsibility to make up, through their own alternative learning activities, the material missed due to absence.
- All course activities are governed by the Student Conduct Code, which embodies the ideals of academic honesty, integrity, human rights, and responsible citizenship. 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. It is available online at [Student Conduct Code](#)
- You must give due credit to other people's ideas by referencing or quoting the source. I prefer you follow **APA** style guidelines – i.e. the Publication Manual of the American Psychological Association, Sixth Edition. There is an introduction posted on Moodle (APA Basics).

Should students cite **Wikipedia**? No. While Wikipedia is a very useful resource, particularly as a starting point for your research, it is not always accurate nor valid. Additionally, it is always changing and so it is not reliable. You should only cite primary or secondary source material – that is, go to the original source whenever possible.

Also, seniors shouldn't be citing the **dictionary** (online or book) as you are more advanced in your thinking than generic sources such as that.

- Please be respectful of others and turn your cellphones off or to vibrate during class. I ask that you refrain from texting during class. Not only do I find cellphones very distracting, but so do other students. I am happy for you to use laptop computers in class, but limit your use to class-related activities – that is, *don't* do general web surfing, email, Facebook nor Twitter in class.
- At times this semester we will be discussing issues and events that may be confronting or disturbing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student.) If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our studies.
- This course will be using a plus/minus grading system (Traditional letter grade only). Valid grades and their grade point values per credit are shown below:

Grade	Points	GPA	Grade	Points	GPA	Grade	Points	GPA
A	94 – 100 %	4.0	C+	77 – 79%	2.3	D-	60 – 62%	0.7
A-	90 – 93 %	3.7	C	73 – 76%	2.0	F	< 60 %	0.00
B +	87 – 89 %	3.3	C-	70 – 72%	1.7			
B	83 – 86 %	3.0	D+	67 – 69%	1.3			
B-	80 – 82 %	2.7	D	63 – 66%	1.0			

Important Dates Restricting Opportunities to Drop a Course Fall 2015:

Deadline	Description	Date
To 15 th instructional day	Students can drop classes on Cyberbear	September 21 @ 5pm = last day
16 th to 45 th instructional day	Drop requires form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W'.	September 22 through November 2 @ 5pm
Beginning 46 th instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45 th instructional day of the semester.	November 3 through December 11 @ 5pm

For more details on adding, dropping and changing grading options see: [Autumn 2015 Registration Deadlines](#)

Table 2. Proposed Course Schedule: PTRM 482. Fall 2016

Day	Topics	Readings (complete before this class)
Mon, August 29	Parks & Protected Areas – naturalness?	Edwards (C&N pp. 23-27)
Wed, Aug. 31	Parks & Protected Areas – sacred & profane?	Henneberger
Mon, Sept. 5	➤ Labor Day Holiday	
Wed, Sept. 7	National Parks I – the legal mandate	NPS Organic Act
Mon, Sept. 12	National Parks II – nationalism? SUMMARY PAPER HANDED OUT	Runte, Sax Ch. 1 Summary paper due: Monday Sept 19, 10.30am
Wed, Sept. 14	National Parks III – democracy?	Dustin, More & McAvoy
Mon, Sept. 19	National Parks IV – reflective recreation?	Sax, Chs. 5, 6 & 8
Wed, Sept. 21	National Parks V – vignettes of primitive America?	Leopold (C&N, pp. 103-119) Grumbine; Chase & Shore
Mon, Sept. 26	➤ PTRM 484 field trip	
Wed, Sept. 28	Parks & Protected Areas– naturalness? MID-TERM HANDED OUT	Aplet & Cole
Mon, Oct. 3		Mid-term due: Wednesday, Oct. 5, 10.30 am
Wed, Oct. 5	Parks & Protected Areas– what type of recreation?	Curry
Mon, Oct. 10	City Parks I – social control & social justice?	Taylor
Wed, Oct. 12	City Parks II – economic development? Healthy communities?	City Parks Forum Briefing Papers
Mon, Oct. 17	State Parks – progressivism & access?	Cox, State Park statutes
Wed, Oct. 19	➤ PTRM 484 field trip	
Mon, Oct. 24	Zoological Parks – nature's diplomats?	Hancocks

Day	Topics	Readings (complete before this class)
Wed, Oct. 26	Wilderness I - legislation	Wilderness Act of 1964, So-called Eastern Wilderness Areas Act (1975)
Mon, Oct. 31	Wilderness II – the attack (pt.1)	Callicott (C&N pp. 337-366)
Wed, Nov. 2	Wilderness III – the attack (pt.2)	Cronon (C&N pp. 471-499)
Mon, Nov. 7	Wilderness IV – the defense (pt.1)	Henberg (C&N pp. 500-512)
Tues, Nov. 8	➤ ELECTION DAY	
Wed, Nov. 9	Wilderness V – the defense (pt.2)	Foreman (C&N pp. 395-407)
Fri, Nov. 11	➤ Veterans Day Holiday	
Mon. Nov. 14	The Anthropocene critique	Kareiva et.al Butler Johns
Wed, Nov. 16	International Protected Areas – for whom?	Nash (C&N pp. 207-216); Batisse
Mon, Nov. 21	The Ethnocentric critique – indigenous views	Bayet (C&N pp. 314-324), Guha (C&N pp. 271-279)
Wed, Nov. 23	➤ THANKSGIVING VACATION	
Mon. Nov. 28	Private Protected Areas	Langewiesche
Wed. Nov. 30	Eco-colonialism	Crowe & Shryer
Mon, Dec. 5	Wildness	Snyder (readings pkt), plus Snyder, C&N pp. 642 – 651(optional)
Wed, Dec. 7	Wild & Free FINAL EXAM HANDED OUT	Turner (readings pkt), plus Turner, C&N pp. 617-627
Mon, Dec. 12		Final exam due: Friday, Dec. 16, 9.00am