# Wilderness Management

**TRAL 352**
**Spring Term 2022**
**Credits: 3**

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## Basic Course Description & Overview

Wilderness as a land use concept. Exploration of wilderness history, preservation, planning and management. Wilderness use, within context of other land uses.

*Wilderness Management* explores the theories, problems, and strategies associated with managing wilderness systems.  The course is intended to provide a broad yet comprehensive understanding of "wilderness" and wilderness management, through an exploration of the wilderness concept, exploration of wilderness policy evolution, and discussion of current issues in wilderness management.

## Course Credits

Three credits are earned as a student progresses through approximately 90 hours of instruction, online activities, and assignments.

## Measurable Student Learning Outcomes

Having successfully completed this course, you will be able to:

1. Explain why the concept of 'wilderness' is unique to America
2. Describe qualities of wilderness areas making them unique
3. Identify and describe events & acts forming the legal basis for wilderness preservation
4. Identify key players in the natural resource management debates of the early 20th century.
5. Describe people and events playing a significant role in passing of the Wilderness Act of 1964
6. Explain how various wilderness planning principles & strategies developed
7. Explain and compare the various roles of a wilderness manager
8. Evaluate current wilderness management issues, and offer possible solutions
9. Explain components of the *'Minimum Requirement Decision Guide'* wilderness management tool
10. Identify, describe, and differentiate indicators of visitor impact within wilderness areas
11. Communicate effectively in writing

**Required Course Resources**

Both of our required course texts are **available for free online** to OSU students. The online links are shown below. Though on occasion students have experienced difficulties with the online links over the years, these occurrences are rare.

- Dawson, C. P. & Hendee, J. C. (Eds.). (2009). *Wilderness management: Stewardship and protection of resources and values* (4th ed.).  Golden, CO: Fulcrum Publishing.

Online Link:
http://osu.eblib.com.ezproxy.proxy.library.oregonstate.edu/patron/FullRecord.aspx?p=868866

- Nash, R. (2014). *Wilderness and the American mind* (5th ed.). New Haven, CT: Yale University Press.

Online Link: https://search.library.oregonstate.edu/permalink/f/ueodtl/CP71232028900001451

Please inform your instructor if you ever experience difficulties accessing the links shown above.

**Canvas**

This course is delivered via Canvas, where you will interact with your classmates and instructor. Within the TRAL 352 Canvas site, you will access weekly learning materials, the course syllabus, class discussions, assignments, and exams. Some course content will be delivered via streaming media, contained in weekly modules. Then, some required and supplemental readings will be made available via the Canvas site as well.

To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

**Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, need assistance logging into the course, or if you experience any problems while in your online course, contact the OSU Information Services (IS) Service Desk for assistance. You can call (541) 737-8787, or visit the OSU IS Service Desk online.

**Evaluation of Student Performance**

Your understanding of course content is assessed via written assignments – to include the capstone *Wilderness Near Home* project – discussion forum participation, and two exams (midterm and final). Contact your instructor with any assignment-related questions as they arise.

Your participation in online discussions will reflect comprehension of content from assigned readings and weekly presentations. As such, you need to keep up with reading assignments and other assigned tasks.

What you get out of this course will depend upon what you put into it. This course is rich in content, yet learning is up to you. Furthermore, keep in mind the course schedule is subject to change, and it is your responsibility to keep track of all announced changes.

Grades will be based on completion of assignments summarized on the next page.

**Point System:**

| | |
|---|---:|
| Meaning of Wilderness | 10 |
| Wilderness Area Summary | 10 |
| Wilderness Near Home | 50 |
| Canvas Discussions | 40 |
| Midterm Exam | 80 |
| Final Exam | 100 |
| **Total** | 290 |



**Grading Scale**

| Letter Grade | Percent of Total Points | | | | |
|---|---|---|---|---|---|
| A | >94% | C+ | 77-79% | D- | 60-63% |
| A- | 90-94% | C | 74-76% | F | <60% |
| B+ | 87-89% | C- | 70-73% | | |
| B | 84-86% | D+ | 67-69% | | |
| B- | 80-83% | D | 64-66% | | |

## Course Schedule

| Week | Topics & Activities | Reading | Action Items |
|---|---|---|---|
| **Week 1**<br>(March 28 – April 3) | Course Introduction<br><br>Wilderness Then & Now / Meaning of *'Wilderness'*<br><br>Writing Piece: *What wilderness means to you* | Nash: Introduction, Prologue, Chapters 1 & 2 | *writing piece 1* due April 3 |
| **Week 2**<br>(April 4-10) | Evolution of American Wilderness<br><br>Wilderness Preservation: Birth of an Idea<br><br>Solo Research: *Wilderness Area Summary* | Nash: Chapters 3-6 | *wilderness area summary* due April 10 |
| **Week 3**<br>(April 11-17) | Wilderness & 20th Century America: *Price of Growth & Polarization*<br><br>'*Wilderness near Home*' Assignment Introduced<br><br>Wilderness Areas: *Indigenous Presence & Perspectives* | Nash: Chapters 7-9<br><br>*John Muir's 1000-mile walk to the Gulf of Mexico* | |

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|---|---|---|---|
| **Week 4**<br>(April 18-24) | Evolution of the Wilderness Act<br><br>Qualities of Wilderness Concept & Wilderness Act Legislation; Potential Issues | Nash: Chapter 10-12<br><br>Dawson & Hendee: Chapters 4 & 5<br><br>*Wilderness Act of 1964* | |
| **Week 5**<br>(April 25 – May 1) | Legal & Ethical Implications of Wilderness Designation<br><br>National Wilderness Preservation System | Dawson & Hendee: Chapters 1 & 2, 6 | |
| **Week 6**<br>(May 2-8) | Wilderness Management Principles; the slippery notion of *Visitor Experience*<br><br>**Midterm Exam** | Dawson & Hendee: Chapters 7 & 8 | midterm exam due (*open multiple days; exact dates to be announced*) |
| **Week 7**<br>(May 9-15) | Carrying Capacity & Wilderness Character<br><br>Management Paradigms: *Wilderness Character Monitoring*; *Limits of Acceptable Change*; *Visitor Experience & Resource Protection*<br><br>Impact of Technology on Wilderness Experience | Dawson & Hendee: Chapter 9<br><br>*'Keeping it Wild' Wilderness Monitoring System*<br><br>*'Limits of Acceptable Change'* paradigm; key concepts | |
| **Week 8**<br>(May 16-22) | Role of a Wilderness Manager<br><br>*Minimum Requirements Decision Process*<br><br>Visitor Impact: *Resource & Social Impacts* | *Minimum requirements decision guide*<br><br>Dawson & Hendee: Chapters 15 & 16 | *wilderness near home* due May 22 |
| **Week 9**<br>(May 23-29) | Visitor Impact: *Campsite & Trail Impacts*<br><br>Intersection of Wilderness & Wildlife Management | *Wilderness campsite monitoring sourcebook*<br><br>Dawson & Hendee: Chapter 12 | |
| **Week 10**<br>(May 30 – June 5) | Wilderness & Wildlife Management, continued…<br><br>Future of Wilderness Management: *what new and continuing issues will we face?* | *Endangered Species Management Issues*<br><br>Dawson & Hendee: Chapter 17 | |
| **Finals Week** | **Final Exam** (dates & times announced via Canvas) | | |

# COURSE POLICIES

## Communication
Ground Rules for Productive Online Communication & Participation:



- **Online threaded discussions** are public messages, and all writings in this area will be viewable by the entire class or assigned group members. It is expected that each student will participate in a mature and respectful fashion. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- **Posting of personal contact information** is discouraged (e.g. telephone numbers, address, personal website address).
- **Pay close attention** to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments. Reread your comments before you post them.
- **Disagree with ideas, but do not make personal attacks**. Do not make sexist, racist, homophobic, or victim-blaming comments. These will not be tolerated.
- **Online Instructor Response Policy**: I will check email frequently, and respond to course-related questions within 48 hours.
- **Observation of "Netiquette":** All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here is a reference that discusses online etiquette:
  netiquette: http://www.albion.com/netiquette/corerules.html.
- Please check the Announcements area and the course syllabus before asking general course "housekeeping" questions (*i.e. how do I submit assignment 3?*). If you still cannot find an answer after doing so, then please contact me.

## Reach Out for Success
University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

## Makeup Exams
Makeup exams will be given only for missed exam excused in advance by the instructor. Excused absences *will not be given* for travel/airline reservations, routine illness (colds, flu), or other common ailments. Furthermore, excused absences *will not be given after* the absence has occurred, except under very unusual circumstances.

## Late Assignments – All assignments are to be completed and uploaded to the course Canvas site by their due date. Assignment due dates are shared via announcements and the TRAL 352 syllabus. Failure to submit by the due date will result in a 20% point reduction for that particular assignment. Late assignments will not be accepted more than 3 days beyond their due date.

### Incompletes

Incomplete (I) grades will be granted only in emergency cases (e.g. death in the family, major illness/injury, birth of your child), and if the student has turned in a majority of possible points. If you are having any difficulty that might prevent you completing the coursework, **please don't wait until the end of the term; contact your instructor right away!**

### Contacting the instructor

If you have questions related to course content or assignments, please contact your instructor using the email address and/or phone number provided on page one. Don't be discouraged if you don't receive an immediate reply. I will try my best to return your email or phone call as soon as possible.

### Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### Diversity, Equity, and Inclusion

The OSU College of Forestry aspires to create an environment in which all members of the community feel safe, respected and free at all times to participate in various undertakings of the college, including learning, teaching, administration and research. The College of Forestry embraces the distinctive qualities of all members of the community. We recognize that equity, inclusion and diversity are foundational values of OSU as an institution and pillars of excellence, enhancing all of the College's missions.

### Accessibility of Course Materials

All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact Disability Access Services (DAS). In addition, Canvas – the learning management system through which this course is offered – provides a vendor statement certifying how the platform is accessible to students with disabilities.

### Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Office of Student Conduct and Community Standards.

### Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

### Definition of Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

    (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

    (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

    (iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

    (iv) TAMPERING - altering or interfering with evaluation instruments or documents.

    (v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

## Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

## Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained tutors. Students connect to live tutors from any computer with has Internet access. NetTutor provides a virtual whiteboard allowing tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

## OSU Student Evaluation of Teaching
Course *Student Evaluation of Teaching* (SET) results are extremely important, and are used to help me improve this course and the learning experience of future students. Results from SET multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online SET form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.