

CCHS Wilderness Management

Syllabus

COCC Course Title: Wilderness Concepts

COCC Course Number: FOR 195 **COCC Credits: 2**

Course Date: Spring Semester 2020

Instructor: Lisa Keown
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Contact Phone: 541-420-3878 Contact Times: any day, but no later than 7:00 PM

Location: Mod 3b

Textbook: Dawson, Chad P., and J.C. Hendee. 2009. Wilderness management. Fourth Edition, Revised. North American Press, Fulcrum Publishing, Golden, CO. 525 pp.

Course Description: Introduction to the concepts of wilderness and wilderness management principles. Introduction to the history of wilderness and the National Wilderness Preservation System.

- Course Objectives:**
1. Discuss the definition of wilderness and the origin of the legal wilderness designation in the United States.
 2. Explain the historical origins and importance of wilderness in U.S. history.
 3. Name and explain the importance of the key players in the preservation of wilderness in the United States.
 4. Explain the concepts of Recreational Opportunity Spectrum and Limits of Acceptable Change in the management of Wilderness in the United States.
 5. Explain the basic concepts of current wilderness management in the United States.
 6. Explain past and current ethics when using wilderness areas.

Units of Study will focus on these broad topic areas:

Ecosystems and Their Characteristics

Presents Odum's ecosystem concept and how it relates to managing wilderness areas. Also discusses the preservation/use dilemma of wilderness management.

Basic Principles of Wilderness Management

Discusses 16 wilderness management principles that help guide on-the-ground application of the Wilderness Act.

The Four Wilderness Managing Agencies

Compares similarities and differences in the mandates, policies, and management approaches of the four federal agencies.

Special Provisions For Wilderness Use

Discusses non-conforming uses allowed in wilderness and how their effects can be balanced with the purposes of wilderness.

The Minimum Tool

The use of minimum impact applies not only to wilderness visitors, but for managers as well, and treats the teaching and practice of primitive skills, leave no trace, etc.

The book is divided into 17 chapters within the following sections:

- 1)The Setting
- 2)US Legal Authority and Process for Wilderness
- 3)Wilderness Management and Planning Concepts
- 4)Wilderness Resources, Values, and Threats to Them
- 5)Wilderness Uses and Their Management
- 6)The Future

More detailed specific objectives include the following:

- 1)To describe the evolution of the US National Wilderness Preservation System: its philosophical, historical, and legal origins; its current size, number of areas, and distribution; and its probable future. The authors also describe state wilderness in the United States and some wilderness systems in other countries.
- 2)To provide a common reference for managers, students, scientists, educators, and citizens, who must work together to steward the US National Wilderness Preservation system, state wilderness systems, and wilderness in other countries to protect their resources and values.
- 3)To propose principles and concepts from which management policy and actions to preserve wilderness might be derived and to describe current wilderness management approaches, policies, procedures, and techniques.
- 4)To introduce readers to pressing wilderness management issues, impacts, the implications of alternative methods of dealing with them, pertinent literature, current problems, solutions, and research.

5) To describe differences and interrelationships between wilderness designation and wilderness management and between management of wilderness and management of contiguous non-wilderness lands.

- Requirements:**
1. Completion of all assignments and the final exam.
 2. Follow the etiquette listed for this course.
 3. Consult me if you have any questions or problems. **Don't wait.**
 4. **Exams must be taken when scheduled** unless arrangements are made prior to the exam date.

GRADING SCALE:

A 94-100% B 84-86% C 70-76%
A- 90-93% B- 80-83% D 60-69%
B+ 87-89% C+ 77-79% F 59% and below

Note: A C or better is needed for this course to count toward the Forest Resources Technology A.A.S. degree at COCC.

Grading Calculations:

Class Participation/Professionalism	10%
Assignments	30%
Quizzes (give six, drop one)	30%
Final Exam	30%
Total 100%	

WRITING ASSIGNMENTS: The student will complete an article review by summarizing the important points of a given article. The purpose of an article review is to acquaint the student with journal and magazines that deal specifically with the wilderness or the wilderness concept. Rather than assign specific articles, student will write five (5) abstracts from five different journals. Make an abstract of about 250-300 words for the article. Write the review in your own words not that of the article author.

Articles may come from but are not limited to the following journals

American Forests	Journal of Forest History
Forest Log	Renewable Natural Resource Journal
Journal of Forestry	Parks and Recreation
National Parks	Journal of Range Management
Forest Science	Wilderness
National Wildlife	Western Journal of Applied Forestry
Evergreen	

NOTE: Late papers will not be accepted.

QUIZZES: Quizzes will be given throughout the term at the instructor's discretion. There will be a minimum of six (6) quizzes. In general the quizzes will cover new material that was covered since the last quiz. Quizzes may be scheduled prior to or the day of the quiz.

Learning Environment Behavior:

Professionalism: students are expected to behave professionally at all times during class, extending all courtesies and considerations expected in a public forum. Breaches of professional conduct will affect your grade. This includes the use of vulgar language, any form of harassment or disruption of classmates, and the use of **cell phones** in the classroom. Failure to prevent your cell phone from ringing, vibrating, beeping, or otherwise disrupting the class will affect your professionalism grade. **First offense:** warning. **Second offense:** loss of points. **Third offense:** Nature of offense will determine the actual extent of consequences, but may include notification of Administration.

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Goals:

By the end of the semester 100% of the students will have met all the core competencies outlined by the COCC Student Outcome Checklist for this course and will have received at least a C for the course.

Citizenship (Behavior Expectations):

This course is being offered for dual credit (high school and college). This marks the beginning of your college career and college courses require mature behaviors. Many of our guest speakers and hosts at field trips are taking great efforts to share their career experiences with you. I expect that you will always act in an attentive and respectful nature to all the professionals you come in contact during this course, including any substitute teachers who may be holding classes in my absence. Thanks for your cooperation!!