

<p>ENG 4110-01 and ENV 4500-01 <i>Woods and Wilderness</i> Fall 2024, TR 12:30 – 1:50 p.m. 166 Rike Hall</p>	<p>Professor: Dr. Hope Jennings Office Hours: T/TH 10:30-12:30 pm Office: 466 Allyn Hall E-mail: hope.jennings@wright.edu</p>
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COURSE DESCRIPTION

This course examines how the American conception of “wilderness” has evolved over time and the consequences of this changing idea for nature preservation and the scientific and aesthetic appreciation of the wild. Major figures, events, trends and controversies in nature conservation and preservation are explored, along with actual designated wilderness spaces (such as National Parks and Forests, nature preserves, etc.). Through readings, discussions, and writing assignments, we will investigate the connections between wilderness concepts, environmental history, ecology, and literature. We will also examine how wilderness is entangled with issues of race, gender, colonialism, and indigenous land rights. Students will explore these topics through interdisciplinary perspectives while engaging with multiple writing genres, including nature writing. We will also engage with the Campus Woods as an important site of ecological, historical, and communal importance for the university, and students will have opportunities to learn from guest speakers in the fields of ecology, conservation, and communication studies.

This is a senior capstone course for both English and Environmental Studies majors, and students will be evaluated on their ability to work independently, collaboratively, and creatively on multi-genre texts; write in contexts beyond traditional academic essays; explore new media technologies that might be used in a professional environment; and create a final project that is visually interesting, informative, and synthesizes skills, topics, and knowledge learned in this class. Throughout the semester, students will design and update their own individual websites, where they will post completed assignments and other course-related materials. Assigned readings will be in fiction and non-fiction (see class calendar for reading schedule and assignment deadlines). Final project presentations will be given on our scheduled day during Exam Week.

OBJECTIVES & OUTCOMES

Course Objectives. Students enrolled in this course will learn to:

1. Identify historical contexts, figures, policies, and movements that have contributed to wilderness concepts, conservation, preservation, and recreation.
2. Explain diverse cultural and philosophical views of American wilderness across different time periods and geographic locations.
3. Evaluate how American wilderness spaces, as both real and imagined, intersect with histories and practices of racism, sexism, and settler colonialism.
4. Analyze and interpret American literary wilderness narratives as aesthetic appreciation and/or cultural critique of wilderness places, concepts, and ideals.
5. Communicate clearly and effectively, through oral and written responses, about wilderness issues and topics for multiple audiences and purposes.

Course Outcomes. Students who have completed this course can:

1. Identify historical contexts, figures, policies, and movements that have contributed to wilderness concepts, conservation, preservation, and recreation.
2. Explain diverse cultural and philosophical views of American wilderness across different time periods and geographic locations.
3. Evaluate how American wilderness spaces, as both real and imagined, intersect with histories and practices of racism, sexism, and settler colonialism.
4. Analyze and interpret American literary wilderness narratives as aesthetic appreciation and/or cultural critique of wilderness places, concepts, and ideals.
5. Communicate clearly and effectively, through oral and written responses, about wilderness issues and topics for multiple audiences and purposes.

Integrated Writing Outcomes. Students in this course will be expected to produce writing that:

1. Demonstrates their understanding of American wilderness through historical, cultural, literary, artistic, and ecological perspectives.
2. Is appropriate for academic and public audiences with the purpose of identifying, explaining, analyzing, and evaluating diverse views and representations of American wilderness.
3. Demonstrates the degree of mastery of disciplinary writing conventions appropriate to analytical and public-facing essays (including MLA conventions).
4. Shows competency in standard edited American English in their informal and formal assignments, including a journal, two essays, and written sections of the final project.

Students will receive responses to their essays and have opportunities to use that response to improve and revise their writing in subsequent assignments, including the final project. Criteria for evaluating writing will be clearly articulated and provided to students in the assignment rubrics. All writing will count towards the course grade, and students will not be able to pass the course without completing the writing assignments, which comprise at least 50% of the course final grade. Over the course of the semester, student writing in this "IW in the major" course will cumulatively be a minimum of 5000 words, as follows: 1,000 words for the Woods Journal; 1,000 words for the Reflection Essay; 1,500 words for the History Essay; and 1,500 words for written portions of the Final Project.

Required Texts (for rent or purchase)

Cook, Diane. *The New Wilderness* (Harper Collins 2020).
Groff, Lauren. *The Vaster Wilds* (Riverhead Books, 2023)

Selected Readings (available in Pilot)

Baldwin, Amalia Thoren. *Becoming Wilderness: Nature, History, and the Making of Isle Royale National Park*. (Isle Royale and Keweenaw Parks Association 2011).
Wilderness Tales: Forty Stories of the North American Wild, ed. Diana Fuss (Knopf 2023).
(WT in Calendar)
The Great New Wilderness Debate, eds. J. Baird Callicot and Michael P. Nelson (Georgia 1998).

COURSE EVALUATION

Grades are based on the following points (1,000 total)

Participation	150
Woods Journal	200
Wilderness Reflection	150
Wilderness History	200
Wilderness Narrative/Project	300

Grading Scale:	
90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

Participation (15%): Students are expected to attend class fully prepared to contribute to discussion, which includes completing all reading assigned for that day, responding to questions, and engaging respectfully with peers. If you meet all these expectations then you will receive full credit (FC/fully present); if you are clearly unprepared or unwilling to participate, arrive late or leave early, you will receive partial credit (PC/non-participatory); if you are absent or engage in any disruptive behaviors (see general conduct rules below), you will receive no credit (NC/absent). Simply showing up to class does not mean you are fully present, and absences are factored into your final participation grade, which is based on the average of points that you have earned for the semester. You can keep track of your participation points in Pilot by clicking on the Attendance tab and selecting "Participation." **NB:** Several class meetings will take place outdoors in the campus woods; if you have any health or mobility concerns, please let me know so we can arrange accommodations. **Attendance Policy:** *Missing more than 6 classes, including partially missed classes, will lead to at least a full letter grade deduction (100 points) from your overall final grade for the course. I am flexible with the need for excused absences due to illness, personal or family emergency, or occasional scheduling conflicts, as long as you communicate with me before class (if possible) and/or do not repeatedly ask for excused absences.*

All written assignments will be posted to your website and should include visual and/or digital media elements, as per assignment genre and subject. Detailed guidelines for all assignments, including setting up your website, are available on the course website.

Woods Journal, 200 points (20%): Students will write a series of informal journal entries recounting their walks in the woods (during class visits and/or individual visits), documenting sections of the woods visited, observations of wildlife, personal reactions/thoughts/questions. You are required to write at least one journal entry for each unit, for a total of four entries worth 50 pts/each, and should include visual images for each entry.

Wilderness Reflection, 150 points (15%): Students will write a public-facing essay reflecting on wilderness concepts and related views of nature, as explored in class readings and discussion from Weeks 1-5 and through their personal perspectives and/or experiences in relationship to wilderness spaces. The essay should include consideration of diverse cultural and philosophical views of wilderness across different time periods and geographic locations, and how your own views or experiences might be placed alongside these contexts. This paper may be revised and

developed further as part of the Wilderness History essay. Minimum 1,000 words. Assesses Course Outcomes 1, 2, 5 and IW Outcomes 1-4. The assignment rubric will be based on the following criteria: content, reflection, connections, organization, and clarity of writing.

Wilderness History, 200 points (20%): In this paper, students will demonstrate understanding of course content from Weeks 6-9 by researching and writing about an aspect of wilderness conservation or preservation focusing on a specific historical development, era, figure, policy, and/or movement. The essay must also explain varying cultural and philosophical views of wilderness, relevant to the historical time period and geographic location, and evaluate how arguments for conservation/preservation of the specific wilderness space (i.e., National Park, region, ecosystem) may have intersected with histories and practices of racism, sexism, and settler colonialism. The essay must make substantive references to at least 2 to 3 assigned readings (non-fiction, fiction, or a combination) and include at least 3 secondary sources, correctly cited according to MLA standards. Minimum 1,500 words. Assesses Course Outcomes 1-3 and 5 and IW Outcomes 1-4. The assignment rubric will be based on the following criteria: content, analysis, research, organization, and clarity of writing.

Wilderness Narrative/Final Project, 250 points (25%) and Presentation, 50 points (5%): This assignment is a culminating project for the course, allowing students to showcase both critical and creative approaches toward readings, topics, and debates explored throughout the semester. The primary criteria for the project are demonstration of writing, research, and analytical skills focused on crafting a persuasive representation or narrative of wilderness. The project should include interpretation of relevant preservation debates, consider contemporary practices of restoration and rewilding, address any intersecting issues, such as racism, sexism, or settler colonialism, and analyze how literary texts and/or nature writing might offer aesthetic appreciation and/or cultural critique of wilderness places, concepts, and ideals. The form, genre, or structure of the project is open to multiple approaches, as long as it fulfills the primary criteria and engages in an effective narrative or storytelling approach. Possibilities include but are not limited to: a place history of a National Park or designated wilderness area that interweaves human, natural, and ecological interactions over time; literary analysis of one or more wilderness narratives assigned in this class including nonfiction or historical research; short story; scripted podcast; interactive website; photo or video documentary; art history analysis of wilderness landscapes; or any other ideas students might want to pursue.

Written portions of the project may include revised material from the Wilderness Reflection and History essays and must be a minimum of 1,500 words. Assesses Course Outcomes 1-5 and IW Outcomes 1-4. Students will be provided with a project rubric that assesses holistically the course outcomes, creativity, preparation, organization, and clarity of writing. During exam week, students will provide a presentation of their project with reflections on their overall experiences in the class, including feedback for course improvement.

GENERAL EVALUATION CRITERIA FOR ALL WRITTEN WORK

- A = Demonstrates advanced critical thinking skills and outstanding knowledge of the readings and course content. Ideas are original and depth of analysis is excellent. Writing is clear, concise, free of basic errors, easy to follow **and** shows excellent command of language and disciplinary style.
- B = Demonstrates critical thinking and familiarity with readings and course content; provides relevant examples. Writing is coherent, concise, easy to follow, and **nearly** free of basic errors.
- C = Demonstrates basic understanding of the readings and other course content and can provide a good summary of material but only provides superficial analysis and support for issues raised. Writing is coherent and easy to follow but wordy, repetitious and/or marred by numerous errors.
- D = Demonstrates minimal understanding of readings and course content; ideas are vague or not supported by any analysis and shows overall lack of effort. Writing lacks general coherence and shows little to no command of the English language.
- F = Demonstrates serious lack of understanding of readings and other course content; serious lack of analysis and/or effort. Writing is incoherent and impossible to follow.
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COURSE POLICIES

Classroom Ethos (late arrivals, leaving the classroom, using electronic devices, and so on): I simply encourage you to be courteous to everyone in our classroom community. You'll get more out of the course if you give it your full attention, and everyone in the room deserves the opportunity to focus on learning the course material. Please show respect during in-class discussions, be willing to learn from peers as well as me, and do not engage in disruptive or distracting behaviors, including use of phones.

Equity: In this class, we will maintain a positive learning environment based on open communication, mutual respect, and non-discrimination. In this course, we may read about and freely discuss topics that might contradict our own moral and political values; this does not mean, however, that we are endorsing the viewpoints they may express. If you have concerns about topics or class discussions, please share them first with your professor.

Accessibility: Please contact Wright State's Office of Disability Services in order to arrange any accommodations you may need to succeed in this course: <https://www.wright.edu/diversity-and-inclusion/disability-services>.

Academic Integrity: Wright State's Academic Integrity Policy can be viewed here: <https://policy.wright.edu/policy/3710-academic-integrity-standards-and-process-misconduct>. Assignments that violate this policy will receive a grade of 0 and be referred to Wright State's Office of Community Standards and Student Conduct.

Generative AI Policy: You **may not** use AI to complete any **written** assignments in this course. The written assignments are designed to develop the student's 'own' voice and perspective through reflective writing. The use of AI of any kind in these types of assignments would undermine that work, its purpose, and ultimately any benefit that it could provide towards your learning experience. Therefore, the use of any generative AI to help with your written assignments will be considered the same as getting help from another person, that is, plagiarism, and will be graded accordingly.

CAMPUS RESOURCES

Your tuition and financial aid dollars ensure that you have access to a range of resources that are free or available at reduced costs:

- **COVID-19 Updates:** Access Wright State's main page for coronavirus updates and resources, including information on how to get tested and vaccinated at <https://www.wright.edu/coronavirus>.
- **Medical Care:** If you need medical care, schedule an appointment with Wright State's Student Health Services at <https://www.wright.edu/student-health-services>.
- **Mental Health:** Access information about Wright State's counseling and crisis services at <http://www.wright.edu/student-affairs/health-and-wellness/counseling-and-wellness>.
- **Tutoring:** Information about how to secure tutoring for classes in any subject at Wright State can be found at <http://www.wright.edu/student-success/academic-support>. For this class, the University Writing Center is a great resource: <https://www.wright.edu/student-success/academic-support/university-writing-center>.
- **University Libraries:** The libraries' online catalog, databases, and interlibrary loan service is essential for conducting research. Web page: <https://www.libraries.wright.edu/>
- **Technical Services & Computing Help:** For help with technology, get in touch with CaTS at <https://www.wright.edu/information-technology>. If you need to find a computer to do your work, a list of available labs is here: <https://www.wright.edu/information-technology/computer-labs>. Finally, CaTS also offers laptops you can check out for free: <https://www.wright.edu/information-technology/laptops2golaptop-check-out-service>.
- **Food Insecurity:** The Raider Food Pantry is located at 055 Student Union and is open Wednesday-Friday from 9am-4pm. To schedule an appointment to shop, visit <https://www.wright.edu/student-affairs/student-resources/raider-food-pantry>.
- **Legal Services:** Attorneys are available five days a week to discuss legal issues with you for free, and they may be able to represent you in court; visit <https://www.wright.edu/student-legal-services/services> for more information.
- **Advising:** Need to change your major, schedule classes, or make sure you're on track to graduate on time? Visit the Student Success Center's Advising portal at <http://www.wright.edu/student-success/academic-advising>.

Class Schedule (subject to changes)

WEEK	DATE	Topics and Readings
		Unit One: Turtle Island vs. New World Wilderness
ONE	8/27	Wilderness History and Myth
	8/29	Chief Luther Standing Bear, "Indian Wisdom"; Native American Creation Myths (Ojibwe, Lakota, Iroquois); The Creation of Turtle Island (Ojibwe)
TWO	9/3	The Bewilderment of Puritan and Early Colonial Settlers William Bradford, from "Of Plymouth Plantation"; Washington Irving, "Rip Van Winkle"; Nathaniel Hawthorne, "Young Goodman Brown"
	9/5	Campus Woods (meet across from Millett Hall Parking Lot)
THREE	9/10	Lauren Groff, <i>The Vaster Wilds</i> (Ch. 1-10, pp. 1-124)
	9/12	Lauren Groff, <i>The Vaster Wilds</i> (Ch. 11-25, pp. 125-253)
		Unit Two: Changing Attitudes and the Wilderness Ideal
FOUR	9/17	Romanticism, Agrarianism and Expansionism Emerson, from <i>Nature</i> ; Thoreau, from "Walking" and "Huckleberries"
	9/19	Sarah Orne Jewett, "A White Heron"; Ambrose Bierce, "The Eyes of the Panther"
	9/22	DUE: Journal 1
FIVE	9/24	Campus Woods (meet across from Creative Arts Center Parking Lot)
	9/26	Wilderness Preservation and Frontier Myths Muir, from <i>Our National Parks</i> ; Roosevelt, "The American Wilderness"
SIX	10/1	Marshall, "The Problem of the Wilderness"; Olson, "Why Wilderness"
	10/3	Jack London, "To Build a Fire"; Anthony Doerr, "The Hunter's Wife" (WT)
	10/6	DUE: Journal 2
		Unit Three: Wilderness Conservation and Tourism
SEVEN	10/8	Aldo Leopold and Conservation Science Leopold, "Thinking Like a Mountain," "Wilderness as a Form of Land Use," "Threatened Species" and "Wilderness"
	10/10	Campus Woods with Dr. Volker Bahn (Biology) (Creative Arts Parking Lot)
	10/13	DUE: Reflection Essay
EIGHT	10/15	Case Study: Isle Royale National Park Baldwin, <i>Becoming Wilderness</i> (pp. 1-31)
	10/17	Baldwin, <i>Becoming Wilderness</i> (pp. 32-52)
	10/20	DUE: Journal 3
NINE	10/22	The Wilderness Act of 1964 and Leave No Trace Henberg, "Wilderness, Myth, and American Character"; Turner "In Wilderness Is the Preservation of the World"
	10/24	Annie Proulx, "Testimony of the Donkey" (WT); Pam Houston, "Selway" (WT)
		Unit Four: The Future of Wilderness
TEN	10/29	Restoration and Rewilding Callicot, "Should Wilderness Areas Become Biodiversity Reserves?"; Noss, "Wilderness Recovery: Thinking Big in Restoration Ecology"
	10/31	Snyder, "The Rediscovery of Turtle Island"; Treuer, "Return the National Parks to the Tribes"; Graham, "We're Here. You Just Don't See Us."
	11/3	DUE: Wilderness History

ELEVEN	11/5	Campus Woods, with Dr. Marie Thompson (Communication) (Millett Parking Lot)
	11/7	Endangerment, Extinction, and Climate Fiction Ted Chiang, "The Great Silence" (WT); Andrew Kenneson, "The Long In-Between"
TWELVE	11/12	Melinda Moustakis, "They Find the Drowned" (WT); Lydia Millet, "Woodland"
	11/14	adrienne maree brown, "the river"; Tommy Orange, "New Jesus"; Allegra Hyde, "The Tough Part" & "Frights"
	11/17	DUE: Journal 4
THIRTEEN	11/19	Diane Cook, <i>The New Wilderness</i> (Parts I-III, pp. 3-135)
	11/21	Diane Cook, <i>The New Wilderness</i> (Part IV, pp. 139-234)
FOURTEEN	11/26	Diane Cook, <i>The New Wilderness</i> (Parts V-VI, pp. 237-395)
	11/28	No Class: Thanksgiving Holiday
FIFTEEN	12/3	Campus Woods or Project Workshop
	12/5	Class Wrap-Up/Reflections
SIXTEEN	12/10	DUE: Wilderness Narrative and Presentations (12:30-2:30 pm)

