Syllabus: Public Lands: Past, Present, and Future Fall 2020 ENVSTD 498

Instructor: Dr. Emily Wakild W 10:30-11:45 Remote

[emilywakild@boisestate.edu](mailto:emilywakild@boisestate.edu) F 10:30-11:45 SUB Jordan CCurator/TA: Mackenzie Case Office: ERB 1127

[mackenziecase@boisestate.edu](mailto:mackenziecase@boisestate.edu) Student Hours: W 12-2

“... as is always the case with relations, the bonds formed, severed, and renewed within these federal lands are complicated. They are also fundamental to who we are as a country. Whether historical or ecological, political or personal, the connective tissue that holds together or tears apart our public lands begins with “We, the People.”

Terry Tempest Williams, *The Hour of The Land,* 2016 (p8)

This is a course about policy and public lands. At its core, policy is about people. And both people and policies are built through relationships. Relationships among individuals, between individuals and their communities, and between communities and their resources create lives and livelihoods which are so often bounded by policies governing the use of the natural world. How a society defines, understands, cultivates, and stewards these relationships explains the values of that society and can determine the shape and contents of the natural world. Starting from this recognition, public lands are less concrete ‘things’ or even abstract ‘resources’ and more dynamic and always changing webs of interconnection layered with legacies of the past and nested with dreams for the future. We’ll debate and define ‘public lands’ (Who is the public? What is included in a land?) and also think through the intricacies of policies and policy making. But mostly, we’ll consider the ways an investment in the relationships people hold is the first step toward creating and sustaining any form of public good.

This is a special course. It was scheduled to be taught by Dr. John [Freemuth](https://www.boisestate.edu/sps/freemuth-memoriam/), University Distinguished Professor and Cecil Andrus Endowed Chair of Environment and Public Lands who passed away suddenly in May. Rather than cancel the class, we have decided to make it into a one-of-a-kind learning experience for you by honoring the decades’ worth of relationships John had built around his life’s work for public lands. We have curated a list of incredible speakers who will share their expertise with us. These topics range from fish and wolves to energy and outdoor recreation. We’ll consider cooperative management, environmental journalism, and landscape conservation. We’ll listen to filmmakers and writers, historians and activists, agency officials and scientists. In the end, we hope to come away with a deeper understanding of the relationships and value of our public lands in the past, present, and future.

This is also a complex course. Students will need to stay up on the reading, engage deeply with the sophisticated speakers, and think through tricky questions all across many modalities online and in-person. Each student will professionally introduce at least one speaker, reflect weekly on the readings and lectures, and conduct a policy analysis of a current issue. If you apply yourself and work hard, each student will also be poised to develop a network of new contacts for further education and employment. Pay attention, excellent advice for your own future is bound to emerge.

Learning Outcomes:

1. Students will examine and describe the diversity of public lands past and present
2. Students will evaluate changes in the trajectory of US public land management
3. Students will identify and analyze various perspectives on public land issues
4. Students will make an informed policy recommendation on a current issue and design future recommendations using historical insights from other issues

Tangible Outcomes (or, “assessments”):

1. QUESTIONS: Students will be responsible for asking at least 10 original, analytical, and probing questions of our speakers and reflecting on them (20% of final course grade)
   1. A reflection paper discussing the questions and answers is due Dec 4th in [this folder](https://drive.google.com/drive/folders/1rO4viqYRih2GPT4DxFkwyuOgKOEMoD9E?usp=sharing).
   2. This exercise will train you to be a thoughtful contributor to dialogue over public lands
2. [INTRODUCTIONS](https://docs.google.com/document/d/1iD_MuqBFR2cLD3ush5Gkg4ajdpVDlQBF6Nm3PSJKx2U/edit?usp=sharing): Each student will introduce a speaker or a panel for the class. (20%)
   1. The introduction will also form the description of the talk for the website and thus will be turned in as a formal, polished piece of writing [here](https://drive.google.com/drive/folders/1QB9HaOVnPqZ5G5dJutB52cCp96IUSupW?usp=sharing).
   2. Intros should be no more and no less than 5 spoken minutes and must include:
      1. a brief description of the speaker’s education and experience
      2. a synthesis of a signature piece of policy or writing or work the speaker has composed or advocated for
   3. This exercise will allow you to do research and synthesize key elements of other people’s biographies while considering your own ambitions
3. REFLECTIONS: Each student will keep an online journal responding to prompts (20%)
   1. Students will respond thoroughly and thoughtfully to 10 prompts throughout the semester using the Blackboard journal feature.
      1. On three dates the instructor will comment on responses
   2. This will provide practice taking notes on what you read and hear and to develop, through writing and thinking, a record of reaction to different ideas
4. [ANALYSIS ESSAY](https://docs.google.com/document/d/1nrPp5jhvZF0UvLemiePpL5kn0XkoKYECrFaZhRQnHXY/edit?usp=sharing): Each student will write a 2000 word original synthetic essay on a public lands issue, for possible inclusion in commemorative volume about public lands (40% as outlined below)
   1. Select a public lands issue for analysis. A list of topics will be provided; additional ideas will be considered.
      1. A proposal for the essay topic (title, abstract, 3 new readings from academic publications) is due in week 4, (10%)
      2. An [outline](https://docs.google.com/document/d/1FowkJJHqA4ASkpPKHskpcbJlKn0DmMM-1dbYhF2paBc/edit?usp=sharing) for the essay is due Oct 23rd (5%)
      3. Essays must include an original argument that is stated in **BOLD**
      4. Essays must be based in evidence and academic literature, which includes:
         1. references to at least 5 in class readings
         2. references to at least 5 new academic sources
         3. references to at least 2 guest speakers’ talks
      5. Essays make a recommendation for a policy action (final written essay 20%)
   2. You will have 5 minutes to present your issue in the last week of class. (5%)
   3. This will develop your writing and thinking skills in a manner informed by expertise

Class and Speaker Schedule: Public Lands of the Past

| DATE | FORMAT | TOPIC | SPEAKER | READINGS |
| --- | --- | --- | --- | --- |
| Wed Aug 26th | ONLINE | “Meet” Dr. John Freemuth  Padlet Prompts -- Make three observations about the content and style of John Freemuth’s talks. | You! Introduce yourself on flipgrid | [University Television Presents: Dr. John Freemuth](https://www.youtube.com/watch?v=LpiAYkDhKaY)  [Of Fire, Sage Grouse and Our Federal Lands](https://www.youtube.com/watch?v=mADpC5k9UZc)  [WRITTEN TESTIMONY OF JOHN FREEMUTH,](https://www.congress.gov/116/meeting/house/109893/witnesses/HHRG-116-II00-Wstate-FreemuthJ-20190910.pdf) Video of testimony: <https://youtu.be/q_V5bAtnlMQ> (Note: 2 + hours, but John’s testimony is at about 1:40:00)  Freemuth, 8/31/2010 [The role of higher education — High Country News – Know the West](https://www.hcn.org/blogs/range/the-role-of-higher-education) |
| Fri Aug 28th | In-Person | Defining “Public Lands”  Building a timeline  Key Terms |  | Congressional Research Service, “[Federal Land Ownership: Overview and](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjQprP34YTrAhWSKH0KHTq5AmAQFjAAegQIAxAB&url=https%3A%2F%2Ffas.org%2Fsgp%2Fcrs%2Fmisc%2FR42346.pdf&usg=AOvVaw2zeaBQwgw57goUGU7Esgcb) Data,” 2/21/20  [Chapter 1: Old West, New West, and Next West? – The Environmental Politics and Policy of Western Public Lands](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-1/)  Patricia Nelson Limerick, “[Introduction](https://drive.google.com/file/d/1gkZs-TDmpo2by9ZMHujIWg2mR3sf7sfr/view?usp=sharing): Closing the Frontier and Opening Western History” in *The Legacy of Conquest: The Unbroken Past of the American West,* p. 17-32, (New York: Norton, 1987).  Freemuth, (2016, January 8) “The twisted roots of U.S. land policy in the West,*”* [*The Conversation*.](https://theconversation.com/the-twisted-roots-of-u-s-land-policy-in-the-west-52740) |
| Wed Sept 2nd | ONLINE | Paradigmatic Legislation Roundtable  Student groups present overview of each of Wilkinson’s 5 Lords:   * Hardrock Mining 1872 * Taylor Grazing Act 1934 * Organic Act 1897 * Reclamation Act 1902 * Prior Appropriation Doctrine (rivers and water) | Divide up speakers for student intros  Discussion on [Jamboard](https://jamboard.google.com/d/1v3xgyCIyWX6MWr0Jl_UTVSXD1rGvGc8ZoWJDWlddmdQ/edit?usp=sharing)  Presentation [Slides](https://docs.google.com/presentation/d/1ueSde45dfmchscIPUAiAP8NblWfRuaUwGdCj-v9zBOk/edit?usp=sharing) | Charles Wilkinson, [*Crossing the Next Meridian: Land, Water, and the Future of the West,*](https://drive.google.com/file/d/1DHtUw-qZ0RPKqv0xmX-ANc9SMPUUQ6YO/view?usp=sharing)“The Lords of Yesterday” p3-27 (Island Press, 1992).  Freemuth, “Wilderness into the Future: Toward Four Contemporary Wilderness Management Ideas, “[*Blue Review*](https://wayback.archive-it.org/8092/20190724172214/https://thebluereview.org/four-contemporary-wilderness-management-ideas/) 10/2014, republished in *Idaho Wilderness Considered,* 2016. |
| Friday Sept 4th | ONLINE | “Water Is For Fighting OR for Deciding Not to Fight” | *Dr. Patty Limerick, Director Center for the American West, University of Colorado*  Intro By:  Emily Wakild | Patty Limerick, [*A Ditch In Time*](https://drive.google.com/file/d/1Hg5d_onFoRbnp11jp3u-u0DAL0nHtH13/view?usp=sharing) - Introduction (pages 1-12), and Conclusion Turning Hindsight into Foresight (pages 251-276), Afterward Two Decades at a Western water Utility (Pages 277-286). |
| Wed Sept 9th | ONLINE | Political Disputes over Federal Land Policy | *Dr. Gregg Cawley, Professor, Department of Political Science,*  *University of Wyoming*  Intro By:  Mackenzie Case | [Chapter 2: Western Public Land Law and the Evolving Management Landscape – The Environmental Politics and Policy of Western Public Lands](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-2/)  Freemuth, “A new vision for public lands” [*High Country New*](https://www.hcn.org/blogs/range/a-new-vision-for-public-lands)*s,* 2/22/2013  R. McGreggor Cawley, “Rebel Yell: Why the Sagebrush Rebellion didn’t end with Malheur”, [*Western Confluence*](http://westernconfluence.org/rebel-yell/)*, 12/07/2018*  R. McGreggor Cawley & John Freemuth (1993) Tree farms, mother earth, and  other dilemmas: The politics of ecosystem management in greater yellowstone, [*Society & Natural Resources*,](https://drive.google.com/file/d/1Vvsc03h-zk8bANlx_1QYffbfV8zGyytj/view?usp=sharing) 6:1, p41-53 |
| Friday Sept 11th | In Person | Conceptualizing Conservation:  By Whom, for Whom, Where and Why?  [Slides](https://docs.google.com/presentation/d/1gCAjFJSIYAHOB3KECMlGiIBfmZlKs10j9sIsYc7AQAo/edit?usp=sharing) |  | Jedidiah [Purdy](https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=6338&context=faculty_scholarship), “The Long Environmental Justice Movement” *Ecological Law Quarterly,* 44:4(2018).  Graf von Hardenburg, Kelly, Leal, and Wakild, “[Introduction](https://drive.google.com/file/d/1V-oTl1kLmFEXAf4hYsnoEZ7HDMVU4B9x/view?usp=sharing)” *The Nature State: Rethinking the History of Conservation,* (Routledge, 2017).  Carolyn [Finney,](https://drive.google.com/file/d/1ePYqmFboIkA9umbdxDO-2vhUlxXXsjYl/view?usp=sharing) *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors* (UNC Press 2014), chapter 2 “Jungle Fever.”  [Melanin Base Camp](https://www.melaninbasecamp.com/trip-reports/2020/7/1/challenging-the-white-narrative?mc_cid=da7962ca95&mc_eid=af2e38c7ce)  National Geographic, “[People of Color who Transformed US National Parks](https://www.nationalgeographic.com/travel/2020/08/people-of-color-who-transformed-us-national-parks)”  [Terry Tempest Williams,"The Clan of One-Breasted Women" by 1991](https://www.ratical.org/radiation/inetSeries/TTW_C1-BW.html)  [While ‘zombie’ mines idle, cleanup and workers suffer in limbo](https://www.hcn.org/issues/51.20/mining-while-zombie-mines-idle-cleanup-and-workers-suffer-in-limbo)  JOURNAL ENTRY:  What does conservation mean to you? How do these readings expand that definition? |
| Wed Sept 16th | ONLINE | Tribes, Public Lands, and the Outdoor Industry: Unlikely Coalitions | *Dr. Len Necefer, Assistant Professor, University of Arizona*  Student Intro By:  Leif Everson | [Welcome to Gwichyaa Zhee on Vimeo](https://vimeo.com/320372164)  [The FIFTY - Ep. 17 - Mt. Tukuhnikivatz, UT - Dził Ashdlai - Native American Mountain Culture](https://www.youtube.com/watch?v=ZBokg-bzY_s)  [The Summit Which Never Melts: Dookʼoʼoosłííd](https://www.patagonia.com/stories/the-summit-which-never-melts/story-74692.html)  [Energy development and Native Americans: Values and beliefs about energy from the Navajo Nation](https://www.sciencedirect.com/science/article/pii/S2214629615000274)  [“We want to tell our own stories”: Public Lands and Indigenous Histories • The National Wildlife Federation Blog](https://blog.nwf.org/2019/09/we-want-to-tell-our-own-stories-public-lands-and-indigenous-histories/) |
| Friday Sept 18th | ONLINE | [GLO](https://glorecords.blm.gov/search/default.aspx) land scavenger hunt  Bring an address meaningful to you and a device to use to search the records. Be prepared to address changes on that land since the records began.  [**Jamboard**](https://jamboard.google.com/d/1807BHgYOPS4hpxZTi9IO4Q-bKw8ydF_4eBY8eOkng1s/edit?usp=sharing) | Proposal for [Analysis Essay](https://docs.google.com/document/d/1nrPp5jhvZF0UvLemiePpL5kn0XkoKYECrFaZhRQnHXY/edit?usp=sharing) Due in this [folder](https://drive.google.com/drive/folders/16-WvBgMzcDqv3t1T9BBi2iTf8XEpHAr5?usp=sharing) | [Chapter 15: Western Rebellion – The Environmental Politics and Policy of Western Public Lands](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-15/)  Nancy J. Taniguchi, “Lands, Laws, and Women: Decisions of the General Land Office, 1881-1920: A Preliminary Report” [*Great Plains Quarterly*](https://www.jstor.org/stable/23531618)  Vol. 13, No. 4 (FALL 1993), pp. 223-236  [Women Forest Rangers: Revisiting Kaufman's The Forest Ranger](https://academic.oup.com/jof/article/94/1/38/4613414)  JOURNAL ENTRY:  In what format do you best learn about the past? Why? |
| Wed Sept 23rd | ONLINE | Using GIS for Public Lands Research  **[please note this talk was not archived]** | *Mackenzie Case,*  *PhD Candidate, Boise State University, School of Public Service, Department of Public Policy and Administration*  Student Intro By:  Brooke Ross | Lisa Johnson. [Building a Complete GIS Database of Protected Areas](https://www.esri.com/about/newsroom/arcnews/building-a-complete-gis-database-of-protected-areas/). Esri, 2017  [Completing America’s Inventory of Public Parks and Protected Areas](http://www.protectedlands.net/wp-content/uploads/2016/12/PAD-US-Prospectus-Final-Nov-2016.pdf) (Optional: [Full Report](http://www.protectedlands.net/wp-content/uploads/2014/09/ParksOpenSpace_PolicyPaperNov2016Final.pdf))  [USGS PAD-US Map - By Land Manager](https://www.sciencebase.gov/catalog/file/get/5c8fce79e4b093882452b427?f=__disk__db%2F61%2F6e%2Fdb616e04d11f85643b8eee600b812d0dff0e82ee)  Recommended:  [PAD-US Help System](https://www.usgs.gov/core-science-systems/science-analytics-and-synthesis/gap/science/pad-us-help-system?qt-science_center_objects=0#)  Creech, Tyler G., and Matthew A. Williamson. "Ecological and sociopolitical assessment of congressional and presidential designation of federal protected areas." [Ecological Applications](https://drive.google.com/file/d/1Mwy6kIbdtBY6q4zp575tP5fEeQuxmNSC/view?usp=sharing) 29.4 (2019): e01888.  Scott, J. Michael, et al. "Gap analysis: a geographic approach to protection of biological diversity." [Wildlife monographs](https://drive.google.com/file/d/1iDJEIZl9-6-n6xFF-GDRHzuOnkuV0TKv/view?usp=sharing) (1993): 3-41. |
| Friday Sept 25th | ONLINE | Malheur and Western Lands Conflicts | *Dr. Nancy Langston, Distinguished Professor of Environmental History, Michigan Technological University*  Student Intro By:  Nick Hougaard | [Opinion | In Oregon, Myth Mixes With Anger](https://www.nytimes.com/2016/01/06/opinion/in-oregon-myth-mixes-with-anger.html) Also available [here](https://drive.google.com/file/d/1os3rojrjZVVHH5ra9XfSFKBWrXeRNZ9H/view?usp=sharing).  [Beyond the Oregon Protests: The Search for Common Ground](https://e360.yale.edu/features/beyond_the_oregon_protests_the_search_for_common_ground)  Recommended:  Langston, N. 2005. "[Floods and Landscapes in the Inland West](https://drive.google.com/file/d/1OrrSsXjEN97CgyMVLlFiMn0m4l4E_9eG/view?usp=sharing)" Chapter in *City, Country, Empire: Landscapes in Environmental History*, ed. Jeffrey Diefendorf and Kurk Dorsey. (U. of Pittsburgh Press) 99-121.  Freemuth, “What you need to know about eastern Oregon public lands fight” [NPR](https://www.boisestatepublicradio.org/post/what-you-need-know-about-eastern-oregon-public-lands-fight#stream/0)  JOURNAL ENTRY:  From what roots do conflicts over public lands arise? How are conflicts resolved? |

Class and Speaker Schedule: Public Lands of the Present

| DATE | FORMAT | TOPIC | SPEAKER | READINGS |
| --- | --- | --- | --- | --- |
| Wed Sept  30th | ONLINE | Public Policy, NEPA, & Federal Land Use Planning | *Steve Ellis, Deputy Director of BLM, Idaho State Director, and Forest Supervisor of the Wallowa-Whitman National Forest*  Student Intro By:  Aaron Carignan | [Chapter 4: Professionalism versus Politics: The century-long battle over national forest policy – The Environmental Politics and Policy of Western Public Lands](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-4/)  [National Environmental Policy Act of 1969](https://drive.google.com/file/d/14Q6_F7YUfryeZO-h4NwTLPwahNejI69m/view?usp=sharing)  Freemuth, “D[oes the Forest Service Believe in Collaboratio](https://www.hcn.org/blogs/range/does-the-forest-service-truly-believe-in)n? |
| Fri Oct 2nd | ONLINE | A History of the Morley Nelson Snake River Birds of Prey National Conservation Area  **[please note this talk was not archived]** | *Amanda Hoffman, Manager, Morley Nelson Snake River Birds of Prey National Conservation Area.*  Student Intro By  Alyssa Molis: | Required: Listen to interviews and oral histories here: <http://birdsofpreyncapartnership.org/dedication-point>  Recommended:  John Freemuth, “[A Happy Combination?:](https://drive.google.com/file/d/1hBxA6CKt_TZyKnN08E4uBwXWoSvf-Fxy/view?usp=sharing) Great Interests, Particular Interests, and State-Federal Conflicts Over Public Lands”  John Freemuth, “[Why Public Lands Matter](https://drive.google.com/file/d/148A9yd5lSkQbXHQ_7mA2EOHTu72NG_ZX/view?usp=sharing)”, prepared for the Andrus Center for Public Policy, 03/28/2017  John Freemuth & Cecil Andrus, “[Policy after Politics:](https://drive.google.com/file/d/1V8vnCf0zONWgCQcOblRWjlDwV3_ADTC6/view?usp=sharing) How should the next administration approach public land management in the western states?”, 06/01/2000  [Feathers and Frontiers film](https://www.youtube.com/watch?v=AuSw6oCoVEo) |
| Wed Oct 7th | ONLINE | International Perspectives: Mexico’s Forests in Context | *Emilio Amaro, Mexican Forester*  Student Intro By:  Alyssa Cepeda | Emily Wakild, “[Intro](https://drive.google.com/file/d/1nrg2ThBqhbNOvPQy5TpagjdfyYooD6Km/view?usp=sharing)” *Revolutionary Parks: Conservation, Social Justice and Mexico’s National Parks, 1910-1940,* (Arizona, 2011).  Emily Wakild, “[Acts of Courage,](https://drive.google.com/file/d/1ftBX_yNCninZYHSxRq1jyb3jQeVOtXBl/view?usp=sharing) Acts of Culture: The Wilderness Act in Latin America” *Environmental History* 2014  Wald, S. D., Vazquez, D. J., Ybarra, P. S., & Ray, S. J. (Eds.). (2019). *Latinx environmentalisms : Place, Justice, and the*  *Decolonial*. [Introduction](https://drive.google.com/file/d/1pl2dZeB01WrZ-m7uDM3deN2PD_esfG2E/view?usp=sharing) |
| Fri Oct 9th | In Person | Sage-grouse Conservation Strategy and Lessons Learned to Guide Large Landscape Conservation Efforts in the Future | *Jim Lyons, Former USDA Under Secretary for Natural Resources and Environment under President Clinton, and Former DOI Deputy Secretary for Lands and Minerals Management under President Obama*  Student Intro By:  Brendan Wedderspoon | [Federal Register. Docket Number FWS-R6-ES-2015-0146](https://www.federalregister.gov/documents/2015/10/02/2015-24292/endangered-and-threatened-wildlife-and-plants-12-month-finding-on-a-petition-to-list-greater). Endangered and Threatened Wildlife and Plants; 12-Month Finding on a Petition To List Greater Sage-Grouse (Centrocercus urophasianus) as an Endangered or Threatened Species: A Proposed Rule by the Fish and Wildlife Service on 10/02/2015  U.S. Fish and Wildlife Service. 2013. Greater Sage-grouse (Centrocercus urophasianus) [Conservation Objectives: Final Report](https://ir.library.oregonstate.edu/concern/technical_reports/02871197d). U.S. Fish and Wildlife Service, Denver, CO. February 2013.  Natural Resources Conservation Service. 2019. [Sage Grouse Initiative](https://www.sagegrouseinitiative.com/).  Lyons, Jim. 2017. [Lessons Learned from the State-Federal Effort to Conserve the Greater Sage-Grouse](https://www.americanprogress.org/issues/green/reports/2017/07/24/436367/lessons-learned-state-federal-effort-conserve-greater-sage-grouse/). Center for American Progress.  Lyons, Jim. 2019. “[5 Trump Administration Efforts That Could Undermine the Greater Sage-Grouse Conservation Strategy”](https://www.americanprogress.org/issues/green/news/2019/04/08/468372/5-trump-administration-efforts-undermine-greater-sage-grouse-conservation-strategy/). Center for American Progress.  Coral Davenport. March 15, 2019. “[Trump Administration Loosens Sage Grouse Protections, Benefitting Oil Companies](https://www.nytimes.com/2019/03/15/climate/trump-sage-grouse.html)” New York Times.  Lyons, Jim. 2017. [Under Threat: The Endangered Species Act and the Plants and Animals it Protects](https://www.americanprogress.org/issues/green/reports/2017/11/28/443265/under-threat/#:~:text=At%20its%20core%2C%20ESA%20is,by%20unchecked%20growth%20and%20development.). Center for American Progress.  [Heat*h*en](https://orionmagazine.org/article/heathen/?mc_cid=dc6c53d18b&mc_eid=2d4c0906d3), Orion Magazine Sept 2020  JOURNAL ENTRY: What are some benefits and challenges with focusing land management around individual species? |
| Wed Oct 14th | ONLINE | A Scientific Perspective on the Present Challenges of Wildfire Management on Public Lands | *Michele Crist, Landscape Ecologist, BLM Fuels Management and Fire Planning*  Student Intro By:  Matthew Keller | <https://www.nifc.gov/fireandsagegrouse/docs/SO_Rangeland.pdf>  <https://www.fs.fed.us/rm/pubs_series/rmrs/gtr/rmrs_gtr389.pdf>  [The Toll: Wildland Firefighters Share Stories from the Job](https://www.pbs.org/independentlens/blog/the-toll-wildland-firefighters-share-stories-from-the-job/) |
| Fri Oct 16th | ONLINE | History of NIFC and Federal Fire Policies | *Jolie Pollet, Fire Planning and Fuels Management Division Chief, BLMs National Fire and Aviation Office*  Student Intro By:  Jacob Hanson | [Federal wildfire policy and the legacy of suppression](https://headwaterseconomics.org/natural-hazards/federal-wildfire-policy/)  [Up in Smoke: New Video on Invasive Grasses and Fire — Partners in the Sage](https://www.partnersinthesage.com/blog/up-in-smoke-video)    [The Benefits of Hard Decisions: Applying Lessons from Wilderness Fire](https://www.youtube.com/watch?v=wNm7OEsfK6I)  JOURNAL ENTRY: Who bears responsibility for wildland fire? How might that shared responsibility produce better land management? |
| Wed Oct 21st | ONLINE | “Why all the Conflict Over Wolves?” | *Suzanne Stone, Wood River Wolf Project*  Student Intro By:  Alissa Wolfe | Suzanne A. Stone, Stewart W. Breck, Jesse Timberlake, Peter M. Haswell, Fernando Najera, Brian S. Bean, Daniel J. Thornhill, Adaptive use of nonlethal strategies for minimizing wolf–sheep conflict in Idaho, Journal of Mammalogy, Volume 98, Issue 1, 8 February 2017, Pages 33–44, <https://doi.org/10.1093/jmammal/gyw188>  <https://www.youtube.com/watch?v=6RsnjGLLujE>  [Wood River Wolf Project](https://www.woodriverwolfproject.org/) |
| Fri Oct 23rd | ONLINE | Multiple-Use Challenges in the Forest Service | *Andy Brunelle,*  *Capital City Coordinator, ‎USDA Forest Service*  Student Intro By:  Shannon Holt | [Chapter 12: Regulating Oil and Gas on](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-12/)  [Federal Lands under Presidents Bush II,](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-12/)  [Obama and Trump – The Environmental](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-12/)  [Politics and Policy of Western Public Lands](https://open.oregonstate.education/enviromentalpolitics/chapter/chapter-12/)  Brunson, “Rangeland Policy and  Management in a Changing West: Political  Marginalization and a Crisis of Trust” in  Steel and Wolters, The Environmental  Politics and Policy of Western Public Lands  (Oregon State).  ['Timber Wars' episode 3: The owl](https://www.opb.org/article/2020/09/22/timber-wars-episode-3-the-owl/)  **Analysis Essay Outline Due** [**here**](https://drive.google.com/drive/folders/1PRDPov54JPHR5SZUvhQBh4dE-_dGyoDr?usp=sharing)  [(Outline Guidelines here)](https://docs.google.com/document/d/1FowkJJHqA4ASkpPKHskpcbJlKn0DmMM-1dbYhF2paBc/edit?usp=sharing) |
| Wed Oct 28th | ONLINE | National Monuments: History, Conflicts, and the Future  [**Jamboard discussion**](https://jamboard.google.com/d/1w3afSlD7c-DMKAstHdxJQchU_Fs-aEa57Lrk3PgyBxs/edit?usp=sharing) | *Mackenzie Case,*  *PhD Candidate, Boise State University, School of Public Service, Department of Public Policy and Administration* | [Congressional Research Service](https://fas.org/sgp/crs/misc/R41330.pdf), National Monuments and the Antiquities Act, 2018  Freemuth, “[How the Antiquities Act has expanded the national park system and field struggles over land protection](https://theconversation.com/how-the-antiquities-act-has-expanded-the-national-park-system-and-fueled-struggles-over-land-protection-56454),” *The Conversation* 6/7/2016  Freemuth, “[A Closer Look At Trump's Antiquities Act Order](https://drive.google.com/file/d/14okz0SrJKOuWMfASC-xMSzsRYlAXjQN8/view?usp=sharing)”, *Law360, 05/10/2017*  [State Trust Lands in Transition: Understanding the Trust Model](https://headwaterseconomics.org/wp-content/uploads/HE-State-Trust-Lands-Understanding-The-Trust-Model.pdf)  [Video: Idaho's public lands transcend partisan divides — High Country News – Know the West](https://www.hcn.org/articles/video-public-lands-idahos-public-lands-transcends-partisan-divides) |
| Fri Oct 30th | ONLINE | Idaho's Public Lands: Bringing Idaho Together | *Rick Johnson,*  *Former Executive Director,*  *Idaho Conservation League*  Student Intro By:  Stefanie Buckbee | *Idaho Wilderness* [*Considered*](https://drive.google.com/file/d/1scKUEWCJl74Pn1reGjkOZN6Y0k5Z_rY6/view?usp=sharing), published in 2016 by the Idaho Humanities Council  Barker, Rocky. [How the Boulder-White Clouds wilderness was preserved](https://www.idahostatesman.com/news/local/environment/article41563677.html). Idaho Statesman. 2015.  [Beyond the White Clouds](https://www.pbs.org/video/outdoor-idaho-beyond-white-clouds-special/) (Outdoor Idaho)  JOURNAL ENTRY: Consider the term wilderness. What does it mean to you? What does it mean in legal terms? What might be problematic about it? What might be revolutionary about it? |

Class and Speaker Schedule: Public Lands of the Future

| Wed Nov 4th | ONLINE | State Lands: A Legal Framework of Idaho’s Endowment Lands and a look at Oil and Gas in Idaho  **[please note this talk was not archived]** | *Kristina Fugate,*  *Idaho Attorney General’s Office*  Student Intro By:  Riley Kafka | Consider this portion of Idaho’s constitution that relates to endowment lands: [Section 8](https://legislature.idaho.gov/statutesrules/idconst/artix/sect8/)  Spend a half hour or so looking at Idaho Department of Lands’s website and associated links regarding the basics of Idaho’s Endowment Lands [Understanding Endowment Land | Department of Lands](https://www.idl.idaho.gov/about-us/understanding-endowment-land/) |
| --- | --- | --- | --- | --- |
| Fri Nov 6th | ONLINE | Building Partnerships with Tribes for Public Land Management | *Dr. Mike Dockry*  *Assistant Professor, University of Minnesota, Department of Forest Resources*  Student Intro By:  Tess Cole | Dockry, Michael J., Sophia A. Gutterman, and Mae A. Davenport. "B[uilding bridges: Perspectives on partnership and collaboration from the US forest service tribal relations program](https://drive.google.com/file/d/1V1sEj9XLaI8P43ajzjTKnvpFKXvoSd8r/view?usp=sharing)." Journal of Forestry 116.2 (2018): 123-132.  “Transforming research and relationships through collaborative tribal-university partnerships on [Manoomin](https://www.sciencedirect.com/science/article/pii/S1462901120313599) (wild rice).” *Environmental Science and Policy* 15(2021) |
| Wed Nov 11th | ONLINE | Shifting the West from War to Peace through Shared Learning | *Rocky Barker, Retired Environmental Journalist, Idaho Statesman*  Student Intro By:  Elias Shoemaker | [Climate change means hot rivers, acidic oceans, salmon harm](https://www.idahostatesman.com/news/local/environment/article177709666.html)  [96 Should Snake Dams be Removed? Here's What First Changed Statesman Editorial Board's Mind, Rocky Barker, Idaho Statesman](http://bluefish.org/changed_.htm)  [Remove Snake River dams, save Idaho salmon & taxpayer money](https://www.idahostatesman.com/opinion/editorials/article162699983.html)  John Freemuth, “The [Emergence of Ecosystem Management: Reinterpreting t](https://drive.google.com/file/d/1Aoru510NWmkdX5fTcDFMOQ7D7AMDHf-u/view?usp=sharing)he Gospel” *Society and Natural Resources,* 9:411-417(1996). |
| Fri Nov 13th | ONLINE | Outdoor Idaho Highlights | *Bruce Reichert, Executive Producer, Outdoor Idaho, and Peter Morrill, Former General Manager, Outdoor Idaho*  Student Intro By:  Christopher Wright | Outdoor Idaho pores through the archives to see what John Freemuth really said on public policy issues. John holds the record for most appearances on the 38 year old Idaho Public Television show  [Outdoor Idaho](https://www.idahoptv.org/shows/outdooridaho/) |
| Wed Nov 18th | ONLINE | Conservation Success Stories from 40 years with the National Park Service | *Jon Jarvis, Executive Director of the Institute for Parks, People and Biodiversity at the University of California, Berkeley; 18th Director of the National Park Service (NPS)*  Student Intro By:  Jessica Mancha | Gary E. Machlis and Jonathan Jarvis, T*he* [*Future of Conservation in America*](https://drive.google.com/file/d/1SZPL8G_bR5BMCePc954kNnSF8TWxFAuH/view?usp=sharing) *A Chart for Rough Waters* (University of Chicago Press 2018) |
| Fri Nov 20th | ONLINE | Politics vs. Science: John's Common Sense Approach | *Mike Ferguson, & Ed Shepard, Public Lands Foundation*  Student Intro By:  Saleh Alromahe | Freemuth, “All Science is Political” <https://www.hcn.org/blogs/range/all-science-is-political>  Freemuth & Skillen. [Moving Bureau of Land Management headquarters to Colorado won't be good for public lands](https://theconversation.com/moving-bureau-of-land-management-headquarters-to-colorado-wont-be-good-for-public-lands-126990)  [Professor John Freemuth](https://westernpriorities.org/2019/10/14/professor-john-freemuth/), Western Priorities  SEJ Conference panel:  <https://www.facebook.com/watch/live/?v=2426808567578386&ref=watch_permalink> |
| Wed Nov 25th | Fri Nov 27th | Thanksgiving Break | ----- | ----- |
| Wed Dec 2nd | ONLINE | Tribal Self-Determination and Rebuilding the West | *Jaime Pinkham*  *Executive Director, Columbia River Inter-Tribal Fish Commission*  Student Intro By:  Daniel Garner | [Columbia River Treaty](https://www.critfc.org/tribal-treaty-fishing-rights/policy-support/columbia-river-treaty/)  [Home - SOTSP.](https://plan.critfc.org/) Spirit of the Salmon Plan |
| Fri Dec 4th | ONLINE | MPA Legacy Panel | *Shauna Hanisch-*  *Kirkbride*  *Scott Martin*  *Dr. Craig Jones*  *Kelli Badesheim*  Student Intros by:  Stephanie Buckbee (Shauna)  Riley Kafka (Scott)  Alyssa Cepeda (Kelli)  Shannon Holt (Craig) | [Disruptive Ideas: Public Intellectuals and Their Arguments for Action on Climate Change](https://onlinelibrary.wiley.com/doi/full/10.1002/wcc.317)  [Horizon by Barry Lopez review – magnificent on the natural world, and furious too](https://www.theguardian.com/books/2019/mar/14/horizon-by-barry-lopez-review) |
| Wed Dec 9th | ONLINE | Student Presentations |  | Sign up for brief presentations [here](https://docs.google.com/document/d/1quFDS12IVM2qkMAckoDY3Ky1fYz37antIrzOXSHiLxE/edit?usp=sharing) |
| Fri Dec 11th | ONLINE | Future Wild  Student presentations |  | Sign up for brief presentations [here](https://docs.google.com/document/d/1quFDS12IVM2qkMAckoDY3Ky1fYz37antIrzOXSHiLxE/edit?usp=sharing)  [Kristine Tompkins: Let's make the world wild again | TED Talk](https://www.ted.com/talks/kristine_tompkins_let_s_make_the_world_wild_again)  [Half-Earth Project | EO Wilson Biodiversity Foundation](https://www.half-earthproject.org/)  [30 by 30: A Push to Protect US Land and Water](https://eos.org/articles/30-by-30-a-push-to-protect-u-s-land-and-water) |
| Wed Dec 16th |  |  |  | Final Analysis Essay Due: [Here](https://drive.google.com/drive/folders/12kZftA150o0LDnrUVJDAWLQRHEygOOiL?usp=sharing)  At high noon |

More Public Lands resources:

Congressional Research Service:

* Overview of public lands (stats, history, etc.): <https://fas.org/sgp/crs/misc/R42346.pdf>

USGS Protected Areas Database of the United States (PAD-US)

* Main website: <https://www.usgs.gov/core-science-systems/science-analytics-and-synthesis/gap/science/protected-areas>
* Online viewer: <https://maps.usgs.gov/padus/>
* Alternative online viewer: <http://www.protectedlands.net/map/>

Headwaters Economics - Public Lands Articles and Research

* Main website: <https://headwaterseconomics.org/public-lands/>

Public Lands Foundation

* Main website: <https://publicland.org/>
* Note: Dr. Freemuth sent many students to the Student Congress.

Guide to Public Lands--University of Dayton

* <https://onlinelaw.udayton.edu/resources/public-land-use/>

landlocked public lands: <https://www.trcp.org/unlocking-public-lands/>

<https://westernpriorities.org/2013/11/25/new-report-landlocked-measuring-public-land-access-in-the-west/>

*Bidder 70* [in library]

High Country News [discount student subscriptions available]

* <https://www.hcn.org/>

E&E News

[The Forest History Society](https://foresthistory.org/)

# Stephen Pyne discusses "The [Pyrocene: How Humanity Created a Fire Ag](https://www.youtube.com/watch?v=whji0gX6xag&t=2s)e"

Wild rice research project: [Kawe Gidaa-naanaagadawendaamin Manoomin – First we must consider Manoomin / Psiη (wild rice)](https://manoominpsin.umn.edu/)

Reframing Wilderness to bolster Conservation: <https://www-sciencedirect-com.libproxy.boisestate.edu/science/article/pii/S0169534720301671>

Case Studies in the Environment: <https://online.ucpress.edu/cse/article/2/1/1/33814/Who-Controls-the-Land-Lessons-from-Armed-Takeover>

Nancy Langston, *Where Land and Water Meet: A Western Landscape Transformed,* (UW Press 2006).

[climate](https://tribalclimate.uoregon.edu/publications/) change;

[Moving Forward Together: Building Tribal Resiliency and Partnerships](https://toolkit.climate.gov/case-studies/moving-forward-together-building-tribal-resiliency-and-partnerships)

**Policies:**

**Student Well-being:**

If you are struggling for any reason (COVID, relationship, family, or life’s stresses) and believe these may impact your performance in the course, I encourage you to contact the Dean of Students at (208) 426-1527 or email deanofstudents@boisestate.edu for support. Additionally, if you are comfortable doing so, please reach out to me and I will provide any resources or accommodations that I can. If you notice a significant change in your mood, sleep, feelings of hopelessness or a lack of self worth, consider connecting immediately with Counseling Services (1529 Belmont Street, Norco Building) at (208) 426-1459 or email healthservices@boisestate.edu.

**COVID 19 Syllabus Notice**

Many Boise State classes have resumed face-to-face meetings in the midst of a global pandemic and a recent local surge of infections. Our goal is to have a successful academic year while keeping our students, faculty, and local community healthy and safe. Public health requirements are in place to achieve that goal, the primary mechanism for which includes the mandatory use of facial coverings that protect all of us.

We have adapted our learning spaces to allow for physical distancing and taken other health precautions so that you can still have the option of a face-to-face course. However, there is still inherent risk associated with face-to-face courses during a pandemic because of proximity to others and length of potential exposure to the virus. Therefore, as members of this learning community, it is imperative that we all engage in behaviors that protect the overall public health.

You have elected to enroll in a face-to-face course, and this format offers a number of benefits that appeal to many students. If you would like to preserve your access to this face-to-face option, though, you are required to wear facial coverings in all face-to-face learning environments. You must keep your mouth and nose covered at all times throughout class — facial coverings cannot be pulled up or down. **Eating and drinking will NOT be permitted in the classroom**.

By enrolling in an in-person course, you agree to comply with Boise State’s rules and precautions which include, but are not limited to, facial coverings, frequent hand washing, hand sanitizing, and physical distancing. You understand that failing to comply with these rules and precautions is a violation of Boise State’s [Student Code of Conduct](https://www.boisestate.edu/deanofstudents/student-conduct/). Failing to comply will subject you to university sanctions and discipline.

**University policy states that I am not allowed to begin/continue with instruction unless and until everyone present has a facial covering in place.**

This course is designed to be accessible to all students. A very small percentage of people cannot wear facial coverings for reasons related to medical conditions or disabilities. If this is your experience, please contact the [Educational Access Center](https://www.boisestate.edu/eac/) to document your condition so that we may determine the best accommodation for you (such as participating remotely, wearing a face shield). Until an accommodation is in place, you will need to participate remotely. If you need to read lips or facial expressions to understand what people are saying, please let the [Educational Access Center](https://www.boisestate.edu/eac/) and me know via email. During the first few weeks of classes, there will be stations set up around campus to help students understand the process for applying for accommodations.

If you are unwilling to wear facial coverings, you cannot participate in person; please dismiss yourself and either inquire whether you may participate in the class fully remotely, or contact the [Registrar's Office](https://www.boisestate.edu/registrar/) (208-426-4249) to pursue your learning experience in a different, online section. Should you refuse to cover your mouth and nose and also refuse to leave the classroom, I will dismiss the class and you will be reported to and contacted by the Dean of Students Office.

**Mutual Guidelines for Safe Learning Environments**

While these public health measures are essential to protecting our individual and communal health, they also complicate how we engage in teaching and learning. The following guidelines should ease our comfort and communication with one another:

* In the classroom, we must wear a facial covering that covers our mouth and nose at all times. If you or I let our facial coverings slip, we will politely remind one another to secure our masks.
* In the event that we need to step closer to examine someone’s work during class, we will refrain from commenting until we are at a safe distance.

**Americans with Disabilities Act (ADA):** Students who require special accommodation to execute course work should register with the University’s Disability Resource Center (phone: 208.426.1583 location: Administration Building, Room 114). Students have the right to equal access to educational and co-curricular programs, services, activities and facilities; the responsibility to inform the DRC in a timely manner that you are a person with disabilities who needs accommodations; and the responsibility to follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids as outlined.