San José State University  
Department of Environmental Studies  
ENVS 161: California Wildlands, Fall 2019  
(NC)

Course and Contact Information

Instructor:  
Dr. Gary A. Klee

Office Location:  
WSQ 115A

Telephone:  
(831) 454-8719 (Home Office Phone)

Email:  
kleegary@comcast.net. Please use this personal email not my campus email nor phone. Also, please do not leave messages on Canvas. If you use my preferred email, I'll get back to you within 24 hours. Guaranteed!

Office Hours:  
9:30-10:30 a.m., and by special arrangement. There is a sign-up sheet on my office door; please plan your visits. You must be signed up at least 1 full week in advance of your desired appointment.

Class Days/Time:  
Friday, 1:00-2:45

Classroom:  
WSQ 111

Prerequisites:  
ENVS 001 and ENVS 100W

Course Description

Catalog Description:  Discussion and field analysis of California’s wildlands—the range of biodiversity, agency missions & policies, environmental issues, and approaches used to protect these different types of open space.

Specific Description:  This course will expose you to the less known and more distant pieces of California Open Space and allow you to explore and learn about California’s wild environments that are rarely visited by the average Californian. These lands are essential to preserving habitats, protecting biodiversity, and providing valuable ecosystem services to human society. In this course, you will learn about environmental issues that impact these open spaces, including the government policies and types of land ownership that affect wildlands conservation. And, you will learn to use tools that are essential for land managers, such as photography, topographic maps, relevant apps and digital tools. You will apply your knowledge to an evaluation of a specific wildlands site which you will visit and research. You will write a detailed field report and give an oral presentation that critically analyzes your site. Examples of types of wildlands you will learn about include: The Nature Conservancy Preserves, BLM Wilderness Study Areas, National Estuarine Research Reserves & Marine Protected Areas, The University of California Research Reserves, Wild & Scenic Rivers and National Scenic Trails, U.S. Forest Reserves, National Wilderness Preservation Lands, and National and State Wildlife Refuges, Preserves, and Reserves.

ENVS 161 is a field elective for ENVS undergraduate majors, including the Park Ranger and Administration Minor in Environmental Studies. Students in other SJSU Departments may also find this course of interest,
particularly Geography (biogeography & human ecology focus); Art (photography focus), Biology (botany and wildlife focus), and Geology (geomorphology & watershed focus); Political Science (open space laws & regulation focus).

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

1. Define the meaning of "wildlands," provide an extensive list of wildlands in California, and describe the value of these lands to biodiversity and human society in a way that would engage a wide audience.
2. Describe the range of public and private ownership of California wildlands, discuss the history of wildland protection, discuss the policies associated with wildland protection, and describe the implications of different types of ownership on wildland conservation.
3. Make use of photographic and digital mapping tools to implement wildland conservation, tools such as photography, aerial photos and images, topographic maps, and GPS.
4. Demonstrate an understanding of a wildland conservation by:
   a) writing a detailed field analysis of a particular site that incorporates appropriate peer-reviewed and grey literature and critically analyze agency policies & conservation strategies, and
   b) presenting this information in a comprehensive, interesting, & credible oral presentation.

Required Readings and Recommended References:
Required textbook: Wilson, Randall K. 2014. America’s Public Lands: From Yellowstone to Smokey Bear and Beyond. Landham, MD: Rowman & Littlefield. **Buy Kindle or Paperback version from Amazon.**


Required files on Canvas for ENVS 161.

Some Excellent Reference Books: The following books are in the Reserve Book Room of the MLK Library. Also, several are e-books. See file: 161 Excellent References for details.


**Course Requirements and Assignments**

*Course Requirements and Organization*. This course will be run as an undergraduate seminar/workshop. There are no exams but rather daily “engaging” with the instructor and fellow students regarding the required readings, project research, and project binder preparation.

As part of your work for the field component of this course, you will be required to:

1. Travel with companion (never alone) to a wildland field site. Such sites can be distant and isolated. You must contact the site manager and go, at least one time, to your site with the manager or their representative. And before you go, you must provide the name and contact information of the specialist and the date that you will be visiting the site with the specialist to Dr. Klee. In other words, the site, date of visit, and wildland specialist must be approved by Dr. Klee prior to your visit.

2. Contact 2-3 wildland specialists at the field site and/or in a field office. Have your companion photograph you and your contacts. Include the photographs in your final oral presentation and field site written project. Write a 2 page detailed interview of one of the specialists. (See “161 Key Contacts & Interview Model” on Canvas).

3. Take a minimum of 6 original photographs of the field site (An overview shot as well close up shots of the unique or endangered flora, environmental issues, and conservation strategies). Use a plant key book to identify plants.

4. Email the instructor from your field site with any questions or problems you may be encountering. Send photographs as well; the photographs help the instructor visualize your issues. Plus, it is interesting and necessary for me to monitor your work in progress.

5. Gather relevant information to your site from local field offices and visitor centers, and from museums, libraries, newspaper offices, and colleges that may be in a nearby town. (See the “Project Guidelines” file on Canvas for specific details as to what types of information you need to gather.)
(6) If it is legal at your site, collect plant samples that are unique to your site and press them in clear sheet protectors. See model example in my office. You can include this as a supplement to your written term project.

(7) Produce an original chart that relates directly to your site. (For example, see “161 Model Chart” on Canvas). This will be included in both your oral presentation and written project.

(8) You must have a minimum of 12 manuscript pages beyond maps, chart, photographs, key contact page, and appendix. Everything must be submitted according to the Turabian book’s Reference List Style (Author/Date Style) and Klee’s Addendum to Turabian (A.T.T.). No computer programs may be used to format your references and the rest of your paper.

(9) Produce two maps. For example, see Canvas files: 161 Group Introductory Map Model and 161 Individual Emphasized Wildland Map Model.

Please refer to the “161 Project Guidelines” file on Canvas for a detailed description of all the specific requirements of this field course.

The course is organized as follows (for more details see the Course Schedule below on this Canvas file):

Part I Introduction (The concept of wildness; California wildland types; students share their past experiences and knowledge about wildland areas). This part of the courses takes 1 day.

Part II Course Planning and Group Organization. (Students are assigned to one of 5 wildland type groups [e.g., U.S. National Wildlife Refuges; BLM Lands, National Grasslands, etc.]. Depending on class enrollment, there are generally 4-5 students per group. After being assigned to a group, students research and select which specific wildland within that wildland group to do field research (e.g., Lassen National Forest within the U.S. National Forest System student group). This is the logistical part of the course that normally takes 1-2 days.

Part III The Explanation of Specific Assignments & Due Dates Begins. Once organized, the seminar/workshop section of the course begins. The class schedule is now divided into the exact components of your field project (e.g., Introductory pages; maps; charts, etc.). Each day, the instructor (and his T.A.’s) walk you through each component checking your work on the “soft deadline” dates. We roam from group, to group, sitting within the group personally checking each student’s progress and helping them overcome any obstacle they may be facing. During Part III, there is also a detailed discussion of the Turabian book required format, the Turnitin requirement, and answering any questions about plagiarism. The bulk of the course is devoted to this seminar/workshop activity.

Part IV Student Field Project Presentations. Group by group, each student gives a formal Power Point Presentation of their final field project. Students are graded on the quality of their oral presentation. Part IV lasts two days.

Part V Comparative Field Site Key Lessons. Each student gives a 1-2 minute synopsis about what was unique about their site, and the key lessons learned. Emphasis on future challenges facing protecting California wildlands. The class ends with an anonymous written group self evaluation, unofficial class evaluations, and a potluck. This takes place on the last day of normal class.
Grading Information

Assignments and Grading Information. You will be evaluated and your grade determined based on these graded elements of the course:

Seminar Performance ................................................................. 50%

Students will be evaluated on three criteria:

a. Quality of Daily “Engagement.” Students are evaluated on knowledge of the material, improvement over the semester, initiative, dependability, and ability to work with fellow colleagues. (CLO 1) (1/3).

b. Team weekly progress reports. Students are evaluated on their level of understanding, their clarity of expression, and their ability to quickly get to the heart of the material. (CLO 3 and 4) (1/3).

c. Final Oral Presentation of Team Project. Each student is to give a formal PPT presentation of their written field site analysis. This 15-20 minute presentation (depending on class enrollment) is to contain information pertinent to the course, and be presented in a concise and interesting manner (CLO 3 and 4) (1/3).

Detailed Written Field Site Analysis (CLO 3 and 4) .............................................. 50%

This assignment will involve completion of the 9 course requirements listed above, and integration of those requirements into a well-written paper. The paper is to follow exactly the instructions and models provided on Dr. Klee’s Canvas page, with references according to the Turabian book reference list style (author/date style) and the paper format according to Dr. Klee’s Addendum to Turabian. Computer programs to format references may not be used; too many errors are introduced.

* Penalty for late work: ONE LETTER GRADE OFF PER DAY, INCLUDING WEEKENDS AND HOLIDAYS.

Summary of Course Workload

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Course Units</th>
<th>Student Work</th>
<th>Instructor Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>3</td>
<td>9 hours/week</td>
<td>9 hours/week. Do readings, prepare for discussion; update materials; write Field Site Analysis; give oral presentation</td>
</tr>
<tr>
<td>Field</td>
<td>1</td>
<td>45 hours/semester</td>
<td>Research field site; connect with site manager; visit site multiple times; interview wildland specialists; collect data at site for written and oral assignments as required in Project Guidelines</td>
</tr>
</tbody>
</table>
Determination of Grades

97 - 100  A+  94 - 96  A  90 - 93  A-
87 - 89  B+  84 - 86  B  80 - 83  B-
77 - 79  C+  74 - 76  C  70 - 73  C-
67 - 69  D+  64 - 66  D  60 - 63  D-
59 and less  F

Classroom Protocol/Course Protocol

You are expected to attend every course session and arrive on time. In seminars (whether graduate or undergraduate level), one simply does not arrive late nor miss class. Furthermore, participation means “engaging” in the class discussion, not simply attending class. See Canvas file: “161 Seminar Performance Evaluation” to know the categories of engagement in which you will be evaluated.

For the field component of this course, you will spend at least 45 hours in the field visiting sites and researching your particular field site. The instructor will provide models for your field visits and specific instructions. You will report on your visits during the course of the semester and will receive regular feedback from the instructor on information you are collecting and questions you have. You will provide the culmination of your field work, as modified by instructor feedback, in your group project binder and your oral presentation.

University Policies

STATEMENT REGARDING REQUIRED HOURS FOR A 4-UNIT, IN PERSON COURSE. At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a 4-unit course, you can expect to spend a minimum of 8 hours per week completing class-related assignments in addition to the in-person class meeting. For additional details, see file “161 University Guidelines for Units/Workload” on my ENVS 161 Canvas page. Fortunately for students, the where, when, and how you put in the field visit hours is based on your own personal family, work, and job schedule. In other words, the geographic location you choose to travel to, the day and number of times you must visit to accomplish your research is based on your success rate at accomplishing your chosen goal.

STATEMENT REGARDING DISABILITY: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with the Accessible Education Center (AEC). Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. [If you are aware of a disability now, register within the first three weeks of class. Do not wait until an assignment is due].

STATEMENTS REGARDING CHEATING & PLAGIARISM: It is the student’s responsibility to be familiar with SJSU policies on cheating & plagiarism. See SJSU Home>CS 100W: Technical Writing>SJSU Policies: Prerequisites. You must also be familiar with the ENVS 100W Instructor’s Handbook on Plagiarism and Academic Integrity.

One example of cheating: 1.1.3.: “Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.”

One example of plagiarism: 1.2.1.: “The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another’s work, without giving appropriate credit, and/or representing the product as one’s own work.”

I HAVE PROVIDED YOU JUST ONE EXAMPLE HERE OF CHEATING AND PLAGIARISM. THERE ARE MANY OTHER EXAMPLES. STUDY THE ABOVE DOCUMENTS, OR BE CAUGHT IN ONE OF THE GREATEST SINS YOU CAN COMMIT.
IN ACADEMIA, AND WATCH YOUR GRADE AND MORE IMPORTANTLY YOUR REPUTATION, GO DOWN IN FLAMES. If you have questions, always ask prior to submitting any written document to the instructor.

FOR FURTHER INFORMATION ON UNIVERSITY POLICIES
Per University Policy S15-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

ENVS 161/California Wildlands/Fall 2019
Course Schedule
The schedule is subject to change, and students will be notified via e-mail or within the classroom.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Aug 23 | Part I: Introduction  
- Course Description & Grading Policy  
- California Wildland Types--Students discuss their experiences  
- Explain what is due next session | REVIEW FILES: 161 Syllabus; 161 Field Trip Locations—North Central California (NC); 161 Extra Credit for Distance Travelled (NC); 161 Seminar Performance Evaluation; 161 Project Evaluation; 161 Term Evaluation Results; 161 Excellent References. |
| 2    | Aug 30 | Part II: Course Planning & Group Organization  
- Explain Field Project in Greater Detail  
- Assign students to wildland groups  
- Each group begins to discuss who is going to do what “emphasized wildland” within their specific group | Students are to have e-mailed me prior to this date their three preferred specific wildland preferences in ranked order (1st, 2nd, 3rd)  
DUE: BIO CARD WITH PHOTO  
REVIEW FILE: “161 Project Guidelines,” and above files  
Reading: Wilson 2014, Introduction & Ch 1 |
| 3    | Sep 6 | • Emphasized wildlands within each group is finalized  
• Each group Chair (group Director) gives an oral summary of their group’s wildland type & who is doing what | Prior to this date, the Team Chair only emails the instructor with who is doing what specific wildland  
DUE: Each group provides a general California map showing the locations of their type of wildlands within the State (File: “161 Group Map Model”)  
REVIEW FILES: “161 Introductory Page Model;” “161 Model Key Contact Page & Interview;” “161 Interview Questions You Should Consider;” “161 Additional Clarification of Placement of References” |
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<tbody>
<tr>
<td>4</td>
<td>Sep 13</td>
<td>• Explain the Chart &amp; Map Sections&lt;br&gt;• Explain the Emphasized Wildland and Associated Reference Section</td>
<td>REVIEW FILES: “161 Model Chart;” “161 Group Map Model;” &amp; “161 Individual Emphasized Wildland Map Model”&lt;br&gt;Reading: Wilson 2014, Ch 2</td>
</tr>
<tr>
<td>5</td>
<td>Sep 20</td>
<td>• Explain List of Photographs &amp; Photographs&lt;br&gt;• CHECK: Introductory Pages &amp; Introductory Page References</td>
<td>REVIEW FILE: “161 List of Photographs &amp; Photographs Model”&lt;br&gt;DUE: Introductory Pages &amp; Introductory Page References&lt;br&gt;Reading: Wilson 2014, Ch 3</td>
</tr>
<tr>
<td>6</td>
<td>Sep 27</td>
<td>• Explain: Appendix and Appendix References&lt;br&gt;• CHECK: Chart&lt;br&gt;• CHECK: All Maps</td>
<td>REVIEW FILE: “161 Appendix Model”&lt;br&gt;DUE: All charts and maps&lt;br&gt;Reading: Wilson 2014, Ch 4</td>
</tr>
<tr>
<td>7</td>
<td>Oct 4</td>
<td>• CHECK: All personal photo prints to be used in your emphasized wildland (actual hard copies not viewing on your laptop)&lt;br&gt;• CHECK: Cross-checking of (1) Intro Pages (2) Intro Page References; (3) Charts; (4) All Maps (5) Personal Photo Prints</td>
<td>DUE: Your original photo prints&lt;br&gt;DUE: Cross-checking of the 5 items at the left&lt;br&gt;Reading: Wilson 2014, Ch 4</td>
</tr>
<tr>
<td>8</td>
<td>Oct 11</td>
<td>• CHECK: Key Contact Page &amp; Interview&lt;br&gt;• CHECK: Appendix and Appendix References</td>
<td>DUE: Key Contact Page &amp; Interview&lt;br&gt;DUE: Appendix and Appendix References&lt;br&gt;Reading: Wilson 2014, Ch 5</td>
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<tr>
<td>9</td>
<td>Oct 18</td>
<td>Turabian, A.T.T., Turnitin, &amp; plagiarism discussion. Don’t miss this extremely important day</td>
<td>Bring your Turabian BOOK or Kindle and hardcopy of the “161 Addendum to Turabian” file. Also review “161 Turnitin Instructions for Dr. Klee’s Classes” on Canvas&lt;br&gt;Reading: Wilson 2014, Ch 6</td>
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<tr>
<td>10</td>
<td>Oct 25</td>
<td>• CHECK: Your completed Emphasized Wildland &amp; References&lt;br&gt;• CHECK: Your binder</td>
<td>DUE: Emphasized Wildland &amp; References&lt;br&gt;DUE: Completed Binder&lt;br&gt;Reading: Wilson 2014, Ch 7</td>
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<tr>
<td>11</td>
<td>Nov 1</td>
<td>LAST DAY TO ASK ME ANY QUESTIONS (OR MY T.A.’S) REGARDING THE PREPARATION OF</td>
<td>Bring Binder. Turabian Book, &amp; A.T.T. Book&lt;br&gt;Reading: Wilson 2014, Ch 8</td>
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<tr>
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<td>12</td>
<td>Nov 8</td>
<td>All PROJECTS DUE WITHIN THE 1ST 5 MINUTES OF CLASS. [CLASS MEETS AT THE BLUE TABLE IN WSQ 115] THIS IS NOT A “SOFT DEADLINE” LIKE THE OTHERS</td>
<td>100% COMPLETED FINAL PROJECT. I DO NOT ACCEPT INCOMPLETE PROJECTS. I DO NOT GIVE OUT INC GRADES.</td>
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<tr>
<td>13</td>
<td>Nov 15</td>
<td><strong>Part IV: Student Field Project Presentations</strong></td>
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<tr>
<td>14</td>
<td>Nov 22</td>
<td>(2nd day of Project Presentations)</td>
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<tr>
<td>15</td>
<td>Nov 29</td>
<td>Thanksgiving Break</td>
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<tr>
<td>16</td>
<td>Dec 6</td>
<td><strong>Part V: Comparative Field Site Key Lessons</strong></td>
<td>Reading: Wilson 2014, Ch. 9 DUE: A 1 page typed summary (See model “161 Comparative Field Site Key Lessons Butler Slough Ecological Reserve” on Canvas</td>
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</tbody>
</table>

A. Each student gives a 2 minute synopsis about what was unique about their site, and the key environmental lessons learned
B. Round table discussion & Potluck
C. Group Self Evaluation and Unofficial Class Evaluation

Hope you’ll now explore some of these newly learned sites on your own. Stay safe and enjoy.

[Remember: This course is a repeatable course for an additional 4 units of field credit—different county, different wildland type, new learning adventure]