

**WR 323 Winter 2017**  
**Paul R Lask**  
**CRN 44387**

**NH 324**  
**(T-TR) 10:00-11:50 am**  
**plask@pdx.edu**  
**Office Hours: By Appointment**

### **PSU Course Description**

A writing course for upper-division students which offers reflective approaches to writing and reading. Students enhance critical thinking abilities, refine rhetorical strategies, practice writing processes with special attention to revision and style, and write and read in a variety of genres. Includes formal and informal writing and sharing writing with other students. This course will prepare students to write in professional and academic contexts, offering students the opportunity to engage in intensive inquiry into the processes and strategies of writing.

#### **Goals:**

Develop awareness of one's own writing process  
Rhetorical Knowledge  
Critical reading, writing, and thinking  
Knowledge of Conventions  
Composing in Multiple Environments for Multiple Audiences/Styles  
Encourage students to make education their own

### **My Course Description**

*There is a long history of competing narratives to define what the American wilderness is. Though conceptions of wilderness have changed over time, themes recur. It is still a place that is feared and romanticized. It is still identified as a source of purity. Conservation efforts continually come in conflict with those of preservationists, who believe large swaths of land need to remain "untouched."*

*We will read and respond to a variety of texts--- literary, historical and legal--- as well as film and paintings, to get at what wilderness is, keeping in mind the rhetorical methods being used. We will put together daily presentations, blog posts and three essays that will critically examine primary and secondary sources. With wilderness as a lens I hope to get at issues of displacement, industrialization, environmental equity and sustainability.*

**Course Texts:** *American Wilderness: A New History* edited by Michael Lewis (Oxford University Press). The ISBN is 978-0195174144. A digital copy is available for free on the PDX Library site.

All other readings will be scanned and emailed and placed on the course blog.

**Presentations:** Each class a student will give a 5-10 minute presentation on material that **CRITICALLY ENGAGES** with our readings. This can include refuting or supporting a reading by bringing in external texts, or presenting other relevant writing or art that illuminate the thesis in

interesting ways. I will have a signup sheet the first day. Presentations can be creative, including video, music, slide show; they can also be a short essay.

**Blog:** [writing323blog.wordpress.com](http://writing323blog.wordpress.com)

Each week we will communicate digitally. Be nice. Part of critical writing and analysis is articulating yourself clearly and smartly, not like an angry online commentator. That said, engage one another--- you don't always have to start a new thread. Share presented material here.

**Essays:** We will write three 1,000-1,500 word essays in MLA format. You can write one of the three critical essays in a creative format (without citations), though two of the three will need cited research.

### **Grading:**

25% presentations and attendance

25% blog posts

50% essays

### **PLAGIARISM & ACADEMIC DISHONESTY**

Good scholars are careful to give credit where it's due. Plagiarism is the use of someone else's words or ideas without acknowledging the source. It results from dishonesty, carelessness, or a combination of both. So be honest and careful. Document your sources and attribute ideas to their owners. Do not purchase or download a paper from the Internet, and do not recycle a paper (either yours or someone else's) from another class. If you are having problems with an assignment, please talk to me rather than resort to a tactic that could jeopardize your academic and professional future. Plagiarism can result in the following consequences, depending on the particular violation:

1. In the case of accidental plagiarism, where it is clear that a student has not yet learned the rules of documentation, the student will be properly notified and will fail the assignment.
2. In cases of clear plagiarism, such as purchasing papers online or directly stealing another student's paper, the student will automatically fail the assignment and/or the course. A formal report will be made to the Dean of the Division and the Dean of Students, and the student may have to deal with larger ramifications as imposed by the institution.

**Attendance** is mandatory. That said, life happens. You are allowed two excused absences. The third your grade drops a full letter. The fourth, **for any reason**, you will fail the course.

*Please note: I will not allow you to join the class if you are more than 15 minutes late.*

### **Week One**

#### **Tuesday**

Course Introduction

Blog: Sign up

#### **Thursday**

First Contact- Perrault

A "Virgin" Wilderness

### **Week Two**

#### **Tuesday**

Religion "Irradiates" the Wilderness- M. Stoll

**Thursday,**  
Religious Wilderness, cont.  
White-Berry-Nasr-Wei excerpts  
Essay 1 Assigned

**Week Three**

**Tuesday**  
Farm Against Forest- S Stoll

**Thursday**  
Farm Against Forest, cont.  
Industrial Agriculture  
Essay 1- peer review

**Week Four**

**Tuesday**  
Romanticism / Thoreau- Dean  
Essay 1- **final due**  
Essay 2 assigned

**Thursday**  
Romanticism / Thoreau, cont.  
Transcendental Wilderness

**Week Five**

**Tuesday**  
Landscape Art- Miller  
Essay 2- peer review

**Thursday**  
Landscape Art- Miller, cont.  
Thomas Cole and the Hudson River painters

**Week Six**

**Tuesday**  
Wilderness Parks and their Discontents- Johnson  
Essay 2- **final due**

**Thursday**  
Wilderness Parks- Johnson, cont.

**Week Seven**

**Tuesday**  
Muir / Pinchot- C Miller  
Essay 3 assigned

**Thursday**  
Muir / Pinchot, cont.

## **Week Eight**

### **Tuesday**

Gender and Wilderness Conservation- Jarvis

Essay 3- peer review

### **Thursday**

Gender and Wilderness Conservation, cont.

## **Week Nine**

### **Tuesday**

Putting Wilderness in Context- Sutter

Leopold, Marshall and Interwar advocates

Essay 3- **final due**

### **Thursday**

Wilderness Context, cont.

## **Week Ten**

### **Tuesday, Nov 29th**

Loving the Wild in Postwar America- Harvey

Wilderness Act of 1964

### **Thursday**

Harvey, cont.

Desegregating Wilderness

### **Tuesday**

Final Class- Rewrites due