



**HIS 3060
Wilderness
In the
American Mind
(Spring 2024)**

Prof. R. Kennedy
Colt Hall #209
rkennedy@pointloma.edu
Office Hrs:

Course Goal: Wilderness in the American Mind studies influential ways people in American history have thought about creation/nature/the environment. Traditions within Christianity, romanticism, pragmatism, and scientism weave throughout American thoughts about wilderness. We read and discuss the great writers on the subject from the seventeenth through the twenty-first centuries. We learn the historical differences and similarities of the most influential conservation organizations. We also study public policy as it develops: the creation of parks, the defining of the terms, and the issues caused by tourism, pollution, and population growth. As a history class, we emphasize people, geography, situations, and events in the hope of gaining wisdom that we can apply today in our world.

Course Learning Outcomes:

1. Consider (evaluation & analysis) consistencies and changes in American cultural attitudes and thoughts about, and experiences with, wilderness.
2. Communicate (application, comprehension) coherent ideas, orally and in writing, about the application of historic attitudes, thoughts, and experiences to present day environmental issues.

Required Books:

Silas Chamberlin, *On the Trail: A History of American Hiking*

(Yale University Press ISBN 9780300219111)

Rick Kennedy, *The Winds of Santa Ana: Pilgrim Stories of the California Bight*

(Wipf & Stock ISBN 9781666736137)

John Muir: *Nature Writings*, ed. William Cronon

(Library of America ISBN 978-1883011246)

A blank journal/sketch/notebook/scrapbook.

(You will be asked to read and show your notes/sketches for class discussion)

Grades: Attendance 60%, Class presentation 15%, Final 25%

Class Presentations: Students will be asked to present to the class entries, travel notes, camping thoughts, sketches, poems, song lyrics, and thoughts from their class journal that deal with a wilderness subject appropriate to what we have been reading and studying. The presentation should promote heightened awareness of nature or wilderness issues along with promotion of specific ways of thinking about nature. The class will discuss student presentations.

Final Exam will be essay questions based upon the assigned reading in the class.

Course Schedule:

1. The term “Wilderness” in KJV and its many meanings. Native American spirituality traditions and TEK (Traditional Ecological Knowledge) and Christian-biblical tradition of communication through nature, Augustine, Francis of Assisi, and Bonaventure.

Discuss of *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teaching of Plants* by Robin Wall Kimmerer and examples from *Wisdom Sits in Places*. This readings will be supplied in class. (Begin reading *Winds of Santa Ana: Pilgrim Stories on the California Bight*)

Break for MLK Day

2. Christian Two-Book Tradition in Early America: Cotton Mather, Jonathan Edwards, and *Winds of Santa Ana*
Discuss *Winds of Santa Ana* (Be prepared to show the notes of your thoughts on various situations and types of communication depicted in each chapter of the book, especially Christian traditions of geographical-cultural links, physiologos, and the role of pilgrimage, patron saints, and place-names.)

3. America’s Wilderness in Patriotic and Enlightenment Tradition: Botany and Ornithology. John and William Bartram. Charles Willson Peale Museum, and Audubon’s Birds of America
Discuss readings from William Bartram available in Canvas

4. Romanticism and Transcendentalism in the Enlightenment and Industrial Revolution. William and Dorothy Wordsworth. Samuel Coleridge and the Invention of Thoughtful Hiking, a Romantic form of Pilgrimage. The Dana Family, Washington Allston, J. F. Cooper, R. W. Emerson, and H. D. Thoreau.
Discuss: Emerson’s *Nature* and Thoreau’s *Walking*.

5. Humboldtian Science and Ecological-Environmentalist Thinking. Nature and Nurture. The Hudson River school of Painting. Melville’s *Moby Dick*. The Beecher Sisters and Home Economics. The role of nature in urban parks, the college “campus,” and suburban architecture. George Perkin’s Marsh’s *Man and Nature* (1862)
Discuss the documentary on Frederick Law Olmstead.
Begin Reading John Muir and watch the first video of Ken Burn’s documentary: "National Parks: America's Best Idea." Video links are on canvas.

6. John Muir.
Discuss assigned reading from: *John Muir: Nature Writings*, ed. William Cronon: middle of p. 135 to 170, 219-266, 465-499, 618-633, 721-743. Be prepared to share favorite/most interesting passages in each essay.

7. Gifford Pinchot, Stephen Mather, and Horace Albright: The Progressive Era and the Birth of Scientific Forestry. National Parks and the US Forest Service.
Watch the 2nd and 3rd videos in Ken Burn’s National Parks series.
Discuss *On the Trail: A History of American Hiking*, chap. 1

8. The Invention of Camping Culture: Evangelicals and the Promotion of Camping and Scouting. The Nature Study Movement and Creation Hymns. Women teachers in the Mountains. Ishi, Expositions, and revival of Native American Skills.
Discuss *On the Trail: A History of American Hiking*, chaps. 2-3.

9. Religion, Science, Politics, and Progressive Era Environmentalism and Ecology: The Promotion of Eucalyptus Trees in California, Hetch Hetchy and the Sierra Club, and Jack London as Fish & Game warden.
Discuss *On the Trail: A History of American Hiking*, chap. 4 and Jack London stories in Canvas.

10. Aldo Leopold, Rachel Carson, and Annie Dillard. Conservation and Preservation. "Thinking Like a Mountain."
Discuss Readings from each in Canvas.
Watch the documentaries in Canvas.
11. Government and the Defining of Wilderness: The Wilderness Act of 1964. National Trails System Act of 1968. President Johnson's "National Beauty Address." Lady Bird Johnson's influence.
Discuss *On the Trail: A History of American Hiking*, chap. 5 and Epilogue
12. The Santa Barbara Oil Spill, Declaration of Environmental Rights, California Coastal Commission, and California's Leadership in the 1970s. The Violent Preservation of the Channel Islands. The Wrigley Family, Yvon Chouinard, and the role of private property and California's dukes and duchesses. The Recent Creation of the Chumash Heritage National Marine Sanctuary.
Watch the documentaries on Canvas.
13. Review

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved. Final times are set and regulated by the administration, not by the professor. If you need to change a final time, you must talk to the Dean, Dr. Jim Daichendt or Vice Provost, Dr. Holly Irwin.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

PLNU Mission To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.