

***LIVING WITH FIRE:
PAST, PRESENT, AND FUTURE***

**ANTH 3373, MAY 2019
8:00am—12:00pm DAILY
Location TBD**

Professor: Dr. Christopher Roos
Office Hours: DAILY from 1:00 – 3:00pm
Office: Location TBD
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Course Description: Each year, the media covers a seemingly growing, and intractable wildfire problem. Now, wildfires burn year-round, threatening lives, property, and natural environments. Paradoxically, many of these places were themselves shaped by fire, including human uses of fire. Disentangling the relationships between wildfire, climate, and human societies will be key for the sustainable coexistence of human communities on flammable landscapes. This course provides a baseline for exploring the complexity of these relationships in the western United States and for understanding how the history and ecology of these flammable landscapes can shape sustainable human-fire relationships in the future.

Learning Objectives: In this course, I expect you to develop an awareness of the complexities of human-fire relationships in the past and the present. You should understand how the history of fire is fundamental for understanding the challenges we face today, but that the past cannot dictate the future in any simple way.

Through daily lectures, reading, journal entries, and in-class discussions, you will develop your awareness of the wildfire problems confronting the western U.S. Journaling will document your growth and be finished with a capstone reflective paper. You will demonstrate place-based historical and ecological knowledge through a research paper and presentation.

University Curriculum Student Learning Outcomes: This course also satisfies components of the University Curriculum. To meet these criteria, you must satisfy the following learning objectives.

Historical Contexts Student Learning Outcome (Breadth):

1. **Students will contextualize, in their own prose, main events, actors, and primary sources in a defined historical period.**

Oral Communication Student Learning Outcomes:

1. **Students will select, organize and use appropriate evidence or information to suit a specific or targeted audience.**
2. **Students will use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.**

Required Texts:

S.J. Pyne (2001) *Fire: A Brief History*. University of Washington Press: Seattle.

S.E. Jensen and G.R. McPherson (2008) *Living with Fire*. University of California Press: Berkeley.

Additional readings: Supplemental readings will be provided as PDFs on the course website.

Course Website: The instructor will host a course website through Canvas (<https://canvas.smu.edu/>). On the course website, you will find the syllabus, supplemental readings, and the course grade book. You will be asked to submit digital copies of your writing assignments through Turnitin, which must be accessed through Canvas.

Exams, Assignments, and Grading:

<u>Category</u>	<u>Date</u>	<u>Percentage of Final Grade</u>
Reflection journal	Daily	15%
Research paper	May 31	35%
Reflection paper	June 1	35%
Research presentation	June 1	<u>15%</u>
Total		100%

Grading: Grades will be assigned on a four-point scale for each assignment and grading category. The weighted average of all grades will determine the final grade (see percentage weights above), with A = 4, B = 3, C = 2, D = 1, and F = 0. Final grades will be assigned based on the weighted average of category scores on a 4-point scale. For example, A = 3.85+, A- = 3.50-3.84, B+ = 3.16-3.49, B = 2.85-3.15, B- = 2.50-2.84, etc.

A Grade of Incomplete (I) will be granted only at the discretion of the instructor.

Assignments: Your grade will be based on the weighted average of four assignments (above). First, you will be asked to maintain a daily journal. In this journal, you will reflect on the day's readings, in-class activities, and experiences in light of your previous experiences and course content. Each day these will contribute to classroom discussions, so these will be read by fellow students along with assigned class readings. Your daily reflections should contribute to your final Reflection paper that should be based on your growth over the course of the term. Finally, you will have a research project that will produce both a 2,000-word paper and a 10-minute presentation. Each student will pick a region in the American West to conduct literature based research on 1) the fire history of a particular forest type, 2) the Native American uses of fire in the area, and 3) the climate projections of that area. You will integrate this information into a historical narrative describing the historical role of fire (and people) in shaping the contemporary fire situation and a projection from this history with climate projections for its future.

Statement on Late Submission of Assignments: I will only accept assignments after the due date/time **with prior approval**. Late assignments may be subject to a penalty of one letter grade per 24 hour-period that the paper is late. I reserve the right to make decisions about late assignments on a case-by-case basis. ***Note that late Journal entry or Presentation file submissions cannot be accepted.***

Attendance and Professionalism: Attendance is necessary to succeed in this course! Students should attend class promptly and maintain a respectful and professional attitude. Given the compressed nature of the May term, students who miss more than two days of class or who regularly display unprofessional behavior will be dropped from the course.

Unprofessional students will be considered "absent" and may be asked to leave the class. Professionalism entails:

- 1) No late arrival to or early departures from class
- 2) No cell phone use
- 3) No unapproved computer or tablet use
- 4) No disrespectful treatment of the instructor or classmates

Readings: Students are expected to complete required readings prior to class on the dates indicated. Additional readings may be assigned and will be made available as PDF files through Canvas.

Other Obligatory Statements:

Disability accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. See University Policy No. 2.4.

Southern Methodist University Code on Academic Integrity: Cheating, plagiarism, academic sabotage, fabrication, and facilitating academic dishonesty are violations of the SMU Honor Code (http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp) and will not be tolerated. Any detected case of plagiarism or of cheating on an exam will result in a score of zero for that assignment, and will automatically result in the submission of a Faculty Disposition form to the Honor Council.

As per university policy, attendance exceptions may be made for the following reasons ***if the student provides sufficient notice to the instructor in advance.***

* **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence (See University Policy No. 1.9).

* **Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work (University Undergraduate Catalogue).

However, because all assignment submission is via Canvas, excused absences ***do not excuse late submission of assignments.***

Note also, that these absences are not in addition to the course Attendance and Professionalism policy, but are subsumed within it.

Policy on Computer and Tablet Use: A student may only use a personal computer or tablet in class with written documentation from Disability Accommodation & Success Strategies that indicates its need to meet a specific accommodation. Students who are authorized to use their computers must sit in the front row of the class or in a location chosen by the Professor.

SCHEDULE OF LECTURES & READING ASSIGNMENTS

* Note: Schedule subject to modification, if necessary. All changes will be announced in class. Readings in Pyne are indicated thusly; Jensen & McPherson = J & M; others are available on Canvas (C)

Week	Date	Topic	Reading
Day 1	May 16	Part I: Intro to the course Part II: Basic concepts and principles	Roos (C)
Day 2	May 17	Part I: Fire origins Part II: Wildfire in the West	Pyne Intro, Ch 1 J & M Intro, Ch 1
Day 3	May 20	Part I: Fire and hominids Part II: Aboriginal fire	Pyne Ch 2 Pyne Ch 3
Day 4	May 21	Part I: Agricultural fire, part I Part II: Agricultural fire, part II	Pyne Ch 4 Pyne Ch 5
Day 5	May 22	Part I: Urban fire Part II: Human influences on fire regimes	Pyne Ch 6 J & M Ch 2
Day 6	May 23	Part I: Fire and technology Part II: <i>Years of Living Dangerously</i> , episode 2	Pyne Ch 7
Day 7	May 24	Part I: Fire colonizing by Europe Part II: <i>The Big Burn</i>	Pyne Ch 8
--	May 25	Daytime field trip to the Jemez Mountains	
--	May 27	NO CLASS – Memorial Day	
Day 8	May 28	Part I: Industrial fire Part II: Fire suppression Fire-scar report due	Pyne Ch 9 J & M Ch 3
Day 9	May 29	Part I: Forest treatments Part II: Living with fire	J & M Ch 4 J & M Ch 5
Day 10	May 30	Part I: Policy solutions Part II: The future of fire Presentation files due Research paper due	J & M Ch 6 Pyne Ch 10
Day 11	May 31	Part I: Presentations Part II: Presentations Reflective paper due	