APPLICANT: Eric Paul Shaffer  
E-MAIL: eshaffer@hawaii.edu

COURSE ALPHA and NUMBER: ENG 257E

COURSE TITLE: Wild Writing: Environmental and Ecological Non-Fiction

Is this request for a:  ☒ New Course  ☐ Modified Course  ☐ Existing Course

☐ Re-designation

Is this request for a:  ☒ Certification  ☐ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:

☐ DA (Arts)  ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)  ☐ DS (Social Sciences)
☐ DH (Humanities)  ☐ DY (Laboratory)
☒ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 75%

What percentage of CLASS MEETINGS focuses on this diversification area? 75%

1. How does this course meet the expectations associated with the diversification area’s hallmarks?

Explanatory notes. The hallmarks are posted on the HCC Intranet at http://honolulu.hawaii.edu/intranet/articulation/diversification/hallmarks.pdf. In the text-box below, state the hallmarks for the diversification designation you are seeking and explain how the course meets each hallmark. Include an explanation of how hallmark requirements will be met in terms of terminology, theory, process and/or methodology.

This course meets DL Hallmark #1 because literary terminology will be used to examine each text and its parts for its literary effectiveness and significance, and the terminology of cultural analysis, in particular terms from ecology and environmental studies, will be an integral part of the literary analysis of the texts and the culture in which they were composed.
This course meets DL Hallmark #2 because study of the texts, concepts, forms, styles, and theories will primarily address the literary qualities involved in these aspects. The cultural analysis will further examine the aforementioned aspects within the environmental and ecological contexts.

This course meets DL Hallmark #3 because the inquiry and examination of the texts will be based on the study of their argumentative and rhetorical aspects (as well as the aspects of figurative language) and how the concepts of environmental study and ecology are employed and elaborated by the use of literary techniques, devices, and strategies.

In summary, the reading, study, and examination of these environmental and ecological works as literary texts is the primary focus of the course.

2. How will (did) students achieve the student learning outcomes associated with the Diversification area hallmarks?

 Modes of instruction for this course will include reading, writing, discussion, close reading of the texts, in-class presentation, quizzes, research, lecture, and student conferences to assure that students achieve the student learning outcomes.

Explanatory notes. Include an explanation of how the course SLOs meet the hallmarks of the diversification area. Hallmarks are general statements, whereas SLOs tend to be more specific. Both should be in alignment with each other.

3. What assessment strategies will (did) you employ to measure the degree to which students exit the course with the expected SLOs?

 Students will be required to write critical essays (750-1500 words), short response papers (300-500 words), and a mid-term examination and final examination (with both in- and out-of-class components), as well as in-class discussions and informal presentations to demonstrate their achievement concerning the SLOs. In each case, assessment will be directed toward measuring the students’ comprehension of the works as literary texts.

Explanatory notes. The strategies should be clearly connected to the course SLOs stated in question #2, above.

4. How have you used the assessment findings to modify or improve this course?

 N/A

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment measures were used to modify or improve the course.

Reminder: In support of the application for (re)certification, please attach a copy of your course syllabus that includes information described in the instruction part of this form.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2015

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair  Signature: Jennifer Higa-King  Date: 9/25/10
UC–DCC Chair  Signature:  Date: 
CPC Chair  Signature:  Date: 
HONOLULU COMMUNITY COLLEGE

ENGLISH 257E: Wild Writing: Environmental and Ecological Non-Fiction

SYLLABUS CURRENTLY IN DEVELOPMENT

Semester: Days: Time: Section:
Location:
HCC Office: Building 7, Room 510
HCC Office Hours:
Instructor: Eric Paul Shaffer
HCC Office Phone: 845-9241
E-Mail Address: eshafer@hcc.hawaii.edu

Texts
Dillard, Annie. Pilgrim At Tinker Creek.
Leopold, Aldo. A Sand County Almanac & Sketches Here and There.
Williams, Terry Tempest. Refuge.

Course Description
English 257E encounters, explores, and develops basic terminology and concepts of ecology and environmental studies by reading and writing about representative texts by well-known writers of ecological and environmental non-fiction prose. The course will focus on human ecological and environmental issues by means of texts that demonstrate contemporary views, thinking, and statements about people and the planet. Through issues raised by the texts and in the class, we will focus on the multiple and multi-faceted views concerning how human beings live, might live, and should live in the world that we inhabit today.

Student Learning Outcomes
This course will direct, guide, and assist students in learning to do the following:

* Use basic concepts and terminology particular to literary analysis.
* Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
* Analyze the artistry of literary works and become better acquainted with writers as artists and theorists of wilderness, nature, environment, ecology, and writing.
* Express opinions and responses to literature clearly and effectively in writing.
* Discuss each reading selection as a product of a specific historical context and compare that context to that of others.
* Discuss each work of literature from varying analytical, critical, and literary vantage points.
* Discuss the relationship between form, language, and content in literature.
* Provide literary evidence to support claims and ideas about the texts.
* Think clearly, logically, and inventively.
* Engage in discussions and critically assess ideas.
* Identify a writer’s implied as well as literal meaning.
* Summarize, analyze, and evaluate written works.
* Gather and evaluate information purposefully from electronic and print sources.
* Use writing to discover, develop, and support ideas.
* Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for a given audience, subject, and purpose.
* Write a research paper that supports a thesis, integrates expert opinions from various sources, and documents sources appropriately.
* Revise, edit, and proofread for correctness, clarity, and effectiveness.
*Develop a personal voice in written communication.
*Demonstrate knowledge of environmental, ecological, and nature non-fiction prose.
*Demonstrate knowledge of form and content of various works of environmental and ecological non-fiction.
*Demonstrate knowledge of essay writing as an answer to questions about ecology, environment, nature, and literary perspectives on texts, themes, issues, and writers.

Successful completion of this course satisfies the Written Communication requirement for the Foundations area requirement for Honolulu Community College’s General Education Core. This course fulfills the HCC WI (Writing Intensive) focus requirement for the AA degree and a DL (Diversification Literatures) for UHM.

**Procedures and Evaluation**

1. **Course Grade:** You should produce at least 5,000 words during this course, in the form of graded writing assignments, a class presentation, a mid-term, and a final. Specifically, by the dates established by your instructor, you will submit three major writing assignments. Each major assignment will constitute 50% of your total course grade. The remaining 50% will be broken down as follows: 10% for the mid-term; 10% for the final exam; 20% for the RQ&O assignments; and 10% for class participation.

<table>
<thead>
<tr>
<th>Essays</th>
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<tr>
<td>Reading Questions &amp; Observations</td>
<td>20%</td>
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<tr>
<td>Mid-Term</td>
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<td>Class Participation</td>
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**Grading Scale**

| A | 100-90 | C | 79-70 | F | 59-0 |
| B | 89-80 | D | 69-60 | | |

Your grade on writing assignments is based on content, development, and accuracy with punctuation, grammar, and syntax. All are important factors, and we will discuss them at length.

For both the mid-term and the final examinations, you will write an essay or essays on topics assigned by the instructor. There may also be essay questions, multiple-choice, matching, and other appropriate forms of questions.

"Initiative points" will be awarded daily to students who participate first and fully in our class work every day. Feel free to request these points if you have done something in class to earn them. These points are the only extra credit that can be earned in this course.

Throughout the term, there will be many opportunities to practice and sharpen writing skills, and you will be expected to produce writing that is increasingly effective as the course progresses. Grading criteria for assignments are discussed in class when assignments are made.

2. **Writer's Notebook:** you should provide yourself with a notebook—a 3-ring 3" loose-leaf binder works best—in which to keep all class and independent reading notes. You are expected to write in it to record ideas, quotations, essay and RQ&O possibilities for future use. This is your writing sourcebook; write in it regularly and bring it to class for each class meeting.
Course Requirements & Policies

1. Always bring all course books, pens, paper, and the course syllabus to every class session.
2. Because feedback is important to improving writing skills, it is essential that all assignments be turned in on time. Writing assignments (including all draft materials) and homework are due at the beginning of class on the due date. Writing assignments lacking required draft materials will be reduced one letter grade. Late writing assignments will be evaluated on a credit/no credit basis; credit earns 50 or fewer points. For late homework, possible points will be halved; errors will be subtracted from that number. In-class quizzes will be given only once. To receive credit, all assignments must be turned in before the semester homework deadline. In the case of illness or other circumstances, notify me by e-mail in advance. When you return, bring all assignments due that day and during your absence.
3. Regular attendance is expected, essential, and affects your course grade. I take attendance first, so if you’re late, see me after class to be sure I’ve marked you tardy. Valid medical or work explanations are required before an absence or late paper can be excused or a missed exam can be taken; bring a photocopy for my records. The explanation must include dates affected, a reason, and the name, signature, and phone number of the verifying individual. Lack of attendance may result in failure of the course.
4. Do your own work. Plagiarism is a serious offense; it will result in the failure of the writing assignment and may result in failure of the course. At my discretion, I may give you a simple test to verify the words on the page are your own, request all drafts and notes for the paragraph, and/or require a new writing assignment.
5. Notify me in advance if you’re unable to be present at the mid-term or final examination. A make-up will not be given if you don’t notify me in advance. Written explanations for the absence are required before a make-up exam will be given.
6. Keep all work related to this course together in a folder: graded writing assignments, rough drafts, revisions, brain-storming notes, quizzes, homework. Bring all work to every class. If there’s a question about your writing, you must provide all drafts and notes. If you have a question about a course grade, you must produce all your graded work.

Format

All sentences for homework exercises should be typed; do not just provide the “answer.”

Proofread carefully to avoid introducing punctuation or spelling errors in your homework.

All out-of-class writing should be typed or word-processed. You may use your own computer or word-processor, or after you obtain a computer lab card, you may use one of the computers in the computer labs on campus. Save your work on your own personal disk, flash drive, or other medium. Remember, however, that only printed materials will be accepted.

Here is a written description of proper format: Double-space all essays. Leave one-inch margins, top and bottom, left and right. On the first page, in the upper-left corner, place this information: your name; the instructor’s name; course name and number, assignment number and type; date. Center the title. Indent the first paragraph 1/2 inch, and begin typing the essay. For the remaining pages, your name and the page number appear in the header (Set the header to .5, and your header will appear ½ inch from the top of the page). The text begins one inch from the top of the page.

In preparing final drafts, submit only loose, typed, numbered, properly-formatted paper pages. Do not use staples, paper clips, manuscript clips, tangs, folded corners, files, folders, plastic covers, cover pages, and remove all "perfiles" from spiral notebook pages.

Revisions

You may receive the grade of "R" on an essay. This means that your work, though promising, needs revision. See me immediately after the class, and I will provide you a new due date and instructions for your revision; as with any other essay, all rough draft materials are due with the revised final draft.
Technology
Since you must use a computer to complete your essays for this course, computer skills are necessary: please be sure you know how to boot up and shut down a computer; how to use a word-processing program; how to save a document to your disk or flash drive; how to navigate the Internet; and how to type. If you need help, check with me or with a writing tutor at the College Skills Center (Building 7, Room 313). School and personal computers in the classroom are to be used only at the direction of and in the manner directed by the instructor.

Please do not send essays, homework, or other assignments to the instructor by e-mail or attachment. All assignments are due at the beginning of class on the date assigned, on paper, and accompanied by any and all required draft materials.

Cell phones are to be TURNED OFF before class. Please consult with me before class concerning unusual contact situations.

Please respect the rights of your classmates and instructor to conduct class in an effective manner. A ringing cell phone or a student surfing the net during class disrupts work and instruction and disregards the rights of your classmates and teacher.

Learning Accommodations
Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodations for this class, please notify the Services for Students with Disabilities at 844-2392. They will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

A Note on the “N” Grade
I do not use the “N” grade, except in the most unusual circumstances. Most important, in order to receive this grade, you must be in good standing in the course. In other words, you must be doing satisfactory work or “passing” the course in order to receive this grade.

Spelling
Spelling is an essential part of writing. If you have trouble spelling, learn to use the spell-check feature in your word-processing software accurately and effectively. You may want to start your own list of personal "toughies" to use for review and reference; the list will also help you locate and correct spellings of words you might not otherwise find.

Dictionaries
Every university student should have a good hardbound dictionary. I use the "College Edition" of The American Heritage Dictionary. Webster's Collegiate is another fine dictionary.

Syllabus Notes
An outline of course assignments follows. Always bring this syllabus to class to add changes and to record notes about writing assignments or homework. I may add, delete, or change assignments depending on the needs of the class. You are responsible for any assignments given in class. If you're absent, contact a classmate to find out what you missed.

CLASSMATE'S NAME: ____________________________________________

PHONE NUMBER: ____________________________________________
SYLLABUS

Pre-Meeting Reading: Leopold, Sand, Part III, "The Land Ethic," 201-26

Session 1

Introduction to Course
RQ&O Group Assignments
ASSIGNMENT OF ESSAY #1
CLASS PRESENTATION ASSIGNMENT--First Person Assignment
Writing Sample
Introduction to Non-Fiction Prose: Some Purposes of the Writer
Fundamental Issues of Ecology

HOMEWORK (Complete by 6/16):
Dillard, Pilgrim, Ch. 1, 1-13; Ch. 2, 14-34
Williams, Refuge, "Wild Geese," ix; "Prologue"--"Whimbrels," pp. 3-41
A & B Groups: Prepare RQ&O for Session 3
Begin drafting ESSAY #1

NOTES:

Session 2

RQ&O #1 DUE: A & B Group
Class Focus Questions
Discussion of Readings
Class Discussion of RQ&O's
Assign Remaining Individual Class Presentation Sessions
Thesis Presentation & Development for Essay #1
Development & Questions Concerning Essay #1

HOMEWORK (Complete by 6/18):
Leopold, Sand, Part III, "Wildlife in American Culture," 177-87; "Wilderness," 188-201
Dillard, Pilgrim, Ch. 3, 35-53
Williams, Refuge, "Snowy Egrets"--"Peregrine Falcon," pp. 42-57
A Group: Prepare RQ&O for Session 4
Continue drafting ESSAY #1

NOTES:
Session 3
RQ&O #2 DUE: A Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #1:
Further Development & Questions Concerning Essay #1
HOMEWORK (Complete by 6/23):
Dillard, Pilgrim, Ch. 4, 54-71
Williams, Refuge, "Wilson's Phalarope"--"California Gulls," pp. 58-76
B Group: Prepare RQ&O for Session 5
Continue drafting ESSAY #1

NOTES:

Session 4
RQ&O #2 DUE: B Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #2:
Final Development & Questions Concerning Essay #1
HOMEWORK (Complete by 6/25):
Dillard, Pilgrim, Ch. 5, 72-76
Williams, Refuge, "Ravens"--"Pink Flamingos," pp. 77-90
COMPLETE Final Draft of ESSAY #1

NOTES:

Session 5
ESSAY #1 DUE
ASSIGNMENT OF ESSAY #2
Discussion of Readings
Class Discussion of RQ&O's
HOMEWORK (Complete by 6/30):
Dillard, Pilgrim, Ch. 6, 77-103
Williams, Refuge, "Snow Buntings"--"Yellow-Headed Blackbirds," pp. 91-109
A Group: Prepare RQ&O for Session 7
Begin drafting ESSAY #2

NOTES:
Session 6
RQ&O #3 DUE: A Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #3:
DUE: CLASS PRESENTATION #4:
Thesis Presentation & Development for Essay #2

HOMEWORK (Complete by 7/2):
Leopold, Sand, Part I: SCA, "June"--"September," 37-54
Dillard, Pilgrim, Ch. 7, 104-122
Williams, Refuge, "Redheads"--"Great Horned Owl," pp. 110-125
B Group: Prepare RQ&O for Session 8
Continue drafting ESSAY #2

NOTES:

Session 7
RQ&O #3 DUE: B Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #5:
Further Development & Questions Concerning Essay #2

HOMEWORK (Complete by 7/7):
Leopold, Sand, Part I: SCA, "October" and "November," 54-77
Dillard, Pilgrim, Ch. 8, 123-146
Williams, Refuge, "Roadrunner"--"Magpies," pp. 126-140
A Group: Prepare RQ&O for Session 9
Continue drafting ESSAY #2

NOTES:

Session 8
RQ&O #4 DUE: A Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #6:
DUE: CLASS PRESENTATION #7:
Final Development & Questions Concerning Essay #2

HOMEWORK (Complete by 7/9): COMPLETE Final Draft of ESSAY #2
Catch Up & Pull Ahead on Reading (CUPAR) Days

NOTES:
Session 9

ESSAY #2 DUE

ASSIGNMENT OF ESSAY #3

ASSIGNMENT: MID-TERM EXAM--Take-Home Test

Discussion of Readings

Class Discussion of RQ&O's

HOMEWORK (Complete by 7/14):

Dillard, Pilgrim, Ch. 9, 147-158
Williams, Refuge, "Long-Billed Curlews"--"Western Tanager," pp. 141-158

B Group: Prepare RQ&O for Session 11

Begin work on MID-TERM EXAM

Begin drafting ESSAY #3

NOTES:

Session 10

RQ&O #4 DUE: B Group

Discussion of Readings

Class Discussion of RQ&O's

DUE: CLASS PRESENTATION #8:

DUE: CLASS PRESENTATION #9:

Thesis Presentation & Development for Essay #3

HOMEWORK (Complete by 7/16):

Dillard, Pilgrim, Ch. 10, 159-181
Williams, Refuge, "Gray Jays," pp. 159-166
COMPLETE Final Draft of MID-TERM EXAM

Continue drafting ESSAY #3

Catch Up & Pull Ahead on Reading (CUPAR) Days

NOTES:

Session 11

DUE: MID-TERM EXAM

Discussion of Readings

Class Discussion of RQ&O's

DUE: CLASS PRESENTATION #10:

Further Development & Questions Concerning Essay #3

HOMEWORK (Complete by 7/21):

Leopold, Sand, Part II: Sketches, "Wisconsin," 95-104
Dillard, Pilgrim, Ch. 11, 182-206
Williams, Refuge, 'Meadowlarks'--'Greater Yellowlegs,' pp. 167-190

A & B Groups: Prepare RQ&O for Session 13

Continue drafting ESSAY #3

NOTES:
Session 12
RQ&O #5 DUE: A & B Groups
Discussion of Readings
Class Discussion of RQ&O's
Discussion of Mid-Term Exams
DUE: CLASS PRESENTATION #11:
DUE: CLASS PRESENTATION #12:
Further Development & Questions Concerning Essay #3

HOMEWORK (Complete by 7/23):
Dillard, Pilgrim, Ch. 12, 207-221
Williams, Refuge, "Canada Geese"--"Red-Shifted Flicker," pp. 191-209
A Group: Prepare RQ&O for Session 14
Continue drafting ESSAY #3

NOTES:

Session 13
RQ&O #6 DUE: A Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #13:
DUE: CLASS PRESENTATION #14:
Further Development & Questions Concerning Essay #3

HOMEWORK (Complete by 7/28):
Leopold, Sand, Part II: Sketches, "Arizona and New Mexico," 122-137
Dillard, Pilgrim, Ch. 13, 222-242
Williams, Refuge, "Dark-Eyed Junco"--"Sanderlings," pp. 210-232
B Group: Prepare RQ&O for Session 15
Continue drafting ESSAY #3

NOTES:

Session 14
RQ&O #6 DUE: B Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #15:
DUE: CLASS PRESENTATION #16:
Further Development & Questions Concerning Essay #3

HOMEWORK (Complete by 7/30):
COMPLETE Final Draft of ESSAY #3
Catch Up & Pull Ahead on Reading (CUPAR) Days

NOTES:
Session 15

ESSAY #3 DUE
ASSIGNMENT: FINAL EXAM--Take-Home Test
Discussion of Readings
Class Discussion of RQ&O's

HOMEWORK (Complete by 8/4):
Dillard, *Pilgrim*, Ch. 14, 243-259
*B Group*: Prepare RQ&O for Session 17
Begin work on FINAL EXAM

NOTES: _______________________________________________________

Session 16

RQ&O #7 DUE: *B Group*
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #17:
DUE: CLASS PRESENTATION #18:

HOMEWORK (Complete by 8/6):
Dillard, *Pilgrim*, Ch. 15, 260-271
Williams, *Refuge*, "Great Blue Heron"--"The Clan of One-Breasted Women," pp. 266-290
COMPLETE Final Draft of FINAL EXAM

NOTES: _______________________________________________________

Session 17

DUE: FINAL EXAM
Discussion of Readings
Class Discussion of RQ&O's

HOMEWORK (Complete by 8/11):
*A Group*: Prepare RQ&O for Session 19

NOTES: _______________________________________________________

Session 18

RQ&O #7 DUE: A Group
Discussion of Readings
Class Discussion of RQ&O's
DUE: CLASS PRESENTATION #19:
DUE: CLASS PRESENTATION #20:

HOMEWORK (Complete by 8/13):
Review Final Exams

NOTES:

Session 19

Discussion of Readings
Class Discussion of RQ&O's
Discussion of Final Exams
Final Notes Toward An Ecological Ethic & Further Readings

Have a Safe and Happy Vacation!
For this course, you are required to write 250-350 words a week for our class meetings. You may articulate a question or generate an observation from the reading assignments, but you should specifically focus on the text and the element of poetry or fiction under discussion; you will bring all of these writings to each session of class. These writings will be due at the beginning of every class session, although often we will use them in class to generate thought and discussion during class-time.

All questions and observations should be typed, double-spaced, and include standard parenthetical documentation: the name of the author, the name of the text, and the page number of any source you cite. If a source is not an assigned text, include properly-formatted bibliographical citations. As part of format, proper citation is part of your grade.

Questions and observations should be clearly articulated and indicate careful consideration and thought concerning the reading assignment, the elements of non-fiction, and the course objectives. Some relevant areas to consider are the following: 1) the elements of the text(s) considered as main topics in this course; 2) specific issues and questions of literary and ecological relevance that are raised and discussed in class; 3) historical relations within and without the text, including how events contemporary to the composition of the text affected its composition and how actual historical events are presented within the text; 4) literary, ecological, theoretical, and/or critical issues of particular interest to you.
John Muir's Ground-Breaking Observation

In *My First Summer In The Sierra*, John Muir makes a classic ecological observation: "When we try to pick out anything by itself, we find it hitched to everything else in the universe" (157). Muir's statement reveals that the awareness of an ecological point of view is not as new as we have been led to believe in the twentieth century. Muir, unschooled and writing in 1869, was able to see, simply by looking around, that ecosystems are vast inter-dependent systems. His discovery indicates that this particular point was always available to anyone who studied the environment long enough. The question this point raises, then, is why did so few people understand this in Muir's time and still fail to see it today? I believe it is because as human beings we are often discouraged from regarding the planet as anything more than raw material or free resources. We are raised to believe that humans have an "inalienable" right to not only the land but also all of the other animals that share the land, sea, and sky with us. As a result, our human talent for focusing on one object of desire blinds us to the way natural processes work, even when we are surrounded and encompassed by them. One example from Muir's time would be the single-minded obsession with gathering gold in California that destroyed entire forests, mountain, rivers, and the wildlife that inhabited them, just to gain material wealth, while ignoring the natural beauty of the landscape. The raising of consciousness represented by environmentalism and measures to protect the ecology was far from appearing in Muir's day. The scars of that devastation are still visible in the Sierra after more than one hundred years.