

ENVS 411

Understanding Place: the McKenzie Watershed

CRN 13124
Fall 2013 – 4.0 credits
Tues/Thurs. 10:00-11:50
142 Columbia Hall

Facilitators

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Office Hours

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Photo by: Alyse Neilsen

I. Course Overview and Objectives

Description and Goals

We will examine the geological, ecological, historical, social, and political influences that shape the McKenzie watershed. Field trips will take us from the headwaters to confluence: we'll explore lava flows, springs, hiking trails, dams, hatcheries, restoration projects, historical sites and more – to gain insights regarding ecological and human communities. We'll listen to the various perspectives on water quality and use, dam management, salmon restoration and land use. We will contemplate the meaning of “place,” what contributes to a sense of place, and how it influences people’s worldviews and choices. By design, this course is interdisciplinary: we will apply multiple perspectives from the social sciences, natural sciences and humanities to gain a deeper understanding of a particular place. Although we will be focused on a single watershed, we will learn about difficult issues – salmon, water, rural economies – that ripple throughout the Pacific Northwest. This course will culminate with the creation of an attractive public outreach tool – an interpretive guide of the McKenzie – complete with beautiful photographs and informative writing!

Format and Philosophy

Active, engaged participation is central to this class. We, as a group, will be responsible for the learning that occurs. That means you are responsible for doing all the reading before class, coming to the class on time and prepared for critical discussion, and sharing your insights, perspectives and experiences to enrich the discussion. As a place-based course, we feel it is critical to spend as much time as possible exploring the watershed through field trips and community interaction. As an interdisciplinary course, we will hear from many guest speakers with a variety of expertise and perspectives.

Objectives

By the end of this course you will be able to:

- Apply interdisciplinary thinking to complex issues.
- Integrate diverse perspectives into a concept of “place.”
- Articulate an interdisciplinary understanding of the McKenzie watershed:
 - Describe the major geohydrological and ecological features of the watershed.
 - Outline key historical events that have influenced ecological and human communities.
 - Discuss the major conservation issues in the watershed, with a focus on water issues.
 - Communicate your deep understanding of one species, feature, place, event or issue within the watershed.

We would like to thank in advance our many wonderful guest speakers who will enrich our perspectives and discussions!

II. Class Activities, Evaluation and Grading

Website

We will be using Blackboard as a means of communication and coordination. Visit our Blackboard site regularly throughout the term for announcements, handouts, syllabus, lecture materials, and other information.

Required Readings

1. Whipple, Andy. 2007. *Riverwater: a Natural and Social History of Oregon's McKenzie River*. Riverwater, Portland, Oregon. *This book is no longer in print, so we have placed 2 copies on reserve in the Science Library, and have several copies in 140 Columbia for in-office use. You are welcome to search for your own used copy, as occasionally there is an affordable copy available, but we are not requiring you to purchase this book!*
2. *McKenzie River Corridor Pocket Map*. Published by Discover Your Northwest. Provided.
3. Various articles listed below, which are available on our class Blackboard site and/or through internet links.

Because we will be tracking some current issues within the watershed, we recommend that you monitor local news (e.g., the Register-Guard's newspaper or website).

Course Requirements

Logistics and Standards

- **Submitting Assignments.** To save paper, we will use Blackboard (for submitting and returning assignments) and the editing function in Word (for feedback). Unless otherwise instructed, submit all assignments via Blackboard. Complete your assignments in Microsoft Word or a compatible word processing program (generally open access software works fine). Name your file with your last name and assignment title (e.g., Boulay_fieldguide.docx). All assignments are due at the beginning of class on the specified date.
- **Late assignments.** Late assignments will be penalized 5% if turned in late on the due date, then 5% every calendar day, up to one week after the original due date. To submit a late assignment, either submit it through Blackboard or e-mail it to both of us. Except for emergencies, no assignments will be accepted after one week.
- **Determination of course grade.** Grading will be based on points rather than a curve: A = 450 – 500 pts (90–100%), B = 400 – 449 pts (80–89.9%), C = 350 – 399 pts (70–79.9%), D = 300 – 349 pts (60–69.9%), F = ≤ 300 pts (< 60%).

Summary of class activities and grading

Activity	Total Points	Percent of Grade
Participation	25	5%
Community-Classroom Connection	50	10%
Midterm	100	20%
<i>MyMcKenzie Interpretive Field Guide</i>	175	35%
Final Presentation	50	10%
Final Exam	100	20%
Total Points	500	100%

1. Participation

You are responsible for completing all the assigned reading and coming to class prepared to discuss the materials in an analytical manner. Due to the interactive nature of this class and the involvement of many community leaders, participation in class activities will provide you with a greater understanding of the material than can be gained by doing the reading on your own or by talking to someone who attended class. Therefore attendance at all class meetings and field trips is mandatory and will factor into your participation grade. If an illness or unforeseeable emergency forces you to miss a field trip, let us know as soon as possible and we will work out an alternate assignment. We encourage you to take ownership of your learning experience and help create an engaging, dynamic learning environment through active participation, critical analysis and thoughtful reflection!

Dress for success! We will go on many field trips. Since this is Oregon, we can expect to get cold and/or wet sometime during the term. Please dress appropriately to keep yourself warm and dry. Dress in layers and bring raingear, gloves, hat and appropriate footwear. All material on field trips is subject to the exam: we recommend that you bring a field notebook for taking notes. What else to bring on field trips: 2 pencils, lunch and water bottle, and camera if you have one. Optional: umbrella, sunglasses, binoculars, magnifying hand lens, and personal field plant or animal identification guides.

2. Community-Classroom Connection

With this assignment you will gain hands-on experience with environmental issues in the McKenzie. We ask that you provide approximately three hours of service to a community organization of your choice. We will provide you with a list of some opportunities but you may also propose your own ideas. Get pre-approval before doing the work! The community service work must be completed by November 26th, but we encourage you to complete this assignment early in the term. After your service, write a 2-page essay reflecting on your experience and lessons learned. This reflection paper is due one week after your community experience. Please see Blackboard for assignment details.

3. Midterm

There will be an in-class midterm at the end of week 6 (Thursday, November 7th). The midterm will cover all topics covered in class and on the field trips.

4. *MyMcKenzie Interpretive Field Guide*

The class project is to collaboratively develop and publish an interpretive guide to the McKenzie River! This final project is designed to help you gain an in-depth understanding of one facet of the McKenzie, synthesize your new understandings, communicate information in an engaging way, and provide a mechanism to give back to the community. You will complete this project in steps, as both individual and team assignments. The steps are: a) select your team's topics, b) research your individual topic, c) create an individual 2-page interpretive essay with photographs, and d) revise your essay based upon our feedback and upload it into Blurb self publishing software. This is your chance to dig deep into an aspect of the river that interests you! Please see Blackboard for assignment details.

5. Final Presentation

Each topic team will have 15 minutes to summarize the most exciting findings of your research and your contribution to the MyMcKenzie Field Guide book. This is your chance to teach your classmates about your topic! Please see Blackboard for details.

6. Final Exam

There will be a final exam on Monday, December 9th, 8 am. The final will cover all topics covered in class and on the field trips, but with an emphasis on the material covered after the midterm.

Academic Honesty

We take this very seriously. We expect everyone to strictly adhere to the University Student Conduct Code and University policies regarding academic misconduct (see the UO Office of the Dean of Students website, <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>). All work submitted for this course must be your own and be written exclusively for this course. In particular, you must properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). “Cutting and pasting” from the internet is essentially stealing intellectual property and is not acceptable. Also, you must properly acknowledge any photos or other creative materials that you use. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with us before submitting your work. If you plagiarize, you will receive an F for the assignment or entire course (depending on the severity of the situation), and you’ll be referred to Office of Academic Affairs. Additional information about this common form of academic misconduct is available at www.libweb.uoregon.edu/guides/plagiarism/students.

Inclusive Learning and Academic Access

If you have a disability (physical or learning), medical condition, or other situation that you think may affect your performance in this class, please see either Katie or Peg *during the first week of the term* so that we can make arrangements, if necessary, for your full access to all classroom activities. You may also wish to contact Accessible Education Center in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

- The UO Bias Response Team (BRT) works to gather information about bias incidents and to support those who unfortunately have witnessed, or themselves become a target, of an act of bias. BRT also provides educational programming and campus presentations. Email: brt@uoregon.edu, website: <http://bias.uoregon.edu/index.html>
- The Mills International Center is another resource. More than a lounge; it is a channel for the UO community including faculty, staff, international students, and domestic students to share their cultural diversity. Located in the NW corner of the EMU, open 9-9 M-F, you are invited to visit and check out all they have to offer. Contact: Sara Clark sclark6@uoregon.edu 6-0848, www.facebook.com/UOMills

A note about the Environmental Leadership Program (ELP)

This year, the McKenzie watershed is the focus of five (of the six) ELP projects. ELP is a competitive program that gives you an opportunity to get unique hands-on experience and professional training, all while serving the community. Students taking this class will be given priority when applying for these teams:

- **Critters and Currents Team:** This team will create age-appropriate curricula for elementary students, incorporating both classroom visits and field trips to explore the McKenzie.
- **Canopy Connections 2014:** This team will develop and facilitate a unique fieldtrip experience -- one that gives middle-schoolers an opportunity to climb into the canopy of an old-growth forest.
- **Stream Stewardship:** This science-based team will get involved in several stages of stream and riparian restoration and monitoring.
- **Sustainable Farms:** This team will assess options and create a restoration plan, with the goal of increasing the ecological value of Goose Creek while meeting the diverse management objectives of a sustainable farm.
- **River Stories:** This team will tell the McKenzie's stories through the experiences and insights of people who live and work along the river. You will share these perspectives of the river through the MyMcKenzie website and other venues.

See the ELP website for applications and more details about these projects!

Schedule of Topics, Reading Assignments and Due Dates

Because we may track current and emerging issues readings are subject to change. See Blackboard for updated reading assignments.

Wk	Day	Topic	Reading	Due Dates & Notes
1	Tu 10/1	Introduction to the McKenzie watershed What is place?	Oregon Encyclopedia, http://www.oregonencyclopedia.org/entry/view/mckenzie_river/ Whipple, A. 2007. <i>Riverwater</i> , p. 10-11 Momaday, N.S. 1997. The Man Made of Words (as cited in <i>Our Land, Ourselves</i> . P. 71-73).	
	Th 10/3	Earth Sciences: geology, geohydrology	Watch this OPB video: High Cascades Springs, http://visitmckenzieriver.com/new/mckenzie-river/geology Jefferson, A., Grant, G., and Lewis, S., 2007. A river runs underneath it: geological control of spring and channel systems and management implications, Cascade Range, Oregon. Optional: Climate change impacts, http://www.cbulletin.com/427625.aspx	
	Sa 10/5	Field Trip 1: Upper McKenzie: USFS Station; Fish Lake; Santiam Wagon Road/McKenzie National Recreation Trail; Clear Lake; Sahalie and Koosah waterfalls; Carmen, Smith and Trailbridge Reservoirs. <i>Guests: Dave Blackwell, UO Dept of Geological Sciences</i>	Cashman, K.V., Deligne, N.I., Gannett, M.W., Grant, G.E., and Jefferson, A. 2009. Fire and water: Volcanology, geomorphology, and hydrogeology of the Cascades Range, central Oregon. Read p. 539-559 (through Stop 10). EWEB. 2006. Carmen-Smith Project (FERC Project No. 2242), Final License Application. Read Exhibit A – Description of Project, http://www.eweb.org/public/documents/ierp/final_application/Exhibits/Exhibit_A.pdf . Woolington, J. 2013. EWEB Turbines Facing Shutdown. Register Guard, 8/5/13, http://www.registerguard.com/rg/news/local/30235242-75/eweb-fish-screen-dam-power.html.csp Fish Lake Remount Depot Station, http://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5342802.pdf Helfrich, Prince. 1990. Ski Trip to Clear Lake, in <i>Tales of the Oregon Cascades</i> . Hillsborough, CA: Natural World Press. Pp. 23-26. Optional: Whipple, A. 2007. Pp. 126-129 (EWEB, power and saving the Falls).	<i>Meet in Onyx Parking Lot</i>

2	Tu 10/08	Fish conservation and management in the McKenzie Watershed <i>Guest: Kelly Reis, ODFW</i>	<p>McKenzie Watershed Council. 2000. McKenzie River Subbasin Assessment. <i>Read pp 17-30 (II. Aquatic Systems) and pp 31-37 (III. Fish Populations),</i> http://www.mckenziawc.org/assessment.pdf</p> <p>Whipple, A. 2007. Riverwater, P. 132-141.</p> <p>Lichatowich, J.A., and S. Zuckerman. 2003. Salmon Nation: People, Fish and Our Common Home. <i>Read Ch 2 Muddied Waters, Muddled Thinking, 16-31.</i></p> <p>McKenzie River Bull Trout, http://www.mckenziawc.org/bulltrout.html</p> <p>Oregon Chub, http://www.mckenziawc.org/McKenzie%20Meanderings%20Summer%202013.pdf (<i>Only read p. 7.</i>)</p> <p>Optional: Lichatowich, J.A. 1999. Salmon without Rivers. Island Press, Washington, D.C. <i>Read Ch 1, Hooknose, pp 9 -23.</i></p> <p>Upper Willamette River Conservation & Recovery Plan for Chinook Salmon & Steelhead, Executive Summary, Read pages 5-11, 24-45, and 28-31, http://www.dfw.state.or.us/fish/CRP/docs/upperwillamette/UWR%20FRN2%20Exec%20Sum%20final.pdf</p>	
	Th 10/10	Salmon and dam management <i>Guest: Greg Taylor, U.S. Army Corps of Engineers</i>	<p>National Marine Fisheries Service. 2008. Willamette Project Biological Opinion. <i>Read the Executive Summary (click on Executive Summary or read document on Blackboard),</i> http://www.nwr.noaa.gov/hydropower/willamette_opinion/index.html</p>	Community-Classroom Connection Idea due
	Sa 10/12	Field Trip 2: Middle McKenzie: Belknap Hot Springs, Blue River, Delta CG, Cougar Dam, HJ Andrews Research Forest	<p>Read the websites for some of our planned stops:</p> <ol style="list-style-type: none"> 1) Blue River: http://www.oregonencyclopedia.org/entry/view/community_of_blue_river/ 2) H.J. Andrews Experimental Forest: http://andrewsforest.oregonstate.edu/letter/about/site.cfm?topnav=228 3) And http://andrewsforest.oregonstate.edu/letter/about/site/history.cfm?topnav=226 <p>Belknap Resort and Hot Springs. An Historical Guide, 1854-1996.</p>	<i>Meet in Onyx Parking Lot</i>
3	Tu 10/15	Ecology: terrestrial systems	<p>McKenzie Watershed Council. 2000. McKenzie River Subbasin Assessment. <i>IV. Wildlife Species and Habitats of Concern. Read pp 38-42 & 46-49,</i> http://www.mckenziawc.org/assessment.pdf</p>	Field Guide Topic due

			<p>Waring, R. H. 1983. Land of the giant conifers. Natural History, pp 55-62.</p> <p>ELP Environmental Histories Project. 2006. Flooding and change on the Willamette River, https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/3645/flooding_willamette.pdf?sequence=1</p> <p>Waller, D. M., and S. Flader. 2010. Leopold's Legacy: an Ecology of Place. http://www.botany.wisc.edu/waller/PDFs/WallerFlader_LeopoldsLegacyCh3.pdf</p>	
	Th 10/17	<p>Human History 1: The First Inhabitants</p> <p><i>Guest: David Lewis, Confederated Tribes of the Grand Ronde Community of Oregon and Robin Kimmerer, SUNY and the founding Director of the Center for Native Peoples and the Environment</i></p>	<p>Aikens, et al. 2011. <i>Oregon Archaeology</i>. Pp. 284-287, 325-327.</p> <p>Toepel, K. A. 2007. In <i>The First Oregonians</i>, ed. by Laura Berg. Pp. 308-310.</p> <p>Helfrich, Prince. 1990. Indian Migrations, in <i>Tales of the Oregon Cascades</i>. Hillsborough, CA: Natural World Press. Pp. 31-32.</p> <p>Whipple, A. 2007. Native Americans. Pp. 35-36.</p> <p>Inman, L.B. 1996. <i>Beautiful McKenzie</i>. Pp. 292-297.</p> <p>Kimmerer, Robin. 2003. The Web of Reciprocity: Indigenous Uses of Moss. In <i>Gathering Moss: A Natural and Cultural History of Mosses</i>. Corvallis: OSU Press. Pp. 100-110.</p>	
4	Tu 10/22	<p>What is place? Historical tour of aerial photos</p> <p><i>Guests: Kathy Stroud and Nik Ligett, UO Map and Aerial Photography (MAP) Library</i></p>	<p>Harwell & Reynolds. 2006. <i>Exploring a Sense of Place</i>. Pp. 9-10; 20-24.</p> <p>Lopez, Barry. (1) 1979. <i>River Notes. The Dance of Herons</i>. Pp. 23-26. (2) 2001. <i>The Naturalist</i>. Orion Magazine</p> <p>Meadows, Donella. 1993. <i>Lines in the Mind</i>. As cited in <i>Our Land, Ourselves. Readings on People and Place</i>. P. 52-54.</p> <p>Sanders, Scott Russell. 1993. <i>Staying Put</i>. As cited in <i>Our Land, Ourselves. Readings on People and Place</i>. P. 135-38.</p> <p>Paine, D. P., and J. D. Kiser. 2012. Aerial photography and image interpretation. Ch 15 Principles and techniques of aerial image interpretation. <i>Read pages 280-291</i>.</p>	<p><i>Meet at Knight Library, room 144 (Edmiston)</i></p>
	Th 10/24	<p>Human History 2: Furs, Trees, and Gold!</p>	<p>Whipple, A. 2007. Pp. 26-31 (River Gets Name), 55-60 (Behms, Yale), 108-109 (River Drivers), 110-113 (Forestry), 115 (HJA), 117 (photo).</p>	

			<p>Inman, L.B. 1996. <i>Beautiful McKenzie</i>. Pp. 168-174 (Ch 30 - Lucky Boy Mine).</p> <p>Keefer, Bob. 1985. Mining in Blue River: Broken Dreams. <i>Lane County Living</i>, p. 48-49, cited in <i>Historic Leaburg and Vicinity</i>, Leaburg Library.</p> <p>Schwering, Manena. 1984. Changing Times in the Upper McKenzie Valley. <i>Lane County Historian</i>, 29(1):3-15.</p> <p>Craig, John. 1984. Peter Finn Tells of Early Days on the McKenzie. <i>Lane County Historian</i>, 29(1):16-19.</p> <p>ELP Museum boards: Jim Baker.</p>	
5	Tu 10/29	Human History 3: Fish, Boats, and Guides	<p>Whipple, A. 2007. Pp. 98-100 (drift boats), 104-106 (Helfrich), 107 (boat parade), 88-89 (Monkhouse).</p> <p>Fletcher, Roger L. 2007. <i>Drift Boats and River Dories</i>. Pp. 1-8.</p> <p>Helfrich, Prince. 1963. White Water Boat Parade.</p> <p>Helfrich, Prince. 1990. McKenzie River History, in <i>Tales of the Oregon Cascades</i>. Hillsborough, CA: Natural World Press. Pp. 15-18.</p> <p>Watch: My Meditation: Fishing and River Thought with Rick Garule http://www.youtube.com/user/elpriverstories</p> <p>Watch: Wood Boat Festival: At Eagle Rock Lodge. http://www.youtube.com/user/elpriverstories</p> <p>Watch: Pruitt Cookout http://www.youtube.com/user/elpriverstories</p> <p>ELP Museum boards: Lloyd Dolby, Darlene Dolby, Chris Olson.</p>	Field Guide Research Due
	Th 10/31	Human History 4: McKenzie as Destination – (inns, festivals, modern life), McKenzie as community	<p>Whipple, A. 2007. Pp. 24-25; 38-54(profiles); 60-67 (Roads and Bridges); 72-79 (Community); 84-86 (Fitz); 81-83 (Log Cabin Inn), 94-97 (Foley Springs), 142-147 (Economics and Land Use).</p> <p>Inman, L.B. 1996. <i>Beautiful McKenzie</i>. Pp. 144- 150 (Ch. 26- Belknap Springs); 151-156 (Foley Springs); 157-162 (Ch. 28 - Log Cabin Inn).</p> <p>Helfrich, Prince. 1990. Hike into Wilderness and Wild Berry Time, in <i>Tales of the Oregon Cascades</i>. Hillsborough, CA: Natural World Press. Pp. 45-48.</p> <p>ELP Museum boards: Dana Burwell.</p>	

6	Tu 11/5	<p>What is place? Writing about place</p> <p>Review: Mapping the Watershed, review for mid-term exam</p>	<p>Dave Hood's blog, http://davehood59.wordpress.com/2010/03/17/how-to-write-creative-nonfiction-writing-about-place/</p> <p>Ecological Reflections of Place: USFS, Long-term Ecological Reflections, http://andrewsforest.oregonstate.edu/lter/research/related/writers/template.cfm?next=cp&topnav=168 , Jane Hirshfield's LTER essay, http://andrewsforest.oregonstate.edu/lter/pubs/pdf/pub4636.pdf , John Campbell's LTER mini-essays, http://www.terrain.org/essays/26/campbell.htm</p> <p>Moore, K. D. 1995. <i>Riverwalking: reflections on moving water</i>. Pp. 59-64.</p> <p><i>McKenzie Memories</i>. 2013. Springs in Spring by Alex Gregory, Vanities of Her Highness: A River's Reverie by Elissa Kobrin, and Islands in Time – Restoring the Changing River by Geoffrey Johnson.</p>	
	Th 11/7	Mid-term Exam	<i>Study!</i>	Mid-term Exam
7	Tu 11/12	Overview: water quality issues and management	To be determined – we will let you know by 11/5.	
	Th 11/14	<p>Drinking water 1: Regulatory and non-regulatory approaches for water quality management in the McKenzie Watershed</p> <p><i>Guest: Karl Morgenstern, EWEB</i></p>	<p>Whipple, A. 2007. Pp. 148-151.</p> <p>UO Community Planning Workshop. 2013. Programmatic Recommendations for EWEB's Voluntary Incentive Program http://eweb.org/public/documents/water/VIPImplementation.pdf (<i>Read entire report</i>)</p> <p>Read these 2 guest editorials (pro and con) regarding the failed "Drinking Water Protection Overlay Zone Ordinance" of 2010:</p> <ul style="list-style-type: none"> • http://projects.registerguard.com/turin/2010/nov/28/con-local-officials-have-a-history-of-leaving-public-out-of-the-loop/ • http://projects.registerguard.com/csp/cms/sites/web/opinion/25584612-46/county-mob-drinking-lane-property.csp <p>Optional: Smith, R., and D. Batker. 2012. Nature's Value in the McKenzie Watershed: a Rapid Ecosystem Service Valuation. <i>Read pp 5-34 only</i>), http://www.eweb.org/public/documents/water/EarthEconomics.pdf</p>	

			<p>Institute for Natural Resources. 2012. Local Ecosystem Services Marketplaces: Public Utilities as Development Drivers, http://www.eweb.org/public/documents/water/1NRfinalReport.pdf</p> <p>This provides a 2011 update on the Clearwater Coalition, which was formed in response to the ordinance controversy: http://projects.registerguard.com/turin/2011/dec/20/mckenzie-river-water-is-just-fine-and-thats-a-scientific-fact/</p>	
8	Tu 11/19	<p>Drinking Water 2:</p> <p>Mini-Field Trip #1 to Hayden Bridge Water Treatment Plant</p>	<p>EWEB's website materials:</p> <ul style="list-style-type: none"> • www.eweb.org/watertreatment • http://www.eweb.org/public/documents/water/consumerConfidenceReport.pdf <p>EWEB 2010 Sustainability Report, <i>Read only p 6</i> http://www.eweb.org/public/documents/sustainability/sustainabilityReport2010.pdf and the water indicators WU1-WU3, http://www.eweb.org/public/documents/sustainability/wu1-wu2-wu3-2010.pdf</p> <p>Optional: Woolington, J. Veneta waterline lifts rates. Register Guard, 8/23/13, http://www.registerguard.com/rg/news/local/30303503-75/veneta-pipeline-eweb-ingham-residents.html.csp.</p> <p>Woolington, J. Divining for water. Register Guard, 9/1/13, http://www.registerguard.com/rg/news/local/30336460-75/eweb-utility-source-river-eugene.html.csp</p>	<p><i>Meet in Onyx Parking Lot</i></p> <p>Field Guide Entry Due</p>
	Th 11/21	<p>Agriculture and water quality</p> <p>Mini Field Trip 2: Berggren Watershed Conservation Area</p> <p><i>Guests: Jared Pruch. CPRCD; Jared Weybright, MWC</i></p>	<p>Berggren Watershed Conservation Area, http://eweb.org/demofarm#demo</p> <p>Whipple, A. 2007. Pp. 152-155.</p> <p>Watch: The Berggren Demonstration Farm: Stewardship on the Lower McKenzie River. http://www.youtube.com/user/elriverstories</p> <p>2012 Berggren Farm Plan</p>	<p><i>Meet in Onyx Parking Lot</i></p>
	Sa 11/23	<p>Field Trip 3: Lower McKenzie: Whitewater Ranch, Leaburg Dam, McKenzie River Farm, McKenzie Hatchery, Herrick Farm, Hendricks Park</p>	<p>Whipple, A. 2007. Pp. 122-123 (Filberts), 124-125 (Two lifestyles).</p> <p>Read the websites and watch the River Stories videos for some of our planned stops:</p> <p>1. Whitewater Ranch website: http://www.whitewater ranch.com/</p>	<p><i>Meet in Onyx Parking Lot</i></p>

		<p>Guest: Jim Russell, Whitewater Ranch; Rod Knoebel, ODFW; Sam Ach, McKenzie River Farm</p>	<p>Watch: Three Million Neighbors: Conservation and Organic Farming at Whitewater Ranch. http://www.youtube.com/user/elpriverstories</p> <p>2. McKenzie River Farm http://mckenzieriverfarm.com/ Watch: McKenzie River Organic Farm, http://www.youtube.com/user/elpriverstories</p> <p>ODFW, McKenzie Hatchery brochure, http://www.dfw.state.or.us/resources/visitors/docs/McKenzieHatchBroch.pdf</p> <p>ODFW, 2012 McKenzie River Hatchery Operating Plan, <i>Only read through Obj. 3 (pp. 1-5).</i> http://www.dfw.state.or.us/fish/HOP/McKenzie%20HOP.pdf.</p> <p>EWEB, Leaburg-Waltermville Hydroelectric Project, http://www.eweb.org/resources/leaburg</p> <p>ELP Museum boards: Howard Pepiot, Jim Goodpasture, Beverly Hansen.</p>	
9	Tu 11/26	Mini-Field Trip 3: Green Island – Floodplain restoration and confluence	<p>Lane Council of Governments. 2011. Green Island Management Plan. Unpublished report prepared for McKenzie River Trust. Required: pp 15-51. Optional: pp 1-4 and 51-73.</p> <p>Watch: Green Island: The Beginning of a Family Farm (A Future in Conservation). http://www.youtube.com/user/elpriverstories</p>	<p><i>Meet in Onyx Parking Lot</i></p> <p>Last date to submit Community-Classroom Connection Paper</p>
	Th 11/28	Thanksgiving – no class	n/a	
10	Tu 12/3	Field Guide: Team Presentations & Discussions	n/a	Final Presentation Due
	Th 12/5	<p>Field Guide: Team Presentations & Discussions</p> <p>Synthesis, Conclusions and Review</p>	n/a	Revised Field Guide entry Due - uploaded into Blurb book
11	M 12/9	Final Exam (<i>Cumulative</i>)	<i>Study!</i>	Final Exam