

Spring 2-1-2019

## ENST 310.01: Environment Montana - A to Z

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## ENVIRONMENT MONTANA - FROM ANACONDA TO ZORTMAN

ENST 310: Spring 2019

Rosalyn LaPier  
T/TH 11:00-12:15am (150 min.)  
Office Hours: TH 8:30-10:30am, also by appointment

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### **COURSE PURPOSE:**

The land and landscape of Montana has changed dramatically in the past 150 years. And to understand contemporary environmental issues in Montana it is helpful to know important historical events of the past. The purpose of this course is to provide an introduction to the land, people and places of Montana viewed through the lens of environmental change. Through a combination of lectures, readings, focused in-class discussions, and a research project students will learn about the fascinating environmental story of Montana.

### **LEARNING GOALS AND OUTCOMES:**

- Develop a broad understanding of the field of environmental studies, especially as it relates to the study of environmental issues of Montana;
- Discern different methodological approaches used within environmental studies;
- Improve intellectual skills of reading and writing by critically and effectively summarizing, analyzing and reflecting on scholarly works;
- And improve communication skills by listening to others, speaking publicly and writing an effective academic paper related to environmental studies.

### **Creating Community:**

Do your part to help create community within the course and among Environmental Studies students. This means: listening, fully participating, and being respectful. Showcase your intellectual curiosity by engaging with all types of ideas, not just the ones that interest you. And when you speak, remember to look at your classmates and engage in a conversation, do not look exclusively at the professor.

### **Course Requirements and Readings:**

See reading assignments at end of the syllabus.

### **UM Policies:**

#### **Attendance**

“Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. Instructors may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance or participation in a University sponsored activity.... Instructors shall excuse absences for reasons of military service or mandatory public

service.” <http://www.umt.edu/catalog/acad/acadpolicy>.

### **Cultural Leave**

“Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor.... The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”

[Http://catalog.umt.edu/academics/policies-procedures/](http://catalog.umt.edu/academics/policies-procedures/)

### **Academic Honesty**

“All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the university. All students need to be familiar with the Student Conduct Code. The code is available for review online at ”

[http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

### **Student Conduct Code**

“Being a student at UM presupposes a commitment to the principles and policies embodied in the Code.” [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

### **Disability Student Services**

Appropriate accommodations will be made by the University pursuant to the policies of the Disability Student Services, <http://life.umt.edu/dss>.

### **Weekly Schedule**

#### **Week 1**

1/15 TU Introduction & Watch PBS Film “Class C: The Only Game in Town”  
1/17 TH Discussion: Montana, the West & Environmental Stories

#### **Week 2**

1/22 TU Before Montana – Readings: Lang “Describing a New Environment”  
1/24 TH Discussion/S&A Due

#### **Week 3**

1/29 TU Extinction/ Bison & Wolves – Readings: Isenberg “Toward a Policy of Destruction” & Wise “Killing Wolves”  
1/31 TH Discussion/S&A Due

#### **Week 4**

2/5 TU Extraction/Timber – Readings: Swanson “Bitterroot,” Bramwell “1910 Fire”  
2/7 TH Discussion/S&A Due

**Week 5**

2/12 TU Agriculture – Readings: Garceau “Hunger”  
2/14 TH Discussion/S&A Due

**Week 6**

2/19 TU Changing Landscape/Dams & Water – Readings: Benson, “Crow Water” 1 & 2  
2/21 TH Discussion/S&A Due

**Week 7**

2/26 TU Attend Winona LaDuke President’s Lecture Series 7:30pm (no 11am class)  
2/28 TH S&A Due

**Week 8**

3/5 TU Conservation – Readings: Swanson, “Metcalf” 1 & 2  
3/7 TH Discussion/S&A Due

**Week 9**

3/12 TU Preservation – Readings: Harper, “Creating Glacier National Park”  
3/14 TH Discussion/S&A Due

**Week 10**

3/19 TU Researching Montana’s Environment  
3/21 TH Researching Montana’s Environment

**Week 11**

3/28 TU No Class – SPRING BREAK  
3/30 TH No Class – SPRING BREAK

**Week 12**

4/2 TU Discussion/Book Analysis Due – Readings: Tyer, *Opportunity, Montana*.  
4/4 TH Researching Montana’s Environment

**Week 13**

4/9 TU Research Methods (Library & Archives)  
4/11 TH Group Meetings - Outline Due

**Week 14**

4/16 TU Research Methods & Writing  
4/18 TH In-class Peer Review - First Draft Due

### **Week 15**

4/23 TU Writing & Rewriting  
4/25 TH Writing & Rewriting

### **Week 16**

4/30 TU FINAL PAPER Due

### **Assignments**

Class Participation (20 points)

Readings Summary & Analysis (40 points, 8 @ 5 points each)

Book "Opportunity, Montana" Analysis (10 points)

Outline (5 points)

First Draft (5 points)

Peer Review (5 points)

Final Draft (15 points)

### **Grading:**

Final Grade based on a percentage of Total Points (100).

The work you submit for grading must be your own original work, written by you specifically for this course and individual assignments. Any acts of plagiarism or academic dishonesty may result in **academic punishment**.

### **Assignments:**

Class participation. Class is a place for collective learning, and collective learning requires both active listening and thoughtful speaking. **Attendance is mandatory.**

Summary & Analysis. Carefully read the weekly readings before class meets, write a summary and analysis of the main points and ideas of reading(s), 4-pages, double-space.

Book Analysis. Write an analysis of assigned book, 5+ pages, double space with reference list.

Writing Assignment(s). Students will complete an overall research project, utilizing only scholarly references, of an issue or controversy of historic or contemporary concern to environmental studies in Montana. It will consist of several parts.

- 1) An Outline, 1-2 pages, single space with reference list;
- 2) A completed First Draft, 8-10 pages, double space with reference list;
- 3) A Peer Review of another student's paper, 2-3 pages, single space; and
- 4) A Final Draft, 10-12 pages, double space with reference list.

Note Regarding Assignments:

- Assignments are due at the beginning of class on the date listed in the syllabus.
- No late assignments.
- Use Turabian Author/Date style for citations and references.

**List of Articles, Films & Books, in order of when they are assigned:**

PBS Film "Class C: The Only Game in Town"

William Lang. "Describing a New Environment: Lewis and Clark and Enlightenment Science in the Columbia River Basin," *Oregon Historical Quarterly*, (Fall, 2004), pp. 353, 360-389.

Andrew Isenberg. "Toward a Policy of Destruction: Buffaloes, Law and the Market, 1803-83," *Great Plains Quarterly*, (Fall 1992), pp. 227-241.

Michael Wise. "Killing Montana's Wolves," *Montana; The Magazine of Western History*, (Winter 2013), pp. 51-67.

Ruth McLaughlin (edited by Dee Garceau) "Hunger: A Memoir of Growing Up in Northeastern Montana," *Montana; The Magazine of Western History*, (Autumn 2010), pp. 38-53.

Frederick H. Swanson. "Guy M. Brandborg and the Bitterroot Controversy: A Conservationist's Legacy in the Northern Rockies," *Montana: The Magazine of Western History*, (Autumn 2010), pp. 19-37,93-95.

Lincoln Bramwell. "When the Mountains Roared: The 1910 Northern Rockies Fires," *Montana: The Magazine of Western History*, (Autumn 2010), pp. 54-69,96.

Megan Benson. "The Fight for Crow Water: Part I, the Early Reservation Years through the Indian New Deal," *Montana: The Magazine of Western History*, (Winter, 2007), pp. 24-42,94-96.

Megan Benson. "The Fight for Crow Water: Part II, Damming the Bighorn," *Montana: The Magazine of Western History*, (Spring, 2008), pp. 3-23, 95-97.

Frederick Swanson. "Lee Metcalf and the Politics of Preservation: Part 1 – A Positive Program of Development," *Montana: The Magazine of Western History*, (Spring 2013), pp. 2-23.

Frederick Swanson. "Lee Metcalf and the Politics of Preservation: Part 2 – Conflict, Compromise and the Art of Leadership," *Montana: The Magazine of Western History*, (Summer 2013), pp. 58-75.

Andrew C. Harper. "Conceiving Nature: The Creation of Montana's Glacier National Park," *Montana: The Magazine of Western History*, (Summer 2010), pp. 3-24,91-94.

Brad Tyer. *Opportunity, Montana: Big Copper, Bad Water, and the Burial of an American Landscape*. Beacon Press, 2014.