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ENST 310.01: Environment Montana - A to Z

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ENST 310 – Environment Montana
Syllabus Autumn 2020
Tuesdays and Thursdays 11 – 12:20
Stone Hall, Room 304

Facilitator: Neva Hassanein, Professor, Environmental Studies, 101A Rankin Hall

Email is best way to contact me: neva.hassanein@umontana.edu

Office Hours: Tuesdays 3:40-5:00; Wednesdays 11-12:20; and Fridays 11-12:00

I will circulate a weekly signup sheet so that you can schedule virtual appointments during my office hours. If they don't work for you, please contact me for an alternative.

Course Purpose:

The land and landscape of Montana has changed dramatically in the past 150 years. 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 an interviewing project, students will learn about the fascinating environmental story of Montana.

Learning objectives:

- Develop a broad understanding of the field of environmental studies, especially as it relates to historical and contemporary environmental issues in Montana.
- Improve intellectual skills of reading and writing by critically and effectively analyzing and reflecting on scholarly works.
- Learn basic interviewing skills and carry out your own interview of someone who has played a role in Montana's environmental movement.
- Improve communication skills by listening to others and speaking publicly.

Important Covid-19 Prevention Reminders:

Masks: [View UM's face covering policy](#). All University employees, students, contractors, vendors and visitors must wear face coverings on site at a University location, and off-site in all University programs and activities in:

- Indoor spaces (including classrooms)
- Enclosed or partially enclosed outdoor spaces
- Outdoor settings when people are unable to keep a six-foot distance at all times
- University owned vehicles when more than one person is in a vehicle, including but not limited to ASUM busses and vans.

This requirement is consistent with federal, state, and local COVID-19 public health directives and the position of the Montana University System. This policy is in full effect until otherwise communicated.

- If the class is being recorded, instructors must notify students of the recording.
- Each student is provided with a Healthy Griz kit. We expect students to clean their personal work space when they arrive for class, and before they leave the classroom.
- Refill stations for cleaning supplies/hand sanitizer will be set up around campus - please learn where they are and use them.
- Classrooms may have one-way entrances / exits to minimize crowding.

- Students are discouraged from congregating outside the classroom before and after class. In the case of 3 hour-long classes, instructors should stagger breaks for small groups of students.
- Instructors should assign seating to ensure social distancing and take attendance to support contact tracing efforts.
- Instructors should not allow more students in their classrooms at any time, for any reason, than the [maximum approved capacity](#).
- Additional seating should not be added to classrooms.
- Drinking liquids and eating food (which requires mask removal) is strongly discouraged within the classroom.
- There is high demand for spaces on campus to accommodate students with inadequate WiFi in their homes or quick turnarounds between face-to-face and remote classes. A list of remote learning spaces with the days and times available for student use will be posted on [the Keep on Learning website](#). There will be signs posted outside of these buildings and rooms to indicate their availability.
- Stay home and contact the Curry Health Center at (406) 243-4330 if you feel sick and/or if exhibiting COVID-19 symptoms.
- If you are diagnosed with COVID-19, follow instructions for quarantine and contact your advisor so they can help you stay on track academically.
- Students, please remain vigilant outside the classroom and help mitigate the spread of COVID-19.

Course Requirements:

Class Participation (25%): This course will be run as a seminar, which means it is discussion focused with a minimum of lecture. Its quality greatly depends upon the active participation and contributions of all members. That means it is critical that you do all the readings in advance of the class session for which they are assigned.

Effective Participation: My aim is to create a learning community that grapples seriously with the issues presented by the readings, speakers, and other material. There is no one way to make this happen, but a few things will help us along:

- Committing to the investment of time and effort that learning requires of us.
- Jotting down notes as you read to engage with the material more deeply. Writing notes usually clarifies thinking, improves discussions, and prepares you for the essay assignments.
- Questioning assumptions – including our own – with an interest in exploring different and multiple perspectives on a given topic. Be respectful in the process.
- Recognizing that we are all learners (there are no experts). We bring different backgrounds, and we are going to be learning different things along the way.
- Minding your own participation level. That is, if you are a person who tends to speak frequently, please be careful not to dominate discussions. Be sure you occasionally step back, and listen to make room for others. In contrast, if you are a person more reticent to speak up, or simply prefer more time before chiming in, we will try to ease your participation with activities such as small groups. Still, I encourage you to try to step up out of your comfort zone so that you can share your knowledge and perspectives in the larger group too.
- Attending class consistently because it is essential to your learning and your contribution to others' learning.
- If you are sick, please take care of yourself, and minimize the spread of germs. Please review Covid-19 guidelines.

Readings: The required books are available from a locally-owned, independent bookseller, **Shakespeare and Co.** Location: 103 S. 3rd St. (at the corner of Higgins and 3rd, on the south side of the bridge). Store hours: Mon - Fri. 10-6, Sat. 10-5, Sun 12 – 5. Ask at the main desk for the books for this course.

Andrews, Bryce. 2019. *Down from the Mountain: The Life and Death of a Grizzly Bear*. Boston: Mariner Books, Houghton Mifflin Harcourt.

Carlisle, Liz. 2015. *Lentil Underground: Renegade Farmers and the Future of Food in America*. New York: Penguin Books.

Other readings (see schedule) will be posted on the Moodle site for this course.

Discussion Questions and Comments on Readings: To facilitate a level of participation and analysis appropriate to a graduate-level seminar, we will use the Moodle discussion forums to help us prepare for class sessions and share topics for discussion. Specifically, at least two times during the semester, each student will post a meaningful discussion question regarding the readings or other assigned material, and help facilitate the discussion of your question during class. I will ask you to sign up for these times.

Discussion questions must be **posted by 4 PM the day before the class session** for which the reading is assigned (e.g., so Monday afternoon by 4 for Tuesday class; Wednesday afternoon by 4 for Thursday class). Plan accordingly.

You are strongly encouraged to respond briefly and engage with the questions posed both online and, especially, during our class discussions. I will also pose questions and opportunities to engage online.

Keep questions open-ended, clear, and thought provoking. If your questions are too broad (e.g., “how do we change this?”), it will not stimulate very deep discussion. Consider the following ideas:

- Ask us to explain the key theories, concepts, or empirical insights made in the readings so that we are sure we understand them.
- Raise methodological questions (e.g., What are the methods? How appropriate are the methods chosen for answering the research question? Are they described in enough detail? What are the strengths and weaknesses of the methods used?)
- Identify specific passages in the reading that were difficult for you to understand, and ask us to clarify them.
- Identify where and why you agree or disagree with the author, and engage us in that point. Why is their argument convincing or not?
- Explore the political positions of the author(s), and assumptions embedded in their argument.
- Ask us to make comparisons and connections among ideas in the readings assigned for that day with readings or discussions we have previously had in class.
- Push us to think about how our own worldviews and life experiences might influence how we read the assignment.
- **Analytic Essays (50%):** Two essay assignments will ask you to synthesize the material covered and think critically about that material. I will distribute the question(s) that I want you to cover about two weeks before they are due. More specific guidance on these papers will be distributed at that time. These papers will be about 5-7 pages, typed, and double-spaced with normal margins and fonts. I expect your work to be well organized, grammatically correct, and completely referenced.

Interviewing Project (25%): Interviewing is a critical skill to learn, and we use it in many ways in our lives, not only in academic work. This course will teach you some basic principles of creating an interview guide and conducting an interview. You will interview someone who has had an impact on Montana's environment. I will share suggestions of people you might want to interview. You will write up what you learned from the interview, as well as a reflection on the process, for your final paper, approximately 7 pages. More detailed instructions will be distributed.

Assignment: Percent of Grade

Participation, reading discussion questions 25

Two analytic essays (25% each) 50

Interview and paper 25 **100% total**

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 [Student Conduct Code](#)

SCHEDULE FOR ENST 310 – ENVIRONMENT MONTANA

AUTUMN 2020

Tuesdays and Thursdays, 11:00-12:20, Stone Hall, Room 304

~ Subject to change ~

Sessions and Dates

Topics

Assignments

Thurs. 8.20.20		Welcome. Introduction to the course & each other.
Part 1: Historical Context		
Tues. 8.25.20		The land Lang, W. L. 2004. "Describing a new environment: Lewis and Clark and enlightenment science in the Columbia River Basin." <i>Oregon Historical Quarterly</i> . 105(3): 360-389.
Thurs. 8.27.20	The land	Graetz, Rick and Susie. 2003. "Montana east of the mountains," Pp. 7-17, and "Western Montana," Pp. 18-24, in <i>This is Montana</i> . Helena: Northern Rockies Publishing.
Tues. 9.1.20	Views of nature	Wise, Michael. 2013. "Killing Montana's wolves." <i>Montana: The Magazine of Western History</i> . Winter: 51-67.
Thurs. 9.3.20	Views of nature	Harper, Andrew C. 2010. "Conceiving nature: The creation of Montana's Glacier National Park." <i>Montana: The Magazine of Western History</i> . Summer: 3-24, 91-94.
Tues. 9.8.20	Settlement and survival on the Plains	McLaughlin, Ruth (introduced by Dee Garceau). 2010. "Hunger: A memoir of growing up in Northeastern Montana." <i>Montana: The Magazine of Western History</i> . Autumn: 38-53.
Thurs. 9.10.20	Guest lecture: Dave Strohmaier, Missoula County Commissioner	Manning, Richard. 2009. "Nothing came up that year." Ch. 6 (Pp. 81-97) in <i>Rewilding the West: Restoration in a Prairie Landscape</i> . Berkeley: University of California Press.
Tues. 9.15.20	The New Dealers	Manning, Richard. 2009. "Paving the road to hell." Ch. 7 (Pp. 99-123) in <i>Rewilding the West: Restoration in a Prairie Landscape</i> . Berkeley: University of California Press.
Thurs. 9.17.20	No class session today.	Attend what you can of the MT Passenger Rail Summit Montana Passenger Rail Summit
Tues. 9.22.20	Work Session	Please come prepared to discuss the upcoming essay. Bring a draft and/or outline to class.
Thurs. 9.24.20	Essays	ESSAY #1 DUE IN CLASS. Begin discussion of interviewing.
Part 2: Changing our relationship to the natural world		
Tues. 9.29.20	Rise of Montana's Environmental Movement	Ring, Ray. 2001. Bad moon rising: How Montana' once-mighty progressive coalition has waned. <i>High Country News</i> .
Thurs. 10.1.20	MT's Environmental Movement, cont.	More on Montana's movement. In class: Introduction to interviewing and planning for your final paper.

Tues. 10.6.20	<i>Down from the Mountain</i>	Pp. 1-64
Thurs. 10.8.20	<i>Down from the Mountain</i>	Pp. 64-127 Be prepared to tell me who you plan to interview.
Tues. 10.13.20	<i>Down from the Mountain</i>	Pp. 129-198.
Thurs. 10.15.20	<i>Down from the Mountain</i>	Pp. 199-272
Tues. 10.20.20	<i>Lentil Underground</i>	Authors note; Prologue, Chap. 1 – 4 (pp. xii-59). Check-in on interviews.
Thurs. 10.22.20	<i>Lentil Underground</i>	Chapters 5 –7 (Pp. 61- 98)
Tues. 10.27.20	<i>Lentil Underground</i>	Chapters 8 – 11 (Pp. 99-169)
Thurs. 10.29.20	<i>Lentil Underground</i>	Chapters 12-Epilogue (Pp. 171-262). In class, work session for Essay 2.
Tues. 11.3.20	No class session. ELECTION DAY.	PLEASE VOTE!
Thurs. 11.5.20	Essays	ESSAY #2 DUE IN CLASS.
Tues. 11.10.20	In -class work sessions	Research and writing.
Thurs. 11.12.20	In-class work sessions	Research and writing.
Tues. 11.17.20	Last class session	
Monday 11.23.20	Final paper due by 5 PM	Instructions for submitting your paper will be distributed.