

9-2009

RSCN 373.01: Wilderness and Civilization

Nicky Phear

University of Montana - Missoula, nicky.phear@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Phear, Nicky, "RSCN 373.01: Wilderness and Civilization" (2009). *Syllabi*. 1095.
<https://scholarworks.umt.edu/syllabi/1095>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Wilderness and Civilization, Resource Conservation 373
Fall Semester, 2009 Syllabus

Instructor: Nicky Phear, 243-6932, nicky.phear@umontana.edu

Class time: MW 1:30-3:00; Jeanette Rankin Hall 203

Office hours: T 11:00-1:00; Main Hall 307 (stop in or email for an appointment)

Course Description

Resource Conservation 373 draws from field trip experiences, case studies, and community engagement to examine different philosophical and practical approaches wildland conservation. Much of the “text” for this class comes from community experiences, traveling to various parts of Montana, engaging with people and places important for conservation, and through your own case study. The course is divided into four sections: first, *Wilderness and Protected Areas*; second, *Wildland Restoration*; third, *Contemporary Conservation Initiatives*; and fourth, *Student Case Studies*. Through four sections and the course assignments you will:

- Explore the history and context for conservation efforts with a focus on wilderness and other protected areas;
- Learn from a range people with different perspectives—ecologists, ranchers, foresters, tribal members, conservation activists, land managers, and others;
- Become conversant in current events related to wilderness, protected areas, restoration, and other conservation issues;
- develop and articulate your personal perspective on conservation via accumulated experiences, reflections, and connections across courses; and,
- gain practical experience studying an issue of particular concern and develop your own values and ideas for how to best approach conservation.

Evaluation

Participation in Class Discussion	5%
Section Essays (3)	40% due Sept. 28, Oct. 14, Nov. 13
Case Study Paper and Presentation	30% proposal due Nov. 9; draft Nov. 30, final due December 9
Portfolio	10% first entry due Sept. 28; final page due December 16
Currents Comments	15% five total due for any reading, field trip, or guest speaker of your choice.

**** Late assignments will generally be accepted, but your grade will be affected. I will take off a half grade per class per day that assignments are late. You are welcome to develop a learning contract if you would rather be evaluated in a different way. These need to be completed by Sept. 21.**

Participation in Class Discussion (5%)

Each student is required to think critically and constructively, and to contribute to the quality of discussions both on our field trips and during class periods. Please respect the collective learning experience by being punctual, attentive, and prepared for class. I encourage you to attend community events and forums, as will be indicated on the Currents calendar and via regular emails from Nicky. You are also encouraged to work cooperatively on any and all class assignments. Participation points will be granted as follows:

- Attendance (3 points): You are allowed two excused absence; more than that and you will receive one less point for each class missed, and a half point off for each late arrival.
- Token of hope (2 points): Another part of your participation grade is the token of hope. Each of you is responsible for bringing a story, brief reading, or object that for you represents hope. You will begin one class session with this token; this should between 2-3 minutes. The token may be anything you choose that relates in some way to the program.

Section Essays (40%) Due Sept. 28, Oct. 14, Nov. 13

Turn in one synthesizing reflective essay for each of the first three sections. Be sure to incorporate

insights from your experiences and conversations during the field trips in addition to highlights from the associated readings and classes. You do not need to report in full the information that you learned, but rather weave in important summarizing details (facts, stories, quotes) that illustrate and provide context for your own ideas and insights. Essays should be four to five pages in length, and posted on Currents before the start of class. Excerpts from selected essays may be read in class, anonymously. All readings will be available through our wiki site: <http://currents.cfc.umt.edu:8080/display/WildCiv/Home>.

Case Study Paper and Presentation (30%) Draft due November 30, Final due December 9

Choose a current wilderness, protected area or other conservation issue. Drawing on outside research, and your readings, classes, and experiences this semester, including at least three interviews and one public meeting (if possible), describe the issue and your personal perspective on how to best approach advancing conservation. You will present this to the class at the end of the semester (10%), in addition to one of the following four options (20%):

Option 1: Write a five-six page paper, typed, and double-spaced. References should be cited in a consistent format including the author, year, title, and publisher.

Option 2: Write a 350-1000 word editorial piece geared toward a general audience that you will submit to a newspaper or journal.

Option 3: Provide public comment on a public policy decision. Consider commenting to lawmakers on a proposed legislative bill, writing comments on a federal proposal through the NEPA process, or testifying before a public hearing (if your 'paper' is oral, you must also provide a write up).

Option 4: If you would like to create an alternate assignment that meets the intention of this assignment, but which is applied to a greater degree, please see me and we can work out a learning contract and assessment plan.

Draft Review: You will exchange the first draft of your papers for review with others by Monday, November 30. You are responsible for reviewing and commenting on two draft papers. Please comment on how well the paper meets the assignment, ideas for improvement, questions that the paper raises or that you have regarding the paper, and grammar/writing style. Your review of another's draft is due on Wednesday, December 2. You will be expected to revise both your thoughts and grammar for your final draft.

Presentations: You will present your case study during one of four class periods scheduled between November 30 and December 9. Details about this assignment will be handed out separately.

Portfolio (10%) Due September 28 and December 16

All writing assignments for this class should be posted on Currents, including your three section essays and case study paper. Include work from your other classes as well. Write a short paragraph summary for each class highlighting what was most significant that you learned from that particular class. You will be graded on your completeness, timeliness, organization, and lack of spelling and grammatical errors. Feel free to add photographs and other creative works.

Currents Comments (15%)

There is a space set up on Currents for you to provide comments following each reading, guest speaker, and field trip. Choose five of interest to you and provide comments. Share what was of interest to you and any insights you have. You will be graded not on length, but how thoughtfully you share your own perspective. This is an experiment intended to deepen the conversation related to our readings and field trips. These comments can be woven into your section essays. You are also welcome to include comments on lectures or meetings outside this class if they relate to the class and if you also include a summary of the event.

Conferences:

One-on-one student/instructor conferences will be scheduled midway through the term. This is an opportunity to discuss how the course and the program in general are going for you.

Academic Misconduct and the Student Conduct Code:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a 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://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

Course Topics, Readings, Assignments, and Field Trips

SECTION 1 – Wilderness and Protected Areas

August 31

Introduction to RSCN 373

Overview of the Rocky Mountain Front and Bob Marshall Wilderness

Guest Speaker: Gabe Furshong, Wilderness Campaign Director, Montana Wilderness Association

September 2-12

Field Trip: Rocky Mountain Front and Bob Marshall Wilderness

Front country meetings with Mark Korte, TNC; Darrell Kipp, Piegan Institute; Anne Dellwo, rancher

M September 14

Your Wilderness Experience

Due: Journal reading—Your wilderness experience in the Bob Marshall Wilderness

W September 16

Why Wilderness? Social and Ecological Values of Wildness

READ: Stegner, W. (1960) *Wilderness Letter*. In W. Stegner (Ed) Marking the Sparrows Fall: Making of the American West. (1998) New York: Henry Holt & Company Inc. (pp 111-120)

AND Zahniser, H. (1956) *The Need for Wilderness Areas*. In Land & Water, Vol. 2 (Spring): 15-19

F September 18

Field trip: Waterworks Hill and Rattlesnake Recreation Area with Rod Nash

READ: Excerpt from *Wilderness and the American Mind*, by Roderick Nash

M September 21

The American Wilderness Preservation System

READ: The Wilderness Act (1964) Public Law 88-577, 78 Stat. 890; 16 U.S.C. 1121 (note), 1121-1136 88th Congress, s. 4. 3 September

AND: Review Wilderness.net website: <http://www.wilderness.net>

W September 22

Why Wilderness? Conservation of Biodiversity

READ: Foreman, D. (1995) *From Scenery to Nature*. In Tom Butler (Ed) Wild Earth: Wild Ideas for a World out of Balance. Canada: Milkweed Editions. (pp 15-33)

AND: Sarkar, S. (1999) *Wilderness Preservation and Biodiversity Conservation—Keeping Divergent Goals Distinct*. Bioscience May (pp 405-12)

F September 25

Field trip: Ecology at Timberline, St. Mary's Peak with Don Beduna; optional overnight

M September 28

Global Context: International Wilderness and Protected Area

Due: Students set up their personal page on Currents, including their "About me" section

Due: Section Essay #1 Wilderness and Protected Areas. Post on Currents

READ: Phillips (2003) [Turing Ideas on Their Heads: The New Paradigm for Protected Areas](#)

Section Discussion

SECTION 2: Wildland Restoration

W September 30

Wildland Restoration – Road Removal

READ: Criley, M. and M. Kustudia (2006) [Seeing Montana's Restoration Economy](#): Projects big and small help return natural functions to our forests and watersheds and jobs to our communities.

Headwaters News, July 6.

AND: Williams, P. (2006) [There's a pile of pay dirt in restoring Western lands](#). Headwaters News

AND: Wildlands CPR Website: [Legacy Roads and Trails Remediation Funding](#):

[Approved Projects](#) and [Restore Montana](#)

Guest Speaker: Tommy Peterson, Wildlands CPR

F October 2

Field trip: Clearwater National Forest – Wildland Restoration with Federal, Tribal, and NGO Cooperation
Meetings with Adam Switalski, Wildlands CPR's Science Coordinator and David Forestieri, Nez Perce Tribe Restoration Ecologist

M October 5

Wildland Restoration

READ: TBA

W October 7

Restoring Wildlife Connectivity

Afternoon Field Trip: Highway under and overpasses with Marcel Huijser

1:30pm meet at the Motor Pool, return at 5:00pm

F October 9

Field trip – Fire Ecology and Restoration at Lick Creek with Don Beduna

M October 12

Afternoon Field Trip: Forest Restoration in Sawmill Gulch with forester Mark Vander Meer, Wildland Conservation Services

1:30pm meet at the Motor Pool, return at 5:00pm

W October 14

Due: Section Essay #2 Wildland Restoration. Post on Currents

Section Discussion

F October 16

No Field Trip

M October 19

FACULTY FORUM

SECTION 3 – Contemporary Conservation Initiatives

W October 21

Three Rivers District in the Kootenai National Forest and the Forest Jobs and Recreation Act

READ: TBA

Guest Speaker: Rick Bass – Yaak Valley Forest Council

FS October 23-24

Field trip – Flathead Indian Reservation and Primitive Skills Overnight

M October 26

Beaverhead-Deerlodge Partnership

READ: TBA

Guest Speaker: Bruce Farling, Trout Unlimited

W October 28

TBA

October 30

No Field Trip

M November 2

Contemporary Conservation Initiatives, Overview and Discussion

Discuss upcoming field trip

W November 4

Montana Legacy Project (Plum Creek lands purchase)

READ: TBA

Guest Speaker: Caroline Byrd, The Nature Conservancy

FS November 6 and 7

Field trip to Blackfoot and Seeley/Swan Valley – Blackfoot Challenge, Blackfoot Clearwater Stewardship Project, Pyramid Lumber, Northwest Connections, Montana Legacy Project

M November 9

Due: Student Case Studies proposals due

Section Discussion

W November 11

No Class – Veterans Day

F November 13

Due: Section Essay #3 Conservation Initiatives. Post on Currents

No Field Trip

M November 16

Critiques of Tester's Forest Jobs and Recreation Act

Guest Speakers: George Nickas, Executive Director of [Wilderness Watch](#) and Matthew Koehler, Executive Director of [WildWest Institute](#).

READ: "[Place-based forest law: Questions, opportunities presented by Montana Sen. Jon Tester's Forest Jobs and Recreation Act](#)" by Martin Nie, University of Montana Professor of Natural Resource Policy, published in Headwaters News, September 24, 2009.

SECTION 4: Student Case Studies

W November 18

Securing Lands for Agricultural Production in the Missoula Valley

Guest Speaker: Land owner Jim Cusker, a retired rancher (and school teacher), chair of FVLT, on Missoula Co Open Lands Committee, active in the Community Food and Agriculture Coalition.

Th November 19

Internship Forum

Main Hall, room 210

4:10-6:00 pm

F November 20

Field Trip: Lifeline Dairy in the Bitterroot Valley, Victor, MT.

Depart at 8:30am from the Motor Pool, return by 12:30pm

W November 25

No Class—Thanksgiving

M November 30

Due: Case Study Draft Paper

Wildland Conservation in Practice – student presentations

W December 2

Wildland Conservation in Practice – student presentations

F December 4

No Field Trip

M December 7

Wildland Conservation in Practice – student presentations

W December 9

Due: Case Study Final Paper (or due by December 14 at the latest)

Wildland Conservation in Practice – student presentations

WThF December 16-18

Due: Portfolio on Currents

Lubrecht Winter Retreat

Wednesday 9:00 am – Friday 2:00 pm