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FOR 273.01: Wilderness & Civilization Field Studies

Laurie A. Yung

University of Montana - Missoula, laurie.yung@umontana.edu

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Wilderness & Civilization Field Studies

Forestry 273

2.0 credits
Traditional grade only

Instructor: Laurie Yung

Schedule

- 9/6-9/17 Fall Trek, Northern Cascades National Park
- 9/21 Meet for MW make-up classes
- 9/28-29 PBS filming in the Swan Valley
- 10/5 Mount Sentinel Weed Study with Marilyn Marler and Marika Haverhals
9 AM Meet in JR 203 proceed to Mt. Sentinel (9-3)
- 10/12-13 Flathead Reservation and Ninepipes Refuge
9 AM Meet at Motor Pool (return 4 PM Saturday)
- 10/19 Missoula Urban Demonstration Project (MUD) and the Randolph Homestead
10 AM Meet at Physical Plant with your bike! (9-2)
- 10/22 *Field Notes Due (Monday)*
- 10/26 Forestry Fieldtrip and Program Assessment
9 AM Friday Meet at Physical Plant (9-6)
- 11/2 Rattlesnake Fieldtrip with Roger Dunsmore
7 AM Meet at the Physical Plant (7-6)
- 11/9 Missoula Area Ecology
10 AM Meet at the Physical Plant (10-4)
- 11/16 *OFF*
- 11/19 *Paper Proposals Due (Monday)*
- 11/23 **Thanksgiving**
- 11/30 Winter Landscapes: The Blackfoot Valley
9 AM Meet at the Physical Plant (9-5)
- 12/3 *Field Notes and Papers Due (Monday)*
- 12/7 *OFF*
- 12/17-18 End of the semester Lubrecht Retreat

What to Bring

All weather gear (clothing and shoes), lunch, water, your journal, and Plants of the Rocky Mountains.

Course Requirements

Attendance Policy

Absences cannot be made up unless prior arrangements and approval has been obtained from instructors. **One day** is allowed as an excused absence. If you have an unexcused absence, you will not receive any points for *Field Notes* for that day. Excused absences can be made up by completing the agreed upon assignment.

Evaluation

Environmental Education Lesson (Fall Trek)	10%
Discussion Section Participation	10%
Paper	40%
Field Notes	40%

Environmental Education Lesson

See guidelines in Northern Cascades reading packet.

Discussion Section

The discussion section is an integration of Wilderness and Civilization fieldtrips and courses. We will use this time for two purposes:

1. To continue conversations begun during the previous weeks fieldtrip and delve further into the complexities presented on the trip in a way that we may not be able to in the field given time or the presence of a speaker.
2. To make connections between what we experience on the fieldtrips and what you are learning in your other Wilderness and Civilization courses.

Schedule: Monday 1:30-2:30

Group 1

9/24	Reading 1
10/8	Reading 2
10/22	Reading 3
11/5	OFF
11/19	Reading 4

Group 2

10/1	Reading 1
10/15	Reading 2
10/29	Reading 3
11/12	Holiday
11/26	Reading 4

Readings (found in FOR 272 Fac Pac)

1. Thompson, Kerry 2001. "Managing the Mountain" in: Montanan, Winter 2000-2001, The University of Montana.
2. Wackernagel, Mathis & William Rees 1996. Excerpt from: Our Ecological Footprint. New Society Publishers, Gabriola Island, BC; Philadelphia, PA.
3. Reading: Janzen, Daniel 1998. "Gardenification of Wildland Nature and the Human Footprint." Science, Vol 279. 27 February 1998.
4. Duncan, David James 1998. "The War for Norman's River." Sierra Magazine. May/June 1998.

Paper

Paper Proposal Due: Monday, November 19

Paper Due: Monday, December 3

Evaluated based on completeness, accuracy, presentation, creativity, and level of sophistication.

Consider the Fall semester Field Studies curriculum including the Trek and weekly trips. Reflecting on these experiences, choose 1-3 topics addressed during the Fall trips that you would like to explore further. Write a 4-5 page paper elaborating on your chosen topic(s). The purpose of this assignment is to further your learning about specific topics that you were introduced to during particular field trips.

Topics should be specific and may include a certain idea discussed by several speakers, a particular issue that was presented on one or more trips, or how several field trips related to another aspect of your Wilderness and Civilization coursework. You may think about how area ecology contrasted from one trip to the next or how speakers offered contrasting perspectives on a particular topic. Be *specific* about the topics you are addressing. Explain the topic(s) and the reason you chose them. Use at least half of your paper to present additional information you've gained on the topic through your own research.

Topics may include (but certainly aren't limited to!) the following examples which will be present on numerous field trips:

- Recreation management issues
- History of land designation
- Wildlife research and/or wildlife management
- Diversity of species and habitat from trip to trip; area ecology
- Native peoples' land use and history
- Issues surrounding noxious weeds, both ecological and social
- Fire ecology and fire management
- Sustainable living (urban and/or rural)
- Homesteading/settlement history
- Forestry practices

Draw from your field note observations and reflections as you write this paper. Use library research, material from your other courses, or interviews to elaborate on your topics such as details of the issue, ecology, or background of the speaker. Cite your sources in your paper by including the last name of the author and year in parenthesis. List your references in a bibliography at the end of the paper. Cite an interview with the person's last name and the date of the interview. Include information about the place of the interview in the bibliography.

A ½ page paper proposal is due. Proposals should include details regarding topic(s), field trips that relate to chosen topic(s), general approach or thrust of paper, and outside sources for additional information.

Field Notes

Due: Monday, October 22nd and Monday, December 3rd

Field Notes are an excellent way to learn about the natural world and hone your observation skills. Field Notes have an observation component and a reflection/analysis component.

Observation Component

The goal of the observation component is to give a thorough description of the place. By simply reading your field note the reader should be able to imagine the area in detail: history, weather, habitat, etc. Use your Plants of the Rocky Mountains as a resource for this section, it has information on history, geology, and plants. Take note of what is around you and describe the place rather than listing its characteristics. Good observations involve your own discoveries about the place. Observations must include all of the following:

date

location

elevation

weather conditions

geology

birds/wildlife (what do you see, hear, find evidence of?)

plants (consider the dominant tree, shrub, and ground layer species, and use your Plants of the Rocky Mountains to identify new plants)

habitat type (both macro and micro: consider type-forest, grassland, meadow, alpine, riparian; moisture levels, slope, etc)

drawings and leaf specimens

history (consider native uses of the area, modern human uses and impact, and natural disturbance)

ownership (is this state, private, federal or another kind of land? Be specific, i.e. which National Forest?)

view (what do you see? a forest, valley, mountains or mountain ranges? Be specific about which mountains, etc)

This section will be evaluated based on completeness, observation skills (did you pay attention to what was around you, in addition to what you were told?) and presentation (which can be as creative as you make it – just be sure it's readable and organized into the appropriate sections.)

Observations should be completed for all field trips except the Overnight, the Rattlesnake trip with Roger, and the final Lubrecht Retreat. You will be required to do three observation field notes during the trek, one in the frontcountry and two in the backcountry.

Reflection/Analysis Component

A paragraph of your personal reflections on the field trip (shoot for ½ a normal size paper, some can be longer or shorter than others – quality, not quantity counts). This is the place to make connections, ask questions, think critically about what you have seen and heard. You might consider how land ownership effects management, what your speakers agenda/perspective is, how you would manage the place, what kind of impact the trip had on you personally, how the trip connects to material from other Wilderness and Civilization courses, or how the trip connects to your personal life. Please do not report *information* that you learned here or repeat what everyone learned, but rather focus on your own thoughts, ideas, and reflections.

This section will be evaluated based on creativity, originality, critical analysis, and ability to form meaningful connections.

Reflection and analysis is required for all field trips, except the Overnight, the Fall Trek, and the final Lubrecht Retreat.