RSCN 373.01: Wilderness and Civilization I

Nicky Phear
University of Montana - Missoula, nicky.phear@umontana.edu
Course Description
Resource Conservation 373 is a seminar class that draws from readings, discussions, lectures, field trip experiences, and guest speakers. Much of the “text” for this class comes from community experiences, traveling to various parts of Montana, and engaging with people and places important for conservation. The course is divided into two sections: first, Wilderness and Protected Areas, and second, Working Landscapes. Through these two sections and the course assignments you will:

- Explore the history and context for conservation efforts with a focus on wilderness, other protected areas, and working landscapes;
- Learn from a range people with different perspectives—ecologists, ranchers, foresters, tribal members, conservation activists, land managers, and others;
- Become conversant in current issues related to wilderness, protected areas, and working landscapes; and,
- Develop and articulate your personal perspective on wilderness and conservation via accumulated experiences, reflections, and connections across courses.

Evaluation
Participation in Class Discussion 10%
Reading Responses (9) 30%
Wilderness Case Study Paper 25% draft October 22, final due November 19
Daily Blogs (2) 15%
Portfolio 20% due October 6 and Dec 5

** 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 (10%)
Most classes will consist of discussions—drawing on insights from readings, discussing past field trips, and preparing for the next field trip. The success of the course depends on how we evolve as a community of learners, actively listening and responding to one another and being inclusive and respectful of differing opinions. A good discussion will involve a mix of asking questions, providing input, comparing ideas, listening, clarifying, responding, and occasionally playing “devil’s advocate.” Each of you is responsible for both participating and providing support and stimulation for others to participate. The instructor will facilitate the flow of discussion to ensure that all voices are heard and topics adequately covered. Please respect the facilitation process by being a conscious participant and aware of the many diverse perspectives in class.

You are encouraged to bring material and ideas from other Wilderness and Civilization program courses and current events and integrate these into class discussions. I encourage you to attend community events and forums and will announce these on our course wiki. You are also encouraged to work cooperatively on any and all class assignments.

Reading Responses (30%)
Write a brief summary and response for 9 of the 11 assigned readings. The summary should be concise (often times a few sentences is sufficient), with more focus given to your response. Highlight the main points of the readings and offer your response to them, making connections to course topics and field trips, and offering your personal perspective. These should be typed, one to two pages in length.
(combined for all reading responses for the day), and posted on our course wiki before the start of class. I will occasionally direct the focus of your reflection in ways that will help prepare us for our class discussion. Excerpts from selected responses may be read in class, anonymously. All readings will be available through our wiki site: http://currents.cfc.umt.edu:8080/display/WildCiv/Home.

Wilderness Case Study Paper (25%) Draft Due Monday, October 22, Final Due November 19
Choose a current wilderness, protected area or working landscape issue. Consider the significance the area from cultural, ecological, political and/or economic perspectives. Drawing on outside research, and your readings, classes, and experiences this semester, describe the issue and your personal perspective on the issue.

Option 1: Write a six-seven 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 1000-2000 word editorial piece geared toward a general audience that you will submit to a newspaper or journal. You will also submit an audio reading of your piece (a podcast) that will also be posted on our wiki.

Option 3: 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 in class on Monday, October 22. You are responsible for reviewing and commenting on one draft paper. 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, October 29. You will be expected to revise both your thoughts and grammar for your final draft.

Daily Blogs (15%)
Students will take turns blogging about our days and creating a collective story about our Wilderness and Civilization journey. This is your chance to draw connections across classes and experiences and highlight your own thoughts, feelings and questions. You do not need to report in full everything we did on a given day, but rather weave in important details (facts, stories, quotes) that illustrate and provide context for the days and concepts covered. A good blog will describe the setting, concepts covered, and interesting characters involved. Blogs must 500-700 words and posted by the end of the following day. Feel free to comment on one another’s blogs. You are required to write two blogs over the course of the semester; we will work out a schedule the first week of class.

Portfolio (20%) Due October 6 and December 5
Put together a portfolio that includes selections of your best work (6-12 pieces) from all courses and fieldwork this semester. Organize your portfolio by topic, course, or otherwise. Include a paragraph of description/summary for each section highlighting the significance of your selections and what you learned in particular about that topic or from that course (depending on how you arrange your portfolio). You will organize and present your portfolio on your personal page on the course wiki. Feel free to add photographs and other creative works.

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/SAVPSA/index.cfm/page/1321.
Course Topics, Readings, Assignments, and Field Trips

August 25
Introduction to RSCN 373 and 273
Overview of the Rocky Mountain Front and Bob Marshall Wilderness

August 27-September 6
Field Trip: Rocky Mountain Front and Bob Marshall Wilderness
Front country meetings with Mark Korte, TNC; Darrell Kipp, Piegan Institute; Anne Dellwo, rancher; Dawn and Lyle Baker, farmers.

SECTION 1 – Wilderness and Protected Areas: Context and Issues
M September 8
Your Wilderness Experience
Due: Journal reading—Your wilderness experience in the Bob Marshall Wilderness

W September 10
Why Wilderness? Social and Ecological Values of Wildness
Due: Response 1—Readings below

F September 12
Field trip to the Moon-Randolph Homestead

M September 15
The American Wilderness Preservation System
Due: Response 2—Readings below
EXTRA: Wilderness Fact Sheet (update with TWS website info)

W September 17
Why Wilderness? Conservation of Biodiversity
Due: Response 3—Readings below

M September 22
Global Context – International Wilderness and Protected Areas
Due: Response 4—Readings below
http://www.uvm.edu/conservationlectures/vermont.pdf

Global Context – International Conservation Strategies
W September 24
Case Study: Community and Conservation in the Solomon Islands
Guest Speaker: Chris Filardi, Center for Biodiversity and Conservation

F September 26
Local Ecology Field Trip

M September 29
Inhabited Wilderness, Nature and Natural
Due: Response 5—Readings below

W October 1
Wildland Restoration
Due: Response 6—Readings below
AND: Wildlands CPR Website: Legacy Roads and Trails Remediation Funding: Approved Projects and Restore Montana
Guest Speaker: Tommy Peterson, Wildlands CPR

F October 3
Field trip to the Clearwater NF – Wildland Restoration with Federal, Tribal, and NGO Cooperation

M October 6
Due: Portfolio (template for your personal page with any existing material)
No class: one-on-one conferences with Nicky

W October 8
Wilderness and Protected Areas in the Context of a Changing Climate
Due: Response 7—Reading below

M October 13
Field trip – Fire Ecology on Mount Sentinel (10:40-3:00 on Mt. Sentinel with Paul Alaback)

W October 15
Tribal Wilderness and Transboundary Conservation
READ: TBA

FSS October 17-19
Field trip – Flathead Indian Reservation and Transboundary Conservation

M October 20
No class
W October 22
Due: Wilderness Draft Paper Due
Mid-Semester Evaluation—In Class

F October 24
Ecotones of Lolo Pass

SECTION 2 – Working Landscapes
M October 27
Working Forest Lands
Due: Response 8—Readings below
Case Study: Beaverhead-Deerlodge Partnership

W October 29
Working Ranch Lands
Due: Response 9—Readings below
READ: Dagget, D. (2005) You can’t have your cake unless you eat it too. Introduction Gardeners of Eden: Rediscovering our importance to Nature. Thatcher Charitable Trust, Santa Barbara, CA (p. 3-7).
Case Study: Big Hole Watershed Committee

October 31
Optional field trip – Tour of HomeWORD’s Green Buildings – green building and social justice

M November 3
Private Lands Conservation
READ: TBA
Case study – Montana Legacy Project (Plum Creek lands purchase)
Guest Speaker: Caroline Byrd, The Nature Conservancy

W November 5
Private Lands Conservation
READ: TBA
Case Study – The Blackfoot Challenge

FS November 7 and 8
Field trip to the Blackfoot and Swan Valleys – working ranch and forest lands

M November 10
No Class

W November 12 **Class meets at 4:00-5:15 pm not 1:30
Internship Community Forum

November 14
No Field trip
M November 17
Changing Land Use, Demographics, and Economics in Montana
Due: Response 10—Readings below
Guest Speaker: Tom Power, Environmental Economist (and one of the founders of the Wilderness and Civilization program)

W November 19
Due: Final Wilderness Paper Due
Faculty Forum

F November 21
Field trip to the Bitterroot Resort – development on the wildland/urban interface

M November 24
Hunting in Montana—Ecology, Economy, and Experience
Due: Response 11—Readings below
READ: Excerpts from Paul Shepard, Encounters with Nature
Guest Panel: Pelah Hoyt, Peter Brown, and Matt Stonesifer (WC alum)

W November 26
No Class—Thanksgiving

M December 1
Wilderness and Working Landscapes—Conservation in Practice

W December 3
Wilderness and Working Landscapes—Conservation in Practice
Due: Portfolio (due Dec. 5)

M, T December 8-9
Lubrecht Winter Retreat
Monday 9am – Tuesday 4pm