

Wilderness and Civilization I, Resource Conservation 373
Fall Semester, 2008 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 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/SA/VPSA/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 Wilderness

Due: Response 1—Readings below

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 12

Field trip to the Moon-Randolph Homestead

M September 15

The American Wilderness Preservation System

Due: Response 2—Readings below

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: Cronon, W. (2002) *Foreword: Why Worry About Roads*, In: Sutter, P. (2002) *Driven Wild*.

EXTRA: *Wilderness Fact Sheet (update with TWS website info)*

W September 17

Why Wilderness? Conservation of Biodiversity

Due: Response 3—Readings below

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)

M September 22

Global Context – International Wilderness and Protected Areas

Due: Response 4—Readings below

READ: Phillips, A. (2003) Turning Ideas on Their Heads: The New Paradigm for Protected Areas.

George Wright Forum 20: 8-32. Available on line at:

<http://www.uvm.edu/conservationlectures/vermont.pdf>

Global Context – International Conservation Strategies

W September 24

Case Study: Community and Conservation in the Solomon Islands

READ: Filardi, Chris and P. Pikacha (2007). *Conservation in Melanesia*. In *Melanesia Geo*. May – September, p 18-23.

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

READ: Mann, C. (2002). *1491*. *The Atlantic Monthly*. March, p. 41-53.

AND: Gomez-Pompa, A. and A. Kaus (1992) *Taming the Wilderness Myth: Environmental policy and education are currently based on Western beliefs about nature rather than on reality*. *BioScience* Vol. 42 No. 4. p.271-279

Johns, D. (1994) *Wilderness and Human Habitation*. In D.C. Burks (Ed) *Place of the Wild*. Washington D.C.: Island Press. (149-160).

W October 1

Wildland Restoration

Due: Response 6—Readings below

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 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

READ: Smith M. and F.Gow (2008). [Unnatural Preservation](#). *Missoula Independent*, May 15.

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

READ: Clare, E. (1996) *Clearcut: Brutes and Bumper Stickers*, Orion, Autumn. (pp 23-27)

AND: Heilman, R.L. (1995) Selections from Overstory Zero: Real Life in Timber Country. Seattle: Sasquatch Books. (pp 43-55, 56-66)

AND: Foster, J.B. (1993) The Limits of Environmentalism without Class: Lessons from the Pacific Northwest. A Monthly Review Press Capitalism, Nature, Socialism Pamphlet. (pp 3-29)

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).

AND: White, C. (2006) "A Working Wilderness: A Call for a Land Health Movement" Parts I and II on Headwatersnews.org.

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

READ: Power, Thomas 1996. “Introduction” and “Chapter 11-- The Gift of Nature: Extraction, the Environment, and Local Vitality.” In: Lost Landscapes and Failed Economies, Power, T. 1996, Island Press, Washington D.C.

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