Instructor: Rachel James  rachel.james@umontana.edu, 243-6916
Class time:  MW 9:40-11:00 am
Jeanette Rankin Hall 203, most Fridays and some weekends
Office hours:  M 11:30-1:00; Main Hall 307 (stop in or email for an appointment)

Course Description
In the context of trying to understand natural and cultural environments of our past, present, and future, we will explore wilderness in terms of historical values, contemporary actions, and future perspectives. We will unify themes across all courses in the Wilderness and Civilization program in three main topics over the course of the semester: wilderness history; contemporary wilderness qualities, characteristics, and definitions; and changing wilderness values. We will learn from professionals, academics, and most importantly, each other, in the hopes of discovering our own answers to the question, "Why Wilderness?"

The goals for this course are as follows:

• Understand the history of wilderness in social construct and political discourse;
• Learn from a range people with different perspectives—ecologists, ranchers, foresters, tribal members, conservation activists, land managers, and others about contemporary wilderness definitions;
• Become conversant in wilderness theory and ethics
• Create your own definition of wilderness and identify your role in creating that definition
• Develop applicable critical thinking skills

Evaluation

Participation in Class Discussion  30% Includes participation in delivering at least one formal ‘Token of Hope’, thoughtful contributions to discussions (10%) and attendance (20%)

Participation in Field Trips  30% Includes responses to each field trip (10%) and attendance (15%) and Blog Entry (1 per student for semester) 5%

Sit-Spot Journal Assignment  10% At least 2 entries per month (September-November)

Fall Trek Map  10% due September 24

Final Project  20% proposal topic due Nov 12, final due December 13

** 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.

Participation in Class Discussion (10%) and Field Trips (20%)
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 and field trips. I encourage you to attend community events and forums, as will be indicated on the Currents calendar and via regular emails and class announcements. Participation points will be granted as follows:
• **Attendance** (20 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.

• **Class Reading** (10 points): Each of you are responsible for bringing a news bite to begin a class period. The reading should be less than 5 minutes long but start a conversation about the topic. You will lead the start of the discussion. The subject must be relevant to that week’s topics, and you can refer to this syllabus for those topics.

**Responses and in class assignments**
The goal of response papers and in class assignments are to take concrete experiences, such as field trips and meeting with guest speakers, in class discussions and debates, and reflect on these experiences from different angles in order to more fully understand the connections between issues. From reflection, students may increase ability to conceptualize goals, actions, and ways to participate in solutions. Response papers require weekly engagement in topics, and help inform decisions that may lead to investigations for case studies and further involvement. In class assignments are meant to supplement class discussions and activities.

**Blog entry**
The goal of the blog entry is to make our experiences in the Wilderness and Civilization program accessible to everyone! We will each write a blog entry (yes, I will write one as well) about our experiences in the program that will directly address specific activities-weekly walks, Friday field trips, weekend trips, etc. I will create the blog space on the internet, which will be accessible to everyone in the class. Each student will pair with another student to create a blog entry with at least two photos that will be submitted to me electronically and then I will post the articles on our blog. See my example for assistance in crafting your blog entry. I will have a schedule with everyone’s due dates for blog entries.

**Sit-Stop Journal Entries**
(will fill in on Sept 5)

**Field Trips:** Reflect on your conversations and experiences during the field trips. We will continually draw on our field experiences for in class activities and discussions. Missing field trips will hurt your grade. You are allowed one, PRE-ARRANGED excused absence for field trips (and no weekend absences), otherwise, your grade will reflect absence. I am very strict on this policy because field trips are time intensive, and guest speakers are giving us their time to meet with us. Not showing up not only reflects poorly on the program, but it also diminishes your experience in the program. I know these field trips are demanding and time intensive, but it is one semester, and it is important to participate.

All written assignments, unless otherwise directed, will be posted on the moodle site with the due date specified.

Please organize your response papers to address your understanding of the following:

• **Knowledge** – Who, what, where?

• **Summary** – The summary should be concise (often times a few sentences is sufficient), with more focus given to your response. You do not need to report in full the information that you learned on a particular field trip, but rather weave in important details (facts, stories, quotes) that illustrate and provide context for your own ideas. Draw on ideas from readings, speakers or discussions, and push yourself on topics that inspire or confuse you.
• Application – Consider the different perspectives, make connections to course topics, and offer your personal perspective. Why is this topic significant?
• Synthesis – What would you predict based on...?
• Evaluation – Do you agree with the issues discussed? What is your opinion?

Final Project (20%) Draft due November 14, Final due December 5
You will have multiple options for a final project for this course. Details on the final project will be made known at the beginning of November. If you are stressed about this at the beginning of the school year, I am happy to talk with you.

Fall Trek Map (10%) Due September 26
You will create your own map of your fall trek experience, with photos, descriptions and interactive information using the outline I provide on Moodle as well as any of your own creativity you would like to add to the assignment through your own means of communicating your experience in the wilderness.

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 and Field Trips

Readings: Most readings will be available at least a week before class through our Moodle site (Moodle.umt.edu): Beware that readings may be added or deleted and weekly class topics or speakers changed according to course needs.

Week 1 - Wilderness Experience
Preparing for and entering the Fall Trek in the Bob Marshall/Great Bear Wilderness

Week 2 - Fall Trek

Sept 8 - Week 3 - Your Wilderness Experience
Please write a one-page reflective essay with three attached photos on your personal wilderness experience. Please include three quotes or short passages from your journals.
Friday Field Trip: Sustainable Transportation with Bob Giordano, Missoula Institute for Sustainable Transportation

Sept 15 - Week 4 - Wilderness and Wilderness Ideas
A brief history of public lands conservation in the US. A look at the future of public lands in the US. Focus on the concept of a land ethic, collectively and individually.
Field Trip: TBD

Sept 22 - Week 5
Wilderness Character Monitoring and BLM Case Study
Field trip: Friday, September 24 trip to inventory Wilderness Quality on BLM lands with Lisa Gerloff

Sept 29 - Week 6
Crown of the Continent Land Management: Rocky Mountain Front and Glacier National Park
Field Trip: Rocky Mountain Front and Glacier National Park (Friday-Sunday)

Oct 6 - Week 7
Public Lands and Natural Resources: Fire in Wilderness
Guest Speaker: Forest Service District Ranger
Field Trip: Burn sites in the Bitterroot

Oct 13 - Week 8
No Monday Class
Private and Public Lands partnerships
Field Trip: Centennial Valley

October 20 - Week 9
One-on-one students check-in’s with Rachel
Natural Resource Development: Milltown Dam and Clark Fork River, Bakken Oil Field
Field Trip: Milltown Dam Site, Dry Cottonwood Creek Ranch, Anaconda

October 27 - Week 10
Endangered Species and Public Lands
Guest Speaker: American Prairie Foundation
No Friday Field Trip

**November 3-Week 11**
The challenges of the Wilderness Ideal
Field Trip: TBA

**November 10-Week 12**
No Monday Class, Food systems in the US, Sustainable Agriculture
Field trip: Moiese and St. Ignatius farms

**November 17-Week 13**
Sustainable Agriculture and Pre-Thanksgiving Harvest
Field Trip: Weekend to Prairie Heritage Farms
**Student Presentations**

**November 24-Week 14**
**Student Presentations**

**December 2-Week 15**
**Student Presentations**

**December 8-Week 16**
Leave for Como Lake Final Retreat on Wednesday, December 8 at 12pm, return to UM on Friday, December 12 at 12pm