

**NRSM 371 - 2016 Wilderness Issues Lecture Series:**  
***What's the Wild Worth? The price of nature's amenities through a  
21<sup>st</sup> century conservation lens***

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Spring 2016  
Tuesdays, 7:10-8:30 PM  
Gallagher Business Building, Room 123  
1.0 credit  
CRN 34764

### **Course Logistics**

- Lectures begin at 7:10 PM, please be prompt and do not leave until the question/answer session is over
- The course is P/NP, you will need to pass 7 papers to pass the course (*see paper assignment below*)
- This series is open to the public – students, faculty, and community members are welcome to attend
- Students must remain in class until after the class is completed for the evening, including the question and answer session.

### **Course Instructor and Teaching Assistant**

Dr. Natalie Dawson, Director, Faculty, Wilderness Institute and College of Forestry and Conservation,  
[natalie.dawson@umontana.edu](mailto:natalie.dawson@umontana.edu), 243-6956, Main Hall 308

Clancy Jandreau, Teaching Assistant, Ecosystem and Conservation Sciences,

### **Course Description**

The Wilderness Issues Lecture Series is both a course and a public lecture series. Themes and speakers vary year by year, and the course can be repeated three times for credit.

***Money, livelihoods, political capitol, societal values, worth***-these are words of the 21st century conservation collective. At the heart of most conservation actions regarding nature in the 21st century is the question of economics and value systems. We set the prices, we define our desires, and our resulting outcomes dictate not only our immediate responses to environmental concerns, litigation, or legislation, but also, set the course for a future where we will decide the value of nature's amenities, from the geography of our public spaces, to the value of headwaters streams feeding our ever-changing demands for the freshwater resources downstream.

This year's lecture series will focus on the relationship between our natural amenities-land, water, wildlife, fish, intact ecological relationships and natural systems-and how these natural amenities are related to land conservation through economics and local, regional or national well-being. As we continue as a nation, and a global economy, to focus more on cost-benefit analyses regarding nature and human activity, lessons in economics and valuation become an ever-increasingly important piece of

the dialogue. We will hear from scholars, economists, recreationists, writers, managers, and storytellers about the intrinsic and extraneous worth of our wild places.

## Course Learning Objectives

Upon completion of this course, students will:

- Understand the rationale between valuation of public lands and resources and how this rationale dictates national priorities;
- Learn about the economic analyses involved in attributing value to our natural areas and resources
- Be able to competently respond to contemporary discussions about social issues involving wilderness, the human-wild interface and solutions to problems arising from these conflicts in terms of economics and political interests.

## Reaction Papers

Students are required to write reaction papers in response to the lectures. Reaction papers must be two-pages, type-written and double-spaced (double-sided and/or reused paper is fine). These papers MUST use 12-point type font, with 1-inch margins on the left and right sides of the paper. If these guidelines are not followed, you will not receive credit for the paper.

**Passing papers must:**

- **Demonstrate** an understanding of the lecture and material presented
- **Provide an analysis**, thoughtful examination, or critique of the material presented and/or
- **Make substantive connections** to other lectures in this series
- **Be well-written (grammatically correct) and well-organized**

Students must provide their own analysis and demonstrate original thinking, and not simply summarize or restate the lecture in their paper. You do not need to be comprehensive and address every aspect of the lecture. Papers can focus on several specific points in depth. Papers need to be original works, not collaborative efforts between students. Students are encouraged to discuss the lectures with their peers, but written reaction papers must be individual compositions.

Each paper is graded pass, pass minus, pass plus, or fail. **Students must pass 6 papers to pass the course.** You may rewrite failed papers within one week of the paper being returned to you. Rewrites must include correction of any errors AND substantive improvement in content.

Papers must be turned in at the end of the following lecture. Graded papers turned in the previous week will be returned at that time. Late paper policy – If you know you will miss the upcoming lecture, you need to turn your paper in prior to the lecture. If you are sick or have an unexpected emergency, you must notify the Teaching Assistant, Clancy Jandreau (see contact info above), and turn in your paper to Clancy by 5:00 PM Wednesday. If papers are not turned in by 5:00 PM Wednesday, you will receive a “fail” for that paper. The lectures are being taped, but tapes will not be available during spring term. Please do not plan to make up missed classes by listening to taped lectures.

**KEEP IN MIND: If you miss class, you will fail the response paper due for that speaker – there is no way to make up a missed lecture. If you miss class and fail to turn in your response paper on the speaker from the week before (which you can turn in before class or by Wednesday at 5:00 PM), you will then fail two papers.**

### Important Dates Restricting Opportunities to Drop a Course Spring 2016:

Date	Description	Deadline
To 15 <sup>th</sup> instructional day	Students can drop classes on Cyberbear with refund	February 12 = last day
16 <sup>th</sup> to 45 <sup>th</sup> instructional day	A class drop requires a form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W' on transcript, no refund.	February 13 through March 28
Beginning 46 <sup>th</sup> instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45 <sup>th</sup> instructional day of the semester. Requests to drop must be signed by the instructor, advisor, and Associate Dean and a \$10 fee applies.	March 29 – May 6

### Syllabus Statements Mandated by Academic Officers of the University of Montana

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](#).

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

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## **Lecture Schedule and Details**

**February 2<sup>nd</sup>**-Dr. John Duffield, President and Principle of Bioeconomics Inc. He has worked on valuation of national parks, wild rivers, endangered species, hunting and fishing recreation, etc. Much of his work has been in the context of Superfund -- worked for many years for MT Dept of Justice on Arco v. Montana valuing the losses related to the Clark Fork fishery and groundwater at Milltown, Butte and Anaconda. I have also done a lot of work for the National Park Service.

**February 9<sup>th</sup>**-Dr. Jeffrey Englin, Professor in the Morrison School of Agribusiness, WP Carey School of Business, Arizona State University. He previously served as Director of the Morrison School and was Professor and Chair at the University of Nevada, Reno, a Visiting Scientist with the Canadian Forest Service, a Visiting Professor at the University of Alberta and was a Senior Research Economist at the Pacific Northwest National Laboratory.

**February 16<sup>th</sup>**-Dr. Terry Anderson, William A. Dunn Distinguished Senior Fellow and former President and Executive Director of PERC as well as the John and Jean De Nault Senior Fellow at the Hoover Institution, Stanford University. He believes that market approaches can be both economically sound and environmentally sensitive. His research helped launch the idea of free market environmentalism and has prompted public debate over the proper role of government in managing natural resources. He is the co-chair of Hoover's Property Rights, Freedom, and Prosperity Task Force.

**February 23<sup>rd</sup>**-Dr. John Baden, founder and chairman of the Foundation for Research on Economics and the Environment (FREE), and Gallatin Writers, Inc. FREE's focus is environmental economics and policy analysis. Gallatin works with writers of the West.

**March 1<sup>st</sup>**- "Turning Things on Their Head: How Policy Makers Think About Wilderness Economics" by Dr. Richard Barrett, Professor Emeritus of Economics, University of Montana, Montana State Senator

**March 8<sup>th</sup>**- "Conservation Economics: The Value of Protected Lands and Wilderness" by Dr. Evan Hjerpe, Executive Director, Conservation Economics Institute

**March 15<sup>th</sup>**-Dr. Kimiko Barrett, Headwaters Economics. Kimi is a geographer with expertise in rural community development and assessing local vulnerabilities to climate-related risks. She has a Masters in Geography from Montana State University and a Ph.D. in Forestry and Conservation Sciences from University of Montana.

**March 22<sup>nd</sup>**-TBA