

PTRM 482

**Wilderness and Protected Area Management
Fall 2020 / 3 Credits**

Social Sciences Building 356

Tuesdays and Thursdays 12:30 – 1:50 PM



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Introduction

This course is designed as an Upper-Division Writing Course for undergraduate students with an interest and background in recreation, park, and wilderness management. Major objectives of the course include introducing students to the conceptual foundations of parks and wilderness, how thought and discourse influence wilderness and protected area management, and pressing issues of wilderness and park management. The course will emphasize readings, building familiarity with a range of authors and writing styles (ranging from bureaucratic and academic styles to manifesto). It will require extensive student seminar discussion and critical thinking.

Course Objectives

Students successfully completing this course should:

- Be able to define how the concept of place and our values influence the designation of protected areas;
- Be able to differentiate the conceptual origins and definitions of parks, national parks, conservation, preservation, wildness, and wilderness;
- Be able to consider diverse viewpoints and stances on recent controversies and issues in wilderness and protected area management. Students are encouraged to weigh different arguments and perspectives, developing their own professional ethic and approach;
- Be able to present compelling arguments for and against the wilderness construct;
- Be able to explain the influence of rhetoric and philosophy in protected area management and decision-making;
- Be able to articulate the tenants of wilderness character;
- Be able to articulate theories of gender-based and racial exclusion in protected areas;
- Be able to connect the concepts of technology, wilderness consumption, and signaling;
- Be able to connect the social science theory, wilderness thought, and management outcomes in an applied example of protected area management;
- Recognize the different purposes and needs of writing for different audiences—necessary for professional land managers.

This course meets an Upper-Division Writing requirement. Upon completing the Upper-Division Writing requirement, students should be more active, confident, and effective contributors to a body of knowledge and should understand the ethical dimensions of inquiry.

Upper-Division Writing courses must meet the following requirements:

- Provide students with detailed written instructions, including criteria for evaluation, for all formal writing assignments;
- Provide students with tools and strategies for effective writing and editing in the major;
- Require students to write frequently for specified audiences, purposes, and genres;
- Provide feedback on students' writing and require students to revise and resubmit at least one formal writing assignment;
- Require each student to individually compose at least 20 pages of writing for assessment over the course of the semester;
- Base a significant portion (at least 50%) of the course grade on student performance on written assignments;
- Incorporate information literacy into learning outcomes, instruction, and assignments.

As an Upper-Division Writing course, students will have the opportunity to obtain the following outcomes:

- Identify and pursue more sophisticated questions for academic inquiry;
- Find, evaluate, analyze, and synthesize information effectively from diverse sources;
- Manage multiple perspectives as appropriate;

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline;
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work;
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline;
- Develop competence in information technology and digital literacy.

Course Structure

Class time will be divided between lectures and discussion. Students are expected to complete readings during the week in which they are assigned and be prepared to participate in class discussions. As a result, participation will be tracked and is mandatory.

Due to the COVID-19 pandemic, some of the students enrolled in this course will not be able to attend in-person lectures and discussions. Thus, all lectures will be recorded and posted to Moodle after class. Additionally, discussions that occur via Zoom will be recorded to ensure that students unable to attend class have the opportunity to learn from their peers. Discussions that occur outdoors will not be recorded. **For those unable to attend Zoom-based or outdoor discussions, a one-page typed (double-spaced, 1-inch margins) discussion of the reading(s)/podcast/film assigned for that day will be required within one-day of the activity to ensure the acquisition of participation points.** Please understand that this pandemic requires us to remain highly flexible, and thus the meeting locations and class formats listed in the syllabus are tentative and may change. **Please check your email and Moodle before leaving for class each day.**

Course Texts and Media

We will be using a book and online class readings and media selections during class. Students are expected to buy the book and print out and have read the required readings before class *and* to bring them to class (when assigned). These readings and media selections are REQUIRED, if you fail to stay current, you will fall behind in class as well as on the assignments.

The book required for purchase is available at the UM Bookstore and numerous online vendors:

Grebowicz, M. (2015). *The National Park to Come*. Stanford, CA: Stanford University Press.

Grading

Grades will be based on in- and out-of-class activities, the manifesto assignment, two exams, random reading quizzes, and class participation. Participation and attendance will be taken into consideration when formulating final grades. If you do not attend class, do not expect a good grade. Additionally, missing class on a day of a random quiz will result in a zero for that day's quiz.

Extra credit opportunities will be given throughout the semester.

Grades will be determined as follows:

Wilderness Manifesto (proposal, draft, and final)	250 pts.	Final Grade = % of total points (700)	
Midterm Exam	100 pts.	Percentage	Grade
Final Exam	100 pts.	90-100%	A
8 Activities @ 15 points	120 pts.	80-89%	B
5 Quizzes @ 16 points	80 pts.	70-79%	C
Participation	50 pts.	60-69%	D

Total Points

700 pts.

Assignments and other Graded Work

Manifesto Assignment

(250 points)

Due: See below

We will read a number of wilderness and other related manifestos this semester. In turn, you are asked to write your own manifesto, drawing from the stylistic guidelines we have discussed and reviewed during class. Your manifesto can be about anything you like related to wilderness or protected area management, but it should be something you take seriously, and it should advance a cause you are passionate about in some way. Try to make it specific, forceful, creative, thought-provoking, and interesting. This project is as much about practicing your “voice” in the manifesto as it is about the subject matter. Consider what potential impact the manifesto can have if it is circulated. Try hard to step outside of traditional modes of communication, paper writing, or argumentation. Rather, you are writing a sweeping document of wildland reform that should sound urgent and compelling. Build a case for the necessity of the change you seek.

To write this manifesto, you must first understand in a deep and sustained way what a manifesto is and what it does. The writings of Hanna will be invaluable to you in understanding the sort of literary device that is the manifesto, while the manifestos we read throughout the semester by Lopez, Frazier, Williams, Gessner, Abbey, Stegner, and Irvine should inspire (or revolt) you to understand what you personally want to write about. This is a reckless, take-no-prisoners genre that invokes the collective “we”. Citations will be key to build on previous work found in course readings and other readings you will find on your own. We will work together to ensure that you’re on the right track when I see your rough drafts. Pay close attention to Hanna’s pieces for the *style* of manifestos and what counts as a manifesto.

Your manifesto can be any length but you should aim for no less than 10 pages double-spaced. It is likely that you will need more space to fully develop your manifesto. You will select a topic in week 6 of the semester and should complete the manifesto by the due date listed in the syllabus.

The grading criteria are: 1) The degree to which you write your manifesto using a style and tone that meets the standard for a manifesto rather than simply a typical argument made in a college paper; 2) The creativity and intensity of your writing; 3) The usefulness of your ideas to wilderness and protected area management and the extent to which you thoughtfully and forcefully build your case; 4) The extent to which the manifesto compels others to read it; 5) Your manifesto’s consideration of a new social/personal/political ethic; and 6) Grammar, spelling, and writing style meeting standards of excellence. A one paragraph proposal for your manifesto is due **Friday, September 25th**. A rough draft of your manifesto is due **Friday, October 9th**. This final version of the manifesto is due on **Thursday, November 19th**.

This assignment was adapted from an assignment developed by Breanne Fahs.

In & Out of Class Activities (120 points total)

Beginning with the “My Home Reflection”, there will be various in-class activities as well as some that are expected to take time out of class to complete. These are informal assignments and in-class assignments can be hand-written, however, you are still expected to do a thorough and thoughtful job. Students must be in class the day the assignment is given to receive credit, unless discussed with the instructor PRIOR to that day.

Quizzes (80 points)

Due: See Moodle

Students will be given periodic quizzes to ensure that they are engaging with the course content, including—but not limited to—readings, podcasts, and films. These quizzes will be given at throughout the semester via Moodle. Five of these quizzes will be given throughout the semester.

Exams (200 points total) Due: October 23 & TBD

Given that this course meets an Upper-Division Writing requirement, the format of the exams will be essay. The purpose of the essays are to ensure that students are processing readings and class information and have the capacity to think critically about the material. Essays are expected to be of the utmost quality and will be graded accordingly. You will be given 4-5 potential essay questions for your exams 1 week before each exam. You will be required to answer two assigned essay questions per exam. The mid-term exam will be take-home, in which you will have three days to complete the exam at your leisure. The final exam will be either in-person or take-home; the format will be determined at a later date.

Participation (50 points)

Students are expected to attend and participate in class. Notes will not be posted on Moodle or any other internet forum, therefore students are expected to take notes and participate in class and small group discussion. Being present at class, but not participating will result in a significantly low participation score. Use of cell phones and disruptive electronic devices is your decision but such use is discouraged while in class – if you are noticeably unengaged in class your participation score will be impacted.

Course Policies

- Students are responsible for attending all classes (or viewing content via Moodle), taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
- Students are responsible for their own education. The instructor will not be monitoring or policing how you choose to allocate your mental bandwidth during class. Use of laptops and cell phones will not be monitored unless they interfere with class participation. That said, if you choose to use your laptop to partake in activities beyond taking lecture notes, please sit in the back of the classroom to avoid distracting others.
- Plagiarism and cheating on exams will be taken very seriously and will be disciplined with consultation with the PTRM program head and academic integrity officer. If students plagiarize or cheat the instructor reserves the right to give them a zero on the assignment or exam and/or fail them for the course. It is the student's responsibility to make sure they are familiar with University policies governing academic integrity.
- Please orient yourself with Moodle page. The course site contains course materials (readings) and will be used to communicate updates and announcements. Students should check their email and the Moodle page regularly
- Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
- Behaviors that disrupt other students' learning are not acceptable (arriving consistently late, social conversation during class, leaving consistently early)
- Late assignments policy: All assignments (other than In-class/take-home assignments that count toward the participation grade) must be submitted before the class period begins on the due date. Due dates are as stated on the individual assignment descriptions as posted on Moodle and/or in this syllabus.
 - If an assignment is submitted within 48-hours of the original due date and time, 10% will automatically be deducted;
 - After the 48-hour period, late assignments submitted up to 7 days from the original due date and time will have 50% automatically deducted;
 - Beyond 7 days from the original due date and time, a 0 will be assigned to the missing assignment.
- Exams and in-class activities/assignments must be completed in the classroom on the dates they are assigned. Failure to attend class on these dates will result in a zero for that particular assignment

(unless excused through proper documentation – see below). Students who arrive late to class on these days will not be given extra time to complete these requirements.

- Requests for taking exams or submitting assignments after the due dates require official documentation of such events such as illness, family emergency or a University-sanctioned activity.
- If on the second day of class the instructor references Grand Canyon National Park, all students who simultaneously standup and squawk like a raven will receive an additional two points on their final grade. It pays to read the syllabus.
- Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related University activities, or other University activities. In the case of an absence due to a University-sanctioned event, students should make prior arrangements to miss class, assignments, quizzes and exams by emailing the instructor, Will Rice (will.rice@mso.umt.edu) at least one week in advance to document their absence. For University sanctioned events, official University documentation must be provided with this request in order to make up a missed exam, quiz, or assignment. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
- Keep all copies of returned assignments.
- Students are responsible for monitoring their grades.

Note: I will always find time to assist students outside of class regarding assignments, course material, advising, grades, or any other matter related to class or UM. Please talk to me during the semester if you're stuck on an assignment, unclear about a topic, concerned about your grade, etc. I check my email throughout the day, so please feel free to do so whenever you have a question. Don't wait until the end of the semester, or the day an assignment is due to see me if you're having difficulties early on.

Tentative Schedule

Week	Date	Topic	Readings/Videos/Podcasts
<i>Defining Concepts</i>			
1	TH 8/20	Course introduction In-person meeting	The Passing Wisdom of Birds – Lopez
2	T 8/25	Antecedents – Place Outdoor discussion (meet at tent north of Clapp Building)	Great Plains – Frazier AND Why a Group of Native American Activists Laid Claim to Alcatraz Island – All Things Considered
	My Home Reflection due before class on 8/27		
	TH 8/27	Antecedents – Values Outdoor discussion (meet at tent north of Clapp Building)	Alcatraz Island – Williams AND Alcatraz is Not an Island - Oakes
3	T 9/1	Park defined Lecture in-person (posted online)	The Transformations in the Concept of Park - Henneberger
	TH 9/3	Nation's Park Defined Lecture in-person (posted online)	The National Park to Come, pages 1-17 - Grebowicz
4	T 9/8	Conservation defined Lecture in-person (posted online)	The Scripture of Nature –Burns
	TH 9/10	Preservation defined Outdoor discussion (meet at tent north of Clapp Building)	The Last Refuge –Burns
5	T 9/15	Wildness defined Zoom Discussion	Walking –Thoreau AND This I Believe - Gessner
	TH 9/17	Wilderness defined Lecture in-person (posted online)	Untrammeled – The Backstory Podcast
<i>Wilderness Manifesto and Management</i>			

6	T 9/22	Why Wilderness? Reason for doubt Zoom Discussion	The Trouble with Wilderness – Cronon
	TH 9/24	Why Wilderness? Reason for designation Outdoor discussion (meet at tent north of Clapp Building)	Freedom and Wilderness – Abbey AND Manifestos: A Manifesto – Hanna
Manifesto proposal due 9/25			
7	T 9/29	The Seeds of Wilderness Lecture in-person (posted online)	Wilderness Letter - Stegner
	TH 10/1	The Wilderness Act Lecture in-person (posted online)	The Wilderness Act
8	T 10/6	Wilderness Management – Character Zoom Discussion	The National Park to Come, pages 18-29 - Grebowicz
	TH 10/8	Wilderness Management – Solitude Lecture in-person (posted online)	Hikers' Perspectives on Solitude and Wilderness - Hall
Manifesto first draft due 10/9			
9	T 10/13	Wilderness Management – Untrammelled Lecture in-person (posted online)	The Trouble with Preservation - Watt
	TH 10/15	Wilderness Management – Non-mechanized Zoom Discussion	The Pickle of the Palisades – Outlandish Podcast
10	T 10/20	Wilderness Management – Human Health Lecture in-person (posted online)	Park health resources – Thomsen et al.
	TH 10/22	Wilderness Management – The Leopold Report Zoom Discussion	America's Next Best Idea - Hannibal
Mid-term Take-home Exam due 10/23			
<i>The Park and Wilderness of the Future</i>			
11	T 10/27	Gendered Spaces Lecture in-person (posted online)	Dear Mr. Abbey – Irvine AND #MeToo Outside – Sollitt
	TH 10/29	Gendered Spaces (continued) Racially exclusive Spaces Lecture in-person (posted online)	The National Park to Come, pages 30-46 - Grebowicz AND Being 'Outdoorsy' – Code Switch Podcast
12	T 11/3	Election Day – NO CLASS	
	TH 11/5	Amenity Migration and Gentrification Lecture in-person (posted online)	Amenity migration, rural communities, and public lands – Kruger et al.
13	T 11/10	Technology Zoom Discussion	The Nouveau Negro York - Lanham
	TH 11/12	Conspicuous Conservation Lecture in-person (posted online)	Hey Baby, Is That a Prius You're Driving? – Freakonomics Podcast
14	T 11/17	Parks and Signaling Lecture in-person (posted online)	What happens when nature goes viral? – Vox AND The value of a name - Cline et al.
	Manifesto final draft due 11/19		
Final Exam: TBA			

Course Resources and University Policies

COVID-19 Policies:

Mask use is required within the classroom. Not wearing a mask in classrooms is a violation of the Student Code of Conduct. Each student is provided with a cleaning kit. The expectation is that students will clean

their personal workspace when they arrive for class, and before they leave the classroom. Classrooms may have one-way entrances/exits to minimize crowding. Students should be discouraged from congregating outside the classroom before and after class. Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts. Class attendance will be recorded to support contact tracing efforts. Drinking liquids and eating food is discouraged within the classroom (which requires mask removal). Information on the nearest "refill" stations for cleaning supplies/hand sanitizer if applicable. If the class is being recorded, students must be notified of the recording. Stay home if you feel sick and/or if exhibiting COVID-19 symptoms. If the student is sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330.

Statement on safety: I expect that students, TAs, and I will follow all UM safety protocols (including disinfecting their workspace and equipment, using hand sanitizers, and using masks properly for all inside and outside class activities). Please contact DSS for either an accommodation to be completely remote for the semester or for any safety protocol modification you may need (*depending on the needs we may or may not be able to accommodate the modification without requesting that you complete the class remotely*). **If students decide not to follow all safety protocols, I will immediately adjust our F2F activities and transition towards full remote learning for the entire class.**

This is for your safety, the TA's safety, as well as mine to minimize any risk of transmission. Secondary contacts of asymptomatic people will likely occur for all of us whether through work, socializing, or school. Working to reduce transmission increases the probability that we all stay healthy, be able to maintain all F2F activities planned, and the better the class will be for all. That said, I will be prepared to have all assignments able to be completed remotely if needed, so if you are feeling sick or have been exposed please follow the UM Policy. Please let me know and I will excuse or allow you to make up any participation points or any points from F2F activities.

If you feel uncomfortable with any proposed activity or as UM cases increase, please reach out and we can accommodate more remote learning through the rest of the semester. Again, this is a novel and ever changing landscape so mutual respect, honest and early communication, and flexibility is needed for us to have a successful semester.

Students with Disabilities: Access is a civil right. Programs at the University must be readily accessible to and usable by people with disabilities. The University is not barrier-free. However, reasonable modifications will be made to guarantee program access. All modifications' requests will be given due process and consideration. Students can file a grievance when they have been denied or have limited participation in the benefits of any program based solely on a disability. Students are encouraged to discuss their concerns with their Disability Services coordinator or with the director. If the grievance is not resolved informally or a student wishes to pursue a formal complaint or grievance, the following options are available:

- **Report barriers by using the [online barrier report](#).** This method does not constitute a formal complaint or grievance. The University will attempt to follow up in a timely manner as the information provided permits.
- **Contact the [Americans with Disabilities Act \(ADA\) Team](#).** Bernadine Gantert (Co-Chair) at 406.243.5306 and Lucy France (Interim Co-Chair) at 406.243.6786.

University Standards for Academic Conduct:

(for a full list of regulations and procedures please see the [Student Conduct Code](#))

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.

2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Penalties for academic misconduct

Depending on the severity of the academic misconduct, a student may incur one or more of the following penalties:

1. **Academic Penalty(ies) by the Course Instructor:** The student may receive a failing or reduced grade in an academic exercise, examination, or course, and/or be assigned additional work which may include re-examination.
2. **University Sanction(s):** The University may also impose a sanction that exceeds the academic penalty. Sanctions (c) through (f) require administrative review and approval by the Provost and Vice Provost for Academic Affairs:
 - a. **Disciplinary Warning:** The student is warned that further misconduct may result in more severe disciplinary sanctions.
 - b. **Disciplinary Probation:** The student is warned that further misconduct may result in suspension or expulsion. Conditions may be placed on continued enrollment for a specified period of time.

- c. **Suspension:** The student is separated from the University for a specified period of time and may also be excluded from participation in any University-sponsored activity.
- d. **Expulsion:** The student is permanently separated from the University and may also be excluded from any University-owned and/or -controlled property or events.
- e. **Denial of a Degree:** A degree is not awarded.
- f. **Revocation of a Degree:** A previously awarded degree is rescinded.

Behavioral Policies: Faculty members at the University of Montana have the independent authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment and/or safety and well-being of others in the classroom.

1. If circumstances warrant dismissal from a class session for behavior reasons, the faculty member should contact the Student Conduct Officer immediately following the class to discuss the situation and make a determination about whether Student Conduct Code charges will be initiated.
2. The student remains eligible to return to the next class session.
3. The faculty member maintains the authority to remove the student from any future class session during which the student is disruptive.
4. The student may be suspended permanently from a class upon recommendation of the Dean of the college or school offering the class in accordance with the disciplinary procedures outlined in the "General Conduct" section of this Code.

This syllabus is subject to change. We will follow the schedule outlined in this document to the best of our ability, but adjustments may have to be made due to unforeseen factors, including weather. Remaining in the course after reading this syllabus will signify that you accept the possibility of changes and responsibility for being aware of these changes. These changes, should they occur, will be discussed during class periods, and sent out via email or Moodle.

Notes or Important Changes:
