

## NRSM 373 Wilderness & Civilization: Honors CRN: 74667

Meeting time: Tuesday & Thursday, 12:30 – 1:50 PM

Meeting location: In the tent just east of Brantly Hall until we are forced indoors or online due to weather. Bring a folding chair or plan to sit on the grass and dress appropriate to the weather.

### Instructor

Andrew J. Larson, Professor of Forest Ecology and Director, Wilderness Institute

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### Teaching Assistant

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### Course Description

This course takes a critical and multidisciplinary view of the concepts of wilderness and wildness. We will explore philosophical, ethical, social, legal, and scientific perspectives on the human-nature relationship, traversing a range of topics including wilderness, Wilderness, matrix lands, natural resource management, environmental policy, conservation biology, climate change, Native American perspectives, and other areas important for conservation. The course meets for weekly discussion/lecture sessions, in addition to periodic Friday and weekend field trips.

### Course Learning Objectives

Upon completion of this course, students will:

- Understand foundational concepts in conservation.
- Explain the history and development of the American wilderness concept, including critiques.
- Illustrate, classify, and evaluate current practices in river restoration, forest management, and fire management
- Synthesize principles from the literature, presentations from lecturers, and experiences on field trips to assess and explain competing tradeoffs in conservation, wilderness management, climate change adaptation, and management of non-wilderness lands.
- Formulate, express, and modify—based on frequent review of your assumptions and of the evidence—a cogent ethical position on conservation, wilderness, and wildland recreation from an environmental justice perspective

## Readings

The course has many assigned readings. Readings are posted on Moodle in pdf format. Read the assigned readings before the class meeting with which they are associated and come prepared to engage in thoughtful discussion. Reflection papers (see below) should draw on the readings, and synthesize the concepts presented in the assigned readings with your analysis or critique of lecture presentations and field trip activities and experiences.

## Assessment and Grading

Item	Due dates
25 % Attendance, participation	Always
15 % Lead discussion of readings	Varies
40 % Response/reflection papers (2 @ 20% each)	Sept 15, Oct. 27
20 % Final exam	Nov 25

### Attendance and participation

Attendance and participation contribute to your grade. Attendance will be taken at the end of each class meeting. Missing more than two scheduled class meetings (unexcused absences) will result in a 1% deduction per missed class or field trip.

### Leading Discussion

Each student will lead discussion of assigned readings once during the semester. Students will work in pairs (teams of two) to develop 3-5 questions and in-class activities that facilitate discussion, interpretation, and understanding of the assigned readings.

Discussion questions or in-class activities must:

- Highlight key concepts from the assigned reading
- Stimulate analysis and application of the concepts presented in the reading
- Help students make connections between the assigned reading and past and forthcoming readings, lectures, and field trips
- Contribute towards a generalizable framework to help students read, analyze and apply concepts from the readings to their reflection papers

### Reflection/response papers

Students are required to write three reflection/response papers. Prompts will be provided in class and via Moodle. Reflection papers must be two pages, type written and double spaced. These papers must use 12 point type font, with 1 inch margins all around. Put your name and other identifying information in the header on a single line of text. If these guidelines are not followed, you will not receive credit for the paper. 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.

**Response papers should:**

- Demonstrate an understanding of the reading, lecture, in class activities, and field trips
- Provide an analysis, thoughtful examination, or critique of the material presented

- Make substantive connections to multiple, but not necessarily all, of the readings
- Be well written (grammatically correct) and well organized
- Optional: Include original figures and tables, which will not count against the page limit.

Reflection papers are not summaries. If you summarize, you will be asked to rewrite the paper to receive a passing grade. Students must provide their own analysis and demonstrate original thinking, and not simply summarize or restate course content or readings. Papers need to be original works, and are not collaborative efforts between students: reflection papers must be individual compositions.

## Final Exam

Students will submit a final paper as their final exam, due on or before the scheduled exam time during finals week. A prompt and format guidance will be provided.

## Course Schedule

Date	Activity or Location	Topic	Reading
Aug 20	Campus	Course introduction	
Aug 25	Campus	Before wilderness	Chief Luther Standing Bear (1933), Denevan (1992)
Aug 27	Campus	Modern wilderness idea, Wilderness Act	Leopold (1925), Marshall (1930), Wilderness Act
Sep 1	Campus	History of Northern Rockies wilderness	Swanson 2015 (Ch 10, 13 & 14)
Sep 3	Campus	Wilderness critiques	Cronon 1996
Sep 8	Campus	River ecosystems	Poff 1997, Hauer 2016
<b>Sep 8</b>	<b>Remote seminar 4:00 – 5:00</b>	<b>Dr. Alan Townsend, Introduction: Ethics, justice, and diversity: Preparing for professions in the natural resources</b>	
Sep 10	Campus	River conservation, management and restoration; Wild & Scenic Rivers	Swanson (Ch 8), Run Wild Run Free film
Sep 12-13	Sat/Sun Field trip	Wild Rivers Weekend	<a href="#">Bowker and Bergstrom 2017</a> ; <a href="#">Perry (2017)</a> ;

			<a href="#">FWP plans cutthroat sanctuary in Scapegoat</a> , Missoulian news article;
<b>Sep 14</b>	<b>Remote seminar</b> <b>4:00 – 5:00</b>	<b>Dr. Daniel Wildcat, Incorporating indigenous world views into environmental solutions</b>	
Sep 15	No class	Reflection paper 1 due	Reflection paper 1 due
Sep 16-25	<b>Fall Trek</b>		
<b>Sep 28</b>	<b>Remote seminar</b> <b>3:00 – 4:00</b>	<b>Aja Desmond, Implicit bias and who “belongs” outdoors</b>	
Sep 29	Remote seminar: 9:00 – 10:30	Dr. Kari Gunderson, Wilderness management	TBD
Oct 1	Campus	Lisa Gerloff: Wilderness monitoring	Landres 2011/2012, Park Science
Oct 6	Campus	Fire ecology	Hessburg et al. 2015; Barrett and Arno 1982; Barrett et al. 2005
Oct 8	Campus	Wilderness fire management	Larson/Koch 2016; Smith 2014
Oct 10	<b>Field trip</b>	Fire ecology and wilderness fire management	Field trip to Welcome Creek Wilderness with Professor Carl Seielstad
<b>Oct 15</b>	<b>Remote seminar</b> <b>4:00 – 5:00</b>	<b>Terry Baker, How a diversity of voices gets us to better solutions</b>	
Oct 20	Campus	Response paper 2 conceptual figures review session	
Oct 22	Campus	Outside wilderness: conservation and matrix lands	Franklin and Lindenmayer 2009, Lindenmayer 2019

Oct 27	Campus	Dr. Travis Belote: large scale conservation planning	Belote et al. 2017a, 2017b
Oct 27	Campus	Response paper 2 due	
<b>Oct 29</b>	<b>Remote seminar</b> <b>2:00 – 3:00</b>	<b>Dr. Ayana Elizabeth Johnson, A conversation about the intersection of environmental and social justice</b>	
Nov 3	No class	Election Day – Vote!!!	
Nov 5	Campus	Indigenous people and wilderness	Bayet (1994) <a href="https://www.uuworld.org/articles/problem-wilderness">https://www.uuworld.org/articles/problem-wilderness</a>
Nov 6	Field trip: Rattlesnake equestrian trailhead	Backcountry horse packing with Dr. Eva Maggi	Review the video and presentation on moodle before the field trip.
Nov 10	Campus	Global change and wilderness	Watson 2016, Jones 2018, Watson 2018
Nov 12	Campus	Future of wilderness	
Nov 17	Campus	Course wrap-up	
Nov 25		Final exam due	

## Disability accommodation

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

## 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](#).