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Spring 2-1-2000

### FOR 273.01: Wilderness and Civilization Field Studies II

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273  
**Forestry 295**

*Wilderness and Civilization Field Studies II*

2.0 credits  
Traditional grade only

Instructors: Paul Alaback  
Laurie Yung

***Schedule***

- Jan 28 Drawing Workshop with Mary Ann Bonjourni  
*1-4:00 PM in Main Hall 214*
- Feb 4 Off
- Feb 11 Raptors of the Rockies with Kate Davis  
*8:30 AM - Depart from the Motor Pool (8:30-1)*
- Feb 18-21 Yellowstone  
*7:00 AM - Depart from Motor Pool. See Yellowstone Schedule for details.*
- Feb 25 Off
- March 3 Free Cycles Missoula with Bob Giordano  
Alternative Energy-Alaback and Son Greenhouses, Inc  
*10:00 AM - Meet at Free Cycles Shop (10-3)*
- March 10-11 The Swan Valley and Northwest Connections Winter Tracking Workshop  
(\$5/per person)  
*11:00 AM - Depart from Motor Pool. Return around 7:00 PM Saturday.*
- March 17/24 Spring Break
- March 31 Riparian Ecosystems, Bitterroot and Deer Creek  
*9:00 AM - Depart from Motor Pool (9-1)*
- April 7 Lolo Pass Ecology  
*9:00 AM - Depart from Motor Pool (9-5)*
- April 14-15 Salish and Kootenai Culture and Land Management  
Owl Ecology with Denver Holt  
*9:00 AM - Depart from Motor Pool. Return Saturday by 5:00 PM.*
- April 21 Mount Sentinel Ecology and Restoration  
*9:00 AM - Depart from the M trailhead (9-12)*
- April 28 Off
- May 5 Missouri River Preparation (safety, planning, ecology, issues)  
*9:00 AM - Depart from the Motor Pool (9-3)*

May 14-23 Missouri River

7:00 AM departure. Please see Missouri River Information Sheet for details.

### ***What to Bring***

All weather gear (clothing and shoes), lunch, water, your journal, and Plants of the Rocky Mountains.

### ***Course Requirements***

#### **Attendance Policy**

Absences cannot be made up unless prior arrangements and approval has been obtained from instructors. If you have an unexcused absence, you will not receive any points for *Field Notes* for that day.

#### **Evaluation**

Field Notes	40%
Compare and Contrast Paper	40%
Missouri River Environmental Education Lesson	20%

*Students will receive an N (course in progress) grade at the end of Spring semester. Final course grades will be submitted after the Missouri River trip.*

#### ***Field Notes***

Due: March 12<sup>th</sup> and April 28<sup>th</sup>

Field Notes are an excellent way to learn about the natural world and hone your observation skills. Field Notes have an observation component and a reflection/analysis component.

#### **Observation**

Use your Plants of the Rocky Mountains as a resource for this section. Take note of what is around you. Observation is much more than writing down what you are told. Good observations involve your own discoveries about the place. Observations must include all of the following:

date

location

elevation

weather conditions

geology

birds/wildlife (what do you see, hear, find evidence of?)

plants, including dominant tree species

(use your Plants of the Rocky Mountains to identify new plants)

habitat type (forest, grassland, meadow, alpine, riparian)

drawings and leaf specimens

history (do you see or hear of evidence of natural or human disturbances?)

ownership (is this state, private, federal or another kind of land?)

*This section will be evaluated based on completeness, observation skills (did you pay attention to what was around you, in addition to what you were told?) and presentation (which can be as creative as you make it – just be sure it's readable and organized into the appropriate sections.)*

*Observations should be completed for all field trips except the Drawing Workshop, Free Cycles and Alaback & Son Greenhouse, the Missouri River Preparation trip, and the Missouri River trip.*

### **Reflection/Analysis**

A paragraph of your personal reflections on the field trip (shoot for \_ a normal size paper, some can be longer or shorter than others – quality, not quantity counts). This is the place to make connections, ask questions, think critically about what you have seen and heard. You might consider how land ownership effects management, what your speakers agenda/perspective is, how you would manage the place, what kind of impact the trip had on you personally, how the trip connects to material from other Wilderness and Civilization courses, or how the trip connects to your personal life. Please do not report *information* that you learned here or repeat what everyone learned, but rather focus on your own thoughts, ideas, and reflections.

*This section will be evaluated based on creativity, originality, critical analysis, and ability to form meaningful connections.*

*Reflection and analysis is required for all field trips except the Drawing Workshop, the Missouri River Preparation trip, and the Missouri River trip.*

### **Compare and Contrast Paper**

*Due: May 3<sup>rd</sup>*

*This paper should be 5 pages (typed, double spaced, pica 10 pt, 1" margins) and will be graded on the basis of completeness, readability, & creativity. You'll need to use the observations and details recorded in your field notes to answer the following questions. Write at least 2 pages on section A. and section B. each.*

A. Compare and contrast the environment (history, climate, soils, etc.) and its relationship to the ecosystems (plants, animals) that you have experienced on Friday and extended field trips during Fall and Spring. Be as specific and detailed as possible. You may include information about dominant and characteristic as well as unusual or interesting plant and animal species, the structure of the ecosystem (size, shape, abundance, and ages of shrubs and trees, and abundance of life forms (e.g. grasses, herbs, shrubs, trees (hardwood vs. conifer), lichens, mosses, ...). Your paper should include evidence of disturbance and its effects, and general information about the environment (e.g. general patterns of temperature variation, annual rainfall, geology, elevation, aspect, geography, etc.).

B. How does the above consideration of the ecology of these places relate to present land use and natural resource issues? What are the prominent land use issues and management priorities in these ecosystems and how are they being addressed? What factors are involved in addressing these issues? How does human disturbance compare to natural disturbance patterns?

Helpful Hints:

Be sure to think about how these ecosystems are alike and different, and how management strategies and issues are similar and dissimilar. You don't need to be comprehensive. Focus on general patterns. We have put a book by Knight on reserve in the library for your use as a reference on ecosystem types in this region.

### ***Missouri River Environmental Education Lesson***

You will be required to design and lead a 15-minute environmental education lesson on the Missouri River trip. These lessons need to relate to the natural or cultural history of the Missouri River. The format of the lesson is up to you. The Wilderness Institute has some resources on the Missouri River that might be helpful to you.

Possible topics include aspects of the Lewis and Clark journey, cottonwoods and storms, cottonwood ecosystems and floods, sagebrush, geology of the white cliffs area, geology of the badlands area, Native American history, early trapper history, ethnobotany, beaver ecology, Canada geese, white pelicans, big horn sheep, pallid sturgeon, steamboat history, early white settlement, meadowlarks, the Wild and Scenic River designation, wilderness study areas and their status, the Charles M. Russell National Wildlife Refuge, dams and agricultural irrigation, and much more.

Since you need to be ready to give your lesson at any time during the trip, research and other preparation must be done while still in Missoula. Please feel free to ask for ideas regarding sources of information and presentation/teaching methods. Your leaders on the Missouri River will evaluate your presentation based on clarity, creativity, and accuracy of information.