

## Appendix: Course Outline

### General Information

**Course Title:** UNIV\*3XXX International Field School (Wild in the Pryors)

**Course Description:** This international field school will take place over 3 intensive weeks based in Cody, WY, USA and the nearby Pryor Mountains preceded by three days pre-departure classes at the Guelph campus. The Pryor Mountains provide a geologically, ecologically, meteorologically, and culturally unique setting for the students to study firsthand the environmental, social and culture impacts of the area. The course will focus on the influence of the wild horses on early Native American life and folklore, early homesteading at the turn of the 20<sup>th</sup> century, current tensions between motorized recreation and responsible land use, and the issue of the preservation of the wild horse as a symbol of cultural identity for the Native Americans versus an agricultural pest as viewed by the ranchers. Activities include behavioural observation of the wild horses, visits to a Native American sites, and guest speakers from the Bureau of Land Management, the Cloud Foundation, the Pryors Coalition, the US National Park Service and the US Forest Service. An additional fee will be assessed per student to cover the cost of the field course.

**Credit Weight:** 1.00

**Prerequisites:** 7.0 credits, 70% cumulative average

**Restrictions:** Instructor consent required

**Academic Department:** ABSc

**Semester Offering:** Summer 2017

**Class Schedule and Location:** TBD – see field trip details

### Instructor Information

**Instructor Name:** Dr. Katrina Merkies

**Instructor Email:** [kmerkies@uoguelph.ca](mailto:kmerkies@uoguelph.ca)

**Office location and office hours:** ANNU249. Office hours by chance or appointment

### Course Content

#### **Specific Learning Outcomes:**

1. Discover the natural and cultural history of the area of the Pryor Mountains in Montana
2. Identify specific geological formations and cultural landmarks unique to the area
3. Describe the introduction of humankind to the area from prehistoric man to Native American tribes and White settlements including the influence of the Lewis and Clark expedition and the railroads
4. Learn about folklore and traditional practices of the Crow people
5. Trace the evolution of the horse in North America and the impact of the horse on the different cultural societies of the area
6. Understand the impact of natural tourism (bird-watching, riding, hiking and geology tours) on the environment and local economy

7. Understand the management issues between the Bureau of Land Management (BLM), the Custer National Forest (NFS) and the Bighorn Canyon National Recreational Area (NPS)
8. Observe wild horse behaviour
9. Describe the BLM’s oversight and management of the wild horses in the USA including long- and short-term holding and methods of population control
10. Compare wild horse herd management in Canada with the USA
11. Understand the friction between the Native Americans, local ranchers and the public over land use rights
12. Develop a persuasive argument regarding the wild horse’s position as a cultural heritage animal or a pest
13. Practice “no impact” camping

**Itinerary:**

Pre-departure orientation:

Prior to embarking on the actual field trip, mandatory readings will be assigned, and students must attend a three-day workshop at the University of Guelph on June 21-23, 2017. This pre-departure workshop will focus on the natural and cultural heritage of the area from the indigenous tribes to white settlement during expansion of the west and the influence of Buffalo Bill Cody. Assigned readings will lead to discussion and exploration during the workshop to familiarize students with the social culture of the area to provide context for the experiences on the trip.

Pre-departure: On campus lectures

| <b>Time</b>      | <b>June 21</b>   | <b>June 22</b>  | <b>June 23</b>  |
|------------------|--|---|---|
| <b>Morning</b>   | Orientation and introduction to the course syllabus, assignments and expectations. Review of project guidelines.   | Brief evolution of the horse. Reintroduction of the horse to North America by early explorers. Establishment and current management of feral horse herds; composition of wild horse bands and herd  | Cultural heritage of the area from the tribes native to the area to white settlement during expansion of the west and the influence of Buffalo Bill Cody (Dr McIlwraith). friction between Native Americans and ranchers over land rights |
| <b>Lunch</b>     |  |   |   |
| <b>Afternoon</b> | “No impact” camping guidelines. Introduction to Pryor Mountains: meteorological and geological formations; archeological findings; diversity in flora and fauna, habitats; overview of local inhabitants | Equine behavior: establishment and features of social hierarchies; ethograms, time budgets; territories and range; role of the stallion, mare, and offspring; equine perception and communication; auditory and chemical signals; experimental protocol for behavioural data collection | Western and indigenous viewpoints of animals in their culture, with reference to tribal dogs and horses (Dr Tucker). The influence of the horse on Native American life – prosperity and power to dispossession and destruction           |

Week 1: June 24-30, 2017

(all lectures and field trips subject to change based on availability, weather, etc.)

| Time                         | Saturday 24  | Sunday 25  | Monday 26  | Tuesday 27  | Wednesday 28   | Thursday 29   | Friday 30 |
|------------------------------|--|--|--|---|--|---|-----------|
| <b>Early morning (6-9am)</b> |  | Free time  | Transport up Big Pryor Mountain                        | Observation of wild horses and data collection                  |  |   | Free time |
| <b>9am</b>                   |  |  |  | Breakfast and help with camp chores                             |  |   |           |
| <b>10am-12pm</b>             | Travel day. Arrival in Cody, WY. Check in to Buffalo Bill Village lodgings | Walking/trolley tour of Cody (founded in 1878 by Wild Bill Cody) | Visit to Native American teepee rings in Dryhead Range | Lecture: wildlife habitat management, forestry, fisheries (NPS) | Field trip: visit to Native American sites (shelter caves, vision quest sites). Archaeologist specialist (BLM) | Lecture: influence of the horse on settlement and pioneering of the West (Tillett family) |           |
| <b>1pm</b>                   |  | Lunch  | Lunch and help with camp chores                        |   |  |   |           |
| <b>2-6pm</b>                 | Visit to Little Bighorn National Monument                                  | Attend Eastern Shoshone Indian Days PowWow in Fort Washakie, WY  | Establishment of base camp                             | Observation of wild horses and data collection                  |  |   |           |
| <b>6pm</b>                   |  | Free time  | Dinner and help with camp chores                       |   |  | Transport down Big Pryor Mountain. Weekend in town lodgings                               |           |
| <b>8-9pm</b>                 |  |  | Group discussion and reflection                        |   |  |   |           |

Cody, WY: <http://www.yellowstonecountry.org/>

Crow Nation: <http://www.crow-nsn.gov/>

Little Bighorn National Monument: <https://www.nps.gov/libi/index.htm>

Eastern Shoshone Indian Days: <https://www.wyomingtourism.org/events/detail/Eastern-Shoshone-Indian-Days/10871>

Tillett family: <http://www.txranch.com/ranch-history.html>; <https://wgfd.wyo.gov/About-Us/Offices-and-Facilities/Tillett-Springs-Rearing-Station>

Week 2: July 1-7, 2017

(all lectures and field trips subject to change based on availability, weather, etc.)

| Time                         | Saturday 1                       | Sunday 2                                    | Monday 3                                       | Tuesday 4   | Wednesday 5   | Thursday 6  | Friday 7  |
|------------------------------|----------------------------------|---|--|---|---|---|---|
| <b>Early morning (6-9am)</b> | Free time                        | Free time                                   | Transport up Big Pryor Mountain                | Observation of wild horses and data collection                            |   |   | Travel and visit to Rock Springs BLM Wild Horse Holding Facility (or visit McCullough herd) |
| <b>9am</b>                   |                                  |   |  | Breakfast and help with camp chores                                       |   |   |   |
| <b>10am-12pm</b>             |                                  |   |  | Lecture: integration of three overlooks on the Pryor Mountain Range (NPS) | Guest speaker: Ginger Kathrens from the Cloud Foundation "Saving the wild horses" | Lecture: eco-tourism; effects of human presence on ecology and habitat (Lesley Hudson-Tolles) |   |
| <b>1pm</b>                   |                                  |   |  | Lunch and help with camp chores   |   |   |   |
| <b>2-6pm</b>                 | Visit to Plains Museum, Cody, WY | Visit to the Homesteader museum, Powell, WY | Observation of wild horses and data collection |   |   |   |   |
| <b>6pm</b>                   | Cody Stampede Rodeo              |   | Dinner and help with camp chores               |   |   | Transport down Big Pryor Mountain. Weekend in town lodgings                                   | Free time   |
| <b>8-9pm</b>                 |                                  |   | Group discussion and reflection                |   |   |   |   |

Plains Museum: <https://centerofthewest.org/explore/plains-indians/>

Homesteader museum: <http://homesteadermuseum.com/>

Cody Stampede Rodeo: <http://www.codystampederodeo.com/>

McCullough Peaks wild horse herd: [http://www.blm.gov/wy/st/en/field\\_offices/Cody/wh.html](http://www.blm.gov/wy/st/en/field_offices/Cody/wh.html)

Week 3: July 8-14, 2017

(all lectures and field trips subject to change based on availability, weather, etc.)

| Time                         | Saturday 8  | Sunday 9   | Monday 10                                      | Tuesday 11  | Wednesday 12  | Thursday 13  | Friday 14   |  |
|------------------------------|---|--|--|---|---|--|---|--|
| <b>Early morning (6-9am)</b> | Free time   | Free time  | Transport up Big Pryor Mountain                | Observation of wild horses and data collection            |   |  | Visit to Rose McIntosh– integration of wild mustangs to domestic life |  |
| <b>9am</b>                   |   |  |  | Breakfast and help with camp chores                       |   |  |   |  |
| <b>10am-12pm</b>             |   |  |  | Lecture: BLM management of wild horses (BLM Lynae Rogers) | Lecture: outdoor recreation (BLM Jenny Alexander). Land use, dispersed recreation, wilderness issues, transportation management, recreation permits | Lecture: controversy between ranchers, Native Americans and public on fate of wild horses. Course wrap-up (at vision quest site) |   |  |
| <b>1pm</b>                   |   |  |  | Lunch and help with camp chores                           |   |  |   |  |
| <b>2-6pm</b>                 | Visit to the Mustang Center and the Medicine Wheel National Historic Landmark. Lovell, WY | Visit to Wyoming Honor Farm Wild Horse Program, Riverton, WY | Observation of wild horses and data collection |   |   | Travel day. Return flight to Toronto   |   |  |
| <b>6pm</b>                   | Free time   | Free time  | Dinner and help with camp chores               |   |   | Transport down Big Pryor Mountain. Last night in town lodgings   |   |  |
| <b>8-9pm</b>                 |   |  | Group discussion and reflection                |   |   |  |   |  |

Mustang Center: <http://www.pryormustangs.org/>

Medicine Wheel National Historic Landmark: <http://wyoshpo.state.wy.us/NationalRegister/Site.aspx?ID=60>

Honor farm <http://doc.state.wy.us/wildhorse/index.html>

Rose McIntosh: <https://www.facebook.com/rose.mcintosh.16>

## Course Assignments and Tests:

| Criteria        | Due date        | Value |
|-----------------|-----------------|-------|
| Participation   | During trip     | 25%   |
| Data collection | During trip     | 25%   |
| Major paper     | August 18, 2017 | 50%   |

Participation: during the trip, students will participate in various planned activities as outlined in the itinerary above. Students are expected to contribute relevant and thoughtful questions and discussions throughout and participate fully in the evening group discussions and reflections. This is *your* learning opportunity.

Data collection: students will collect observational data of equine behavior to assist in a Master's thesis project. The current study focuses on the long term effects of population control on the social herd dynamics. Recently, individuals familiar with the Pryor Mountain Mustangs have observed behavioral changes that may be consistent with alterations in the natural reproductive cycle. This study will evaluate the impact of population control on the herd at the individual and population level to determine whether the program has resulted in behavioral alterations or changed the genetic makeup of the herd.

Major paper: should be 15-20 pages long, double-spaced, 12 pt font with 1" margins all around. Supporting material such as photos, diagrams, references, etc are expected in addition to the maximum page count. Be sure to reference properly using CSE name-year style. Papers must be submitted electronically by email to [kmerkies@uoguelph.ca](mailto:kmerkies@uoguelph.ca) no later than 11:59pm September 16, 2017. Early submissions will be gladly marked.

Choose one of the topics below:

1. Environmental impact of eco-tourism activities – the Pryor Mountains are a popular destination for eco-tourism adventures such as trail riding, birding, hiking, geology tours and camping. However, these activities produce significant direct impacts on the ecology of the area. Document the scope of eco-tourism activities in the region. Detail the controversial aspects including the three-tiered management system (BLM, NPS, NFS). Outline current practices and recommendations to reduce impact, encourage multi-use, and effectively manage protected areas. Include a comparison with other wilderness areas in the USA and Canada.
2. Management of wild horse populations – Give some general background on feral horse herds in North America, including statistics on numbers of horses, location, ownership, etc. Include detailed information on the Pryor Mountain herd. Describe the management structure and approach of the BLM to population control strategies and successes. Discuss the impact of feral horses on the equine industry, the ranching industry and the environment. Detail some specific issues surrounding feral horses.

How are these issues dealt with in various countries? Compare and contrast the BLM management approach to two other wild horse populations in the USA and two wild horse populations in Canada.

3. The horse in everyday life – describe the impact and influence of the horse on Native American life from the re-introduction of horses to North America to current uses and views. Expand to describe the role of the horse to expansion of the west, pioneers and early settlers. How have these roles changed over time? Include the positive and negative effects of the horse on Native American culture and the concept of ownership. Discuss the controversy of the role of the horse between Native Americans and ranchers and how the view of the general public affects management strategies. Compare the management of the Pryor herd and the regard to Native American values to similar regions in Canada (eg. Brittany Triangle in BC). What solutions can you offer?

**Final examination date and time:** NA

**Final exam weighting:** 0%

## **Course Resources**

### **Required Texts:**

### **Recommended Texts:**

- Bonner RE. 2016. William F. Cody's Wyoming Empire: The Buffalo Bill Nobody Knows. University of Oklahoma Press. 341pp
- Brown B. 2015. Comanche: The U.S. Army Horse Who Survived the Battle of the Little Big Horn. Uncommon Valor Press. 54pp
- de Steiguer JE. 2012. Wild Horses of the West: History and Politics of America's Mustangs. 296pp
- Downer C. The Wild Horse Conspiracy. CreateSpace Independent Publishing Platform. 329pp
- Kathrens G. 2001. Cloud: Wild Stallion of the Rockies. I-5 Publishing, Irvine, CA.
- Loveland CN. Sagebrush and Roses. 1223pp
- Medicine Crow J. 1992. From the Heart of the Crow Country: The Crow Indians' Own Stories. Bison Books. 138pp
- Philbrick N. 2010. The Last Stand: Custer, Sitting Bull, and the Battle of the Little Bighorn. Penguin Books. 496pp
- Pommeranz L. 2012. Among Wild Horses: A Portrait of the Pryor Mountain Mustangs. Storey Publishing. 144pp
- Reed C. 2015. Saving the Pryor Mountain Mustang: A Legacy of Local and Federal Cooperation. University of Nevada Press. 152pp
- US Senate Hearings. 1908. A company for breeding horses on the Crow Indian Reservation, Montana  
<https://archive.org/stream/acompanyforbree00greygoog#page/n20/mode/2up>
- Unbranded, a wild mustang expedition. DVD. Fin & Fur Films 2015, Mongrel Media

**Lab Manual:** Pryor Mountain Mustang Identification Guide, A Branchflower. Available for purchase at pre-departure orientation

**Other Resources:** provide own sleeping bag

## Additional Course Information

Students must meet with course instructor in March during course selection to declare interest and obtain instructor consent. An additional fee above regular tuition will be assessed to cover travel and accommodations. Depart Smart course must be completed on-line prior to departure (information available through course instructor).

A valid passport and proof of medical insurance are required for travel outside of Canada. A pre-screening health questionnaire is required by Wild in the Pryors Guiding Company. Students are expected to act as ambassadors of the University of Guelph while on the trip.

Inappropriate behaviour may result in being sent home at student's expense.

**Additional Costs:** ~\$5200 per person.

Cost includes:

- All ground transportation
- All accommodations (shared; residence accommodation on UG campus (three nights June 21-23), shared cabin in Cody, WY on weekends (<http://www.blairhotels.com/hotels/buffalo-bill-village-cody-en.html>), rough camping on mountain during week)
- All food while camping
- All scheduled tours
- Entrance fees to all planned activities
- All taxes and service charges

Cost does not include:

- International flight (Toronto to Billings, MT)
- Travel and health insurance
- Personal food while in town
- Any personal purchases or activities outside of the group arrangements (eg. trail rides, souvenirs).

## Course Policies

### Grading Policies

The assignment of grades is based on the clearly defined standards published in the Undergraduate Calendar as follows:

- **80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
- **70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.



- **60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
- **50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
- **0 - 49 (F) Fail.** An inadequate performance

Evaluation criteria used gives a measure quality of performance and not merely activity, including consideration of the student's ability to use correctly and effectively the language appropriate to the assignment. Assignments must be submitted electronically via email unless otherwise noted..

All tests, assignments, reports, etc., will be returned to, or discussed with students, without undue delay and in any case before the last day of the examination period.

**Missed Assessments & Classes:** Alternate assessments will be offered only to students with documented medical, psychological, or compassionate reasons for missing a scheduled assessment [see Academic Consideration]. It is the student's responsibility to obtain notes/ learning materials from a missed class. Late assignments without the aforementioned documentation will be accepted with a penalty of 20% per day, up to a maximum of three days late. Assignments submitted later than 3 days will not be accepted and will result in a zero grade.

#### **Course Policy on Group Work:**

All assignments are expected to be individual work unless otherwise noted, and are graded as such.

### **University Policies**

#### **Academic Consideration**

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration. Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found [in Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

#### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying

the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Detailed information regarding the Academic Misconduct policy is available in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#):

#### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS), formerly Centre for Students with Disabilities (CSD), as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or visit the [Student Accessibility Services website \(http://www.uoguelph.ca/csd/\)](#)

#### **Course Evaluation Information**

End of semester course and instructor evaluations provide students the opportunity to have their comments and opinions used as an important component in the Faculty Tenure and Promotion process, and as valuable feedback to help instructors enhance the quality of their teaching effectiveness and course delivery. While many course evaluations are conducted in class others are now conducted online. Please refer to the [Course and Instructor Evaluation Website](#) for more information.

#### **Drop date**

The drop period for single semester courses starts at the beginning of the add period and extends to the Fortieth (40th) class day of the current semester (the last date to drop a single semester courses without academic penalty) which is listed in [Section III \(Schedule of Dates\)](#) of the Undergraduate Calendar. The drop period for two semester courses starts at the beginning of the add period in the first semester and extends to the last day of the add period in the second semester. Information about Dropping Courses can be found in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#)

#### **Additional Course Information**

See additional trip information