

PTRM 141Y: National Parks and American Culture

Tuesdays and Thursdays 11:00 AM to 12:20 PM in UREY Lecture Hall

Term: Fall 2021, 3 credits

Instructor Information:

Instructor: Dr. Elena Bigart

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Office Hours: Wednesdays 2-3 pm on Zoom <https://umontana.zoom.us/j/9561984646>, or by appointment

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Office Hours: Thursdays 1-2 pm on Zoom <https://umontana.zoom.us/j/91694953568>, or by appointment

This class is in person. However, if you need to quarantine/have COVID-19 symptoms, we provide an option to join the class remotely. Please always communicate with us **before** class if you have to participate on Zoom.

<https://umontana.zoom.us/j/96766919613?pwd=ZIRvUHM3RndkL3RJQjdkRXdQZjZDZz09>

Meeting ID: 967 6691 9613

Passcode: 655366

Course Description:

As the National Park Service (NPS) enters its second century, there is no better place to learn of its origin, evolution and impact than at the University of Montana. Situated between the first National Park (Yellowstone) and one of its most rapidly changing parks (Glacier), we are uniquely positioned to examine the National Park story. This course introduces undergraduate students to contemporary issues in managing the places and programs that make up the U.S. national park system. Students will learn about the variety of resources, values, viewpoints, and ideas that are represented in the more than 400 units of the national park system, which stretches from Guam to Maine and Alaska to the Virgin Islands. The role of the federal agency in charge of the parks, the National Park Service, will be explored, including its work in community engagement and historic preservation. Particular attention will be given to the social, cultural and historical context of how the National Park Service was developed and evolved. The course emphasizes the unprecedented challenges the national parks face in the coming decades, such as climate change, budget shortfalls, and the need to make the parks relevant to an ever-more-diverse society.

Course Objectives:

At the completion of the course students will be able to demonstrate an understanding of:

- The key events in the history of national parks in the United States, and of the NPS.
- How the park system and the National Park Service developed as a result of rapid western expansion, international competition for a cultural identity and key events, and the effect it has had on the broader environmental consciousness of US citizenry and globally.

- The geographic and thematic breadth of the national park system.
- The characteristics of the different management categories of the parks and how these fit within the NPS mission.
- Major functions of the national park system, such as providing recreation, preserving wilderness, conserving biodiversity, curating museum collections, and more.
- Current policy issues facing national parks and the NPS, and management responses to them.
- The relationship between U.S. national parks and protected areas elsewhere in the world.

Readings:

- Required - Runte, A. (2010) *National Parks: An American Experience*. 4th Edition. New York: Taylor Trade Publishing
- Recommended - Manning, R., Diamant, R., Mitchell, N. & Harmon, D. (2016) *A Thinking Person's Guide to America's National Parks*. New York: George Braziller Publishers.
- Additional readings will be posted on Moodle.

Assignments:

Midterm and Final Exam:

The midterm will cover class discussions, readings, and guest speakers from the start of the semester to the time of the midterm. The final exam will cover class discussions, readings, and guest speakers from the midterm to the end of the semester. There will only be make-up exams for excused absences and it is the responsibility of the student to notify the instructor prior to the exam of the absence and a time to reschedule taking the exam.

Five Moodle Assignments (Presentations and Reading Responses)

Students will be asked to answer questions based on the content of the presentations, readings, and guest lectures via Moodle. All assignments must be submitted before the due dates mentioned below. If assignments are submitted 1-3 days late, they will be graded out of 75%. Later assignments will not be accepted unless the student has a written and verifiable excuse. Extraordinary circumstances should be discussed with the instructor in advance.

There will be an additional *Moodle Assignment* in the end of the semester for *Extra Credit*.

National Park Before/After Reflection

Students will submit a two-page reflection essay on their perspectives and reflections on national parks at the beginning of the semester. Students will submit another two to three-page reflection essay on their perspectives and reflections on national parks the end of the semester to assess how their perspectives may have changed; the second essay will contain different observations after taking the course along with questions that still remain related to national parks.

National Park Project

At the beginning of the semester, each student will select one National Parks Service unit (over 400 NPS units). Students will develop a profile for their park unit outlining the major resources/attractions, visitation and activities, challenges and opportunities, etc. This will include images and other materials. Details on the assignment will be provided in class. Note, each student needs to select a different NPS unit, so if you have one in mind, reserve it soon and have a backup or two in mind! We will pass around a sign-up sheet in September.

Grading:

Overall Class Grading	Total Points
Class attendance and participation	15
Five Moodle assignments	20 each (100 total)
National Park Before/After Reflection	20 each (40 total)
National Park Project	45
Midterm Exam	40
Final Exam	40
Extra credit assignment (Optional)	(20)
TOTAL	280 (300 with extra credit)

Grading scale:

The grading scale is consistent with that used on the University of Montana campus. The traditional letter grade scale is below. Please note, this class is offered for traditional letter grade only. It is not offered under the credit/no credit option. Please also note that not all grades will be tracked through Moodle.

Grade	Points	GPA	Grade	Points	GPA	Grade	Points	GPA
A	93 – 100 %	4.0	C	77 – 79%	2.3	D-	60 – 62%	0.7
A-	90 – 92 %	3.7	C	73 – 76%	2.0	F	< 60 %	0.00
B+	87 – 89 %	3.3	C-	70 – 72%	1.7			
B	83 – 86 %	3.0	D+	67 – 69%	1.3			
B-	80 – 82 %	2.7	D	63 – 66%	1.0			

Policies and Guidelines:

Attendance and Classroom Behavior:

Students are expected to attend all class sessions and attendance will be taken. Students with more than three unexcused absences will receive an automatic drop of a full letter grade. Instructors may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance or participation in a University sponsored activity. It is important that everyone take part in the classroom activities and discussions, and are not disrespectful of other students, faculty or guest speakers. Arriving on time and leaving on time, not engaging in excessive talking, and allowing for diverse opinions are some examples of expected behavior. Behavior in these professional situations reflects not only themselves, but the university as a whole.

Mask Policy:

According to UM policy, students are required to wear a mask at all times in the classroom; masks are also recommended in all indoor settings on campus. If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330. If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress.

Plagiarism: Students should always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether in an assignment or during an exam, without referencing this person, is considered plagiarism. Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism. You must give due credit to other people's ideas by referencing or quoting the source.

Devices: Please do not use cell phones during class time; they are a serious distraction in college classes and cannot be tolerated. Please instruct relatives or friends to call campus security in case of an emergency. Security will look up the class in the system and then send someone to the class.

Laptop is okay during class as long as the student uses it to take notes only, and remains appropriately engaged and mindful of the course events unfolding in the room. Please limit laptop use to class related activities only, and avoid web-surfing, sending emails, messaging, and any social media.

Students with Disabilities Statement: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#) (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE in Lommason 154 or 406.243.2243. The instructor will work with you and ODE to provide an appropriate accommodation.

Student Conduct Code Statement: 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](#).

Basic Needs Security Statement: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Office of Student Success](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Course Withdrawal Deadlines Statement: For full policy see [Withdraw deadline policy link](#). If you need to drop this course, we recommend you do so as soon as possible. The following deadlines apply this semester.

Important Dates and Deadlines:

Deadline	Description	Date
To 15th instructional day	Students can drop classes on CyberBear with refund and no “W” on transcript, last day to change to Audit.	September 20, 2021 at 5 pm
16th to 45th 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.	September 21 – November 1, 2021 at 5 pm
Beginning 46th instructional day	<u>Students are only allowed to drop a class under very limited and unusual circumstances</u> . 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, switching majors, 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 45th instructional day of the semester. Requests to drop must be signed by the instructor, advisor, and Associate Dean (in that order) so if you pursue this request, <i>leave sufficient time to schedule meetings with each of these individuals</i> (generally this will take at least 3-5 working days). A \$10 fee applies if approved. Instructors must indicate whether the individual is Passing or Failing the class at the time of request.	November 2 – December 10, 2021 at 5 pm

Tentative Class Schedule and Due Dates (subject to change; please check Moodle every week):

Date	Section/Topic	Readings for this class	Assignment
SECTION 1: FOUNDATIONS OF THE U.S. NATIONAL PARK SYSTEM			
Week 1: Aug 31, Tue	Introduction to Course and Topics; Keys to Success; Moodle		Read Class syllabus and explore Moodle page
Week 1: Sept 2, Thu	The History of the Grand Idea American West and Worthless Lands	Runte (Prologue) Runte (Ch. 1 and 2)	Purchase books
Week 2: Sept 7 Tue	Major Milestones in the NPS The National Park System	Manning (Ch. 1) Runte (Ch. 3 and 4)	
Week 2: Sept 9, Thu	Sense of Place in National Parks The NPS and Recreational Opportunities	Manning (Ch. 2) Manning (Ch. 4) Runte (Ch. 5)	National Park Reflection is <i>due at 10 pm</i>
Week 3: Sept 14, Tue	The Role of Art in the History of National parks – <i>Rafael Chacon, Museum of Art and Culture</i>		
Week 3: Sept 16, Thu	The NPS as Educator Learning and Knowledge in National Parks	Manning (Ch. 5)	Choose a NPS Unit for the final project - in class
Week 4: Sept 21, Tue	National Parks and Wilderness	Abbey (1968) – Moodle Manning (Ch. 9)	
Week 4: Sept 23, Thu	Native American Displacement	Manning (Ch. 10)	Moodle Assignment One is <i>due at 10 pm</i>
SECTION 2: WHAT THE NATIONAL PARK SYSTEM PROVIDES AND PROTECTS			
Week 5: Sept 28, Tue	Protecting and Restoring Nature Advancing Science Adapting to a Changing System	Manning (Ch. 6) Runte (Ch. 6)	
Week 5: Sept 30, Thu	Science and Resource Management. Human-Wildlife interactions – <i>Mark Biel, Glacier National Park</i>	Runte (Ch. 7) Manning (Ch. 7)	
Week 6: Oct 5, Tue	Park Soundscapes: Opportunities for Promoting Human Health – <i>Amber Pearsen, Michigan State University</i>	Chapter on Muir Woods on Moodle	
Week 6: Oct 7, Thu	Storied Landscapes	Manning (Ch. 14)	Moodle Assignment Two is <i>due at 10 pm</i>
Week 7, Oct 12, Tue	Social justice and National Parks – <i>Ava Holliday, Avarna Group</i>	Weber and Sultana (2013) on Moodle	
Week 7, Oct 14 Thu	Museums and Urban Parks	Manning (Ch. 15 and 16)	
Week 8, Oct 19, Tue	ZOOM. Marine Protected Areas - <i>Kalani Quiocho, Pacific Islands region, NOAA Office of National Marine Sanctuaries</i>	Kikiloi et al. (2017) and two videos on Moodle	
Week 8, Oct 21, Thu	ZOOM. Cultural and Heritage Resources - <i>Linda Cook, Weir Farm National Historic Park</i>		
Week 9, Oct 26, Tue	ZOOM. Historic Monuments and Racism - <i>Dexter Armstrong, Great Smoky Mountains</i>	Morris (2020) The preservation effort	Moodle Assignment Three is <i>due at 10 pm</i>

Date	Section/Topic	Readings for this class	Assignment
Week 9, Oct 28, Thu	Review for exam	Exam study guide	Review all class materials
Week 10, Nov 2, Tue	Midterm Exam – Part 1		
Week 10, Nov 4, Thu	<i>No class</i>		
SECTION 3: NEW CHALLENGES AND OPPORTUNITIES IN THE NATIONAL PARKS			
Week 11, Nov 9, Tue	Protected Areas and Ecological Networks - <i>Gabriel Oppler, University of Montana</i>	Middleton et al. (2019)	
Week 11, Nov 11, Thu	<i>Veterans' Day – No class</i>		
Week 12, Nov 16, Tue	Protecting Night skies and Soundscapes	Chapter on Natural Quiet and Darkness	
Week 12, Nov 18, Thu	ZOOM. Interpretation in the XXI century – <i>Bob Powell, Clemson University</i>	Ham (Ch. 2) on Moodle	Moodle Assignment Four is <i>due at 10 pm</i>
Week 13, Nov 23, Tue	Visitor Management in the Parks	VUM Framework	
Week 13, Nov 25, Thu	<i>No class - Thanksgiving</i>		
SECTION 4: COORDINATION BEYOND BOUNDARIES			
Week 14, Nov 30, Tue	Parks Beyond Borders / Developing Partnerships	Manning (Ch.18) Manning (Ch. 19)	Extra Credit Assignment is <i>due at 10 pm</i>
Week 14, Dec 2, Thu	Community Engagement	Manning (Ch. 11) Manning (Ch. 22)	Moodle Assignment Five is <i>due at 10 pm</i>
Week 15, Dec 7, Tue	Peace Parks – Lessons from the Rest of the World	IUCN (Ch. 1-3) on Moodle	National Park Reflection is <i>due at 10 pm</i>
Week 15, Dec 9, Thu	Final review	Runte (Epilogue) Exam study guide	National Park Project is <i>due at 10 pm</i>
Dec 16, 10:10-12:10	Final Exam		