

PTRM 141Y: National Parks and American Culture

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

The FCFC acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Instructor Information:

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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
- 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.

Four 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. Details of reflection assignments will be posted on Moodle at a week prior to the assignment. 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***.

Podcast Reflection

Students will choose ONE podcast from this list of episodes: <https://nationalparkpodcast.com/episodes/>, and write a two-page reflection that answers the following three questions: (1) What is the main theme of the podcast? (2) What are three things you learned from the podcast? (3) What is your overall perspective on the topic and how it relates to the National Park System?

National Park Reflection

Students will submit a two to three-page reflection essay on their perspectives, observations, and reflections on national parks at the end of the semester.

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
Four Moodle Assignments	25 each (100 total)
Podcast reflection	20
National Park Reflection	20
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. Lectures will not be recorded and students are expected to get caught up on material missed from class. 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.

Academic Honesty:

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](#).

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.

Cultural Leave Policy:

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Disability Equity:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit www.umt.edu/disability for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

Food and Housing Insecurity:

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the [UM Food Pantry website](#) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a [list of resources](https://medium.com/griz-renter-blog) (<https://medium.com/griz-renter-blog>) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can [check their eligibility](http://www.umt.edu/triosss/apply.php) (www.umt.edu/triosss/apply.php) for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

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 19, 2022 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 20 – October 31, 2022 at 5 pm
Beginning 46th instructional day	<i>Students are only allowed to drop a class under very limited and unusual circumstances.</i> 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 1 – December 9, 2022 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 30, Tue	No class: please use this time to read class syllabus and listen to a podcast!		Read Class syllabus, explore Moodle page, and listen to a podcast
Week 1: Sept 1, Thu	Introduction to Course and Topics; Keys to Success; Moodle		Purchase Runte's book
Week 2: Sept 6 Tue	The History of the Grand Idea American West and Worthless Lands	Runte (Prologue) Runte (Ch. 1)	
Week 2: Sept 8, Thu	Major Milestones in the NPS	Runte (Ch. 2 and 3)	Podcast Reflection is <i>due at 10 pm</i>
Week 3: Sept 13, Tue	Sense of Place in National Parks The National Park System	Runte (Ch. 4 and 5)	
Week 3: Sept 15, Thu	The Role of Art in the History of National parks – <i>Rafael Chacon, Museum of Art and Culture</i>		
Week 4: Sept 20, Tue	Wilderness versus Front country – Managing for Diverse Experiences	Abbey (1968) – Moodle	Choose a NPS Unit for the final project
Week 4: Sept 22, Thu	Native American Displacement	Readings on Moodle	
SECTION 2: WHAT THE NATIONAL PARK SYSTEM PROVIDES AND PROTECTS			
Week 5: Sept 27, Tue	Protecting and Restoring Nature Advancing Science Adapting to a Changing System	Runte (Ch. 6)	Moodle Assignment One is <i>due at 10 pm</i>
Week 5: Sept 29, Thu	NPS and Resource Management	Runte (Ch. 7)	
Week 6: Oct 4, Tue	Learning and Knowledge in National Parks	Ham (Ch. 2) on Moodle	
Week 6: Oct 6, Thu	Interpretation in the XXI century	Readings on Moodle	
Week 7, Oct 11, Tue	Museums and Urban Parks	Readings on Moodle	
Week 7, Oct 13 Thu	Storied Landscapes		
Week 8, Oct 18, Tue	Xanterra Concessions - <i>Dylan Hoffman, Director of Sustainability for Xanterra @ Yellowstone National Park</i>	Readings on Moodle	Moodle Assignment Two is <i>due at 10 pm</i>
Week 8, Oct 20, Thu	Cultural and Heritage Resources - <i>Linda Cook, Weir Farm National Historic Park</i>	Readings on Moodle	
Week 9, Oct 25, Tue	Seasonal Life in the NPS: Experiences as an Archaeological Technician and Wilderness Ranger - <i>Elena Thomas, UM /</i> Exam Review	Runte (Ch. 8)	

Date	Section/Topic	Readings for this class	Assignment
Week 9, Oct 27, Thu	Midterm Exam	Exam study guide	Review all class materials
SECTION 3: NEW CHALLENGES AND OPPORTUNITIES IN THE NATIONAL PARKS			
Week 10, Nov 1, Tue	Reservation Systems and Ticketed Entry	Readings on Moodle	
Week 10, Nov 3, Thu	Intro to Relevancy, Diversity, & Inclusion - <i>Jaclyn Rushing, UM</i>	Readings on Moodle	
Week 11, Nov 8, Tue	<i>Election Day – No class</i>		
Week 11, Nov 10, Thu	Social Media and Communication	Readings on Moodle	Moodle Assignment Three is <i>due at 10 pm</i>
Week 12, Nov 15, Tue	Co-management parks with Tribes	Readings on Moodle	
Week 12, Nov 17, Thu	Protecting Night skies and Soundscapes	Readings on Moodle	
Week 13, Nov 22, Tue	Thru-hiking and Long-distance Trails and Civic Engagement	Readings on Moodle	Extra Credit Assignment is <i>due at 10 pm</i>
Week 13, Nov 24, Thu	<i>No class - Thanksgiving</i>		
SECTION 4: COORDINATION BEYOND BOUNDARIES			
Week 14, Nov 29, Tue	Parks Beyond Borders / Developing Partnerships	Readings on Moodle	
Week 14, Dec 1, Thu	Community Engagement	Manning (Ch. 11) Manning (Ch. 22)	Moodle Assignment Four is <i>due at 10 pm</i>
Week 15, Dec 6, Tue	International Protected Areas	IUCN (Ch. 1-3) on Moodle	National Park Project is <i>due at 10 pm</i>
Week 15, Dec 8, Thu	NPS Project Sharing Final Review	Runte (Epilogue) Exam study guide	National Park Reflection is <i>due at 10 pm</i>
Dec 12, 10:10-12:10	Final Exam		