

PTRM 141Y: National Parks and American Culture

Monday, Wednesday, Friday from 10:00 to 10:50 AM in FOR 305

Instructor Information:

Instructor: Elena Bigart, Ph.D.

Office: CHCB 409

Email: elena.bigart@umontana.edu

Phone: 406.243.6210

Office Hours: Wednesdays 1-3 pm, Thursdays 10-11 am, or by appointment

Teaching Assistant: Josh Elliott, email: joshua.elliott@umontana.edu, office CHCB 420

Required Readings:

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

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.

•

Term: Spring 2020, 3 credits

- 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.

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 and guest lectures via Moodle. Additionally, students will be assigned readings each week. Students will be asked to submit reading responses 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*** (also Presentations and Reading Responses) 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 January.

Term: Spring 2020, 3 credits

Grading:

Overall Class Grading	Total Points
Class attendance and participation	15
Five Moodle assignments	20 each (100 total)
National Park Before/After	15 each (30 total)
National Park Project	35
Midterm Exam	35
Final Exam	35
Extra credit assignment (Optional)	(20)
TOTAL	250 (270 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.

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.

Term: Spring 2020, 3 credits

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 [Disability Services for Students](#) (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406.243.2243. The instructor will work with you and DSS 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.	February 3, 2020 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.	February 4 – March 24, 2020 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	March 25 – May 1, 2020 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: Jan 13, Mon	Introduction to Course and Topics; Keys to Success;		Read Class syllabus and explore Moodle
Week 1: Jan 15, Wed	The History of the Grand Idea	Runte (Prologue)	Purchase books
Week 1: Jan 17, Fri	American West and Worthless Lands	Runte (Ch. 1)	
Week 2: Jan 20, Mon	<i>No class Martin Luther King Day</i>		
Week 2: Jan 22, Wed	Major Milestones in the NPS	Manning (Ch. 1)	
Week 2: Jan 24, Fri	The National Park System	Runte (Ch. 4)	National Park Reflection is <i>due at 10</i>
Week 3: Jan 27, Mon	Sense of Place in National Parks	Manning (Ch. 2)	
Week 3: Jan 29, Wed	The NPS as Educator		Choose a NPS Unit for the final project - in
Week 3: Jan 31, Fri	Learning and Knowledge in National Parks	Manning (Ch. 5)	
Week 4: Feb 3, Mon	The NPS and Recreational Opportunities	Manning (Ch. 4) Runte (Ch. 5)	
Week 4: Feb 5, Wed	The Role of Art in the History of National parks – <i>Rafael Chacon</i>		Moodle Assignment One is <i>due at 10 pm</i>
Week 4: Feb 7, Fri	National Parks and Wilderness	Abbey (1968) – Moodle, Manning (Ch.	

SECTION 2: WHAT THE NATIONAL PARK SYSTEM PROVIDES AND PROTECTS

Week 5: Feb 10, Mon	Protecting and Restoring Nature	Manning (Ch. 6)	
Week 5: Feb 12, Wed	Advancing Science	Manning (Ch. 8), Runte (Ch. 7)	
Week 5: Feb 14, Fri	Adapting to a Changing System	Manning (Ch. 7)	
Week 6: Feb 17, Mon	<i>No Class – President’s Day</i>		
Week 6: Feb 19, Wed	Storyed Landscapes	Manning (Ch. 14)	Moodle Assignment Two is <i>due at 10 pm</i>
Week 6, Feb 21, Fri	Indigenous Perspectives – <i>Ava Holliday</i>	Spence (1996) – two chapters on Moodle	
Week 7, Feb 24, Mon	Indigenous Perspectives – <i>Aaron Brien</i>	Manning (Ch. 10)	
Week 7, Feb 26, Wed	Civil Rights	Manning (Ch. 12)	
Week 7, Feb 28, Fri	Museums – Treasures of the Nation	Manning (Ch. 15)	
Week 8, March 2, Mon	Concessions and National Parks –	Xanterra Report on Moodle	
Week 8, March 4 Wed	Urban National Parks	Manning (Ch. 16)	Moodle Assignment Three is <i>due at 10 pm</i>

Term: Spring 2020, 3 credits

Da te	Section/Topic	Readings for this class	Assignment
Week 8, March 6, Fri	Review for Exam		
Week 9, March 9, Mon	Midterm Exam – Part 1		
Week 9, March 11, Wed	Midterm Exam – Part 2		
Week 9, March 13, Fri	What We Value about National Parks is Changing	Manning (Ch. 20)	
Week 10, March 16-20	<i>No classes – Spring Break</i>		

SECTION 3: NEW CHALLENGES AND OPPORTUNITIES IN THE NATIONAL PARKS

Week 11, March 23, Mon	Interpretation in the XXI century	Ham (Ch. 2) on Moodle	
Week 11, March 25, Wed	Social Media and Technology in Our Parks – <i>David Krueger</i>	Miller (2017) on Moodle Manning (Ch.	
Week 11, March 27, Fri	Interpreting Natural and Cultural Heritage	Interpretation and Education plan -	
Week 12, March 30, Mon	Protecting Soundscapes	Chapter on Muir Woods on Moodle	
Week 12, Apr 1, Wed	Protecting Night skies	Chapter on natural quiet and darkness on	Moodle Assignment Four is <i>due at 10 pm</i>
Week 12, Apr 3, Fri	Human-Wildlife Interactions – <i>Josh Elliott</i>	Bath (2003) on Moodle	
Week 13, Apr 6, Mon	Visitor Management in the Parks	Video Lecture on Moodle	
Week 13, Apr 8, Wed	Protected Area Planning – <i>Mary Riddle</i>	Glacier NP Plan – on Moodle	
Week 13, Apr 10, Fri	Working with Diverse Visitors	Weber and Sultana (2013) on Moodle	

SECTION 4: COORDINATION BEYOND BOUNDARIES

Week 14, Apr 13 Mon	Parks Beyond Borders	Manning (Ch. 19)	
Week 14, Apr 15, Wed	Developing Partnerships	Manning (Ch. 18)	Moodle Assignment Five is <i>due at 10 pm</i>
Week 14, Apr 17, Fri	Community Engagement	Manning (Ch. 11), Manning (Ch. 22)	
Week 15, Apr 20, Mon	The Promise of Perpetuity	Manning (Ch. 21)	
Week 15, Apr 22, Wed	Peace Parks – Lessons from the Rest of the World	IUCN (Ch. 1-3) on Moodle	Extra Credit Assignment is <i>due at</i>
Week 15, Apr 24, Fri	Marine Protected Areas – <i>Charles Besancon</i>	Report (2006) on Moodle	National Park Reflection is <i>due at 10</i>
Week 16, Apr 27, Mon	Bison Management without Borders – Libby Metcalf	Chapter on Moodle	
Week 16, Apr 29, Wed	A look to the Future	Manning (Ch. 23) Runte (Ch. 13)	National Park Project is <i>due in class</i>
Week 16, May 1, Fri	Final Review	Exam study guide	Review all materials
May 8th, 10:10-12:10	Final Exam		