Instructor: Jennifer Thomsen, Ph.D.
Office: CHCB (Clapp) 410
Email: jennifer.thomsen@umontana.edu
Office Hours: Setup a meeting time by emailing me directly

Teaching Assistant: Chris Macfarlane email: christopher.macfarlane@umconnect.umt.edu

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come. In this course, we will discuss the role parks and outdoor recreation played, and continues to play, in the history of the United States of America and how colonial constructs such as wilderness have impacted indigenous ways of life around the globe. We will also discuss what it means to recreate on native lands.

Required Readings:

All readings will be posted on Moodle under the topic heading. This will include a variety of book chapters, articles, and other media. It is the responsibility of the student to make sure you have access to all the readings and read the assignments in advance to the class.

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 undergraduates to contemporary issues in managing the places and programs that make up the U.S. national park system and the dynamic history of the NPS. 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 as well as the historical relations with Native Americans and their lands. 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 and inclusive to an ever-more-diverse society.

Learning Goals:
At the completion of the course students will be able to:

- Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives related to the National Park Service and National Park System.
- Analyze and evaluate the significance and complexities of engaged citizenship of the National Park Service and National Park System.

- Articulate the causes and consequences of key historical and/or contemporary struggles within National Park Service and National Park System, including but not limited to those pertaining to issues of diversity, equity, and justice.
- Identify the influential movements in the history of the National Park Service and National Park System.
- Assess how the National Park Service and National Park System developed as a result of rapid western expansion, international competition for a cultural identity, and displacement of Native Americans and the effect it has had on the broader environmental consciousness of US citizenry and globally.
- Analyze the different management strategies in response to complex social, cultural, and ecological challenges.
- Explore the relationship between U.S. national parks and protected areas elsewhere in the world.

This course fulfils a General Education requirement for Democracy and Citizenship (Y). Upon completion of this course, students will be able to:

- Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives;
- Analyze and evaluate the significance and complexities of engaged citizenship; and
- Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

Class Information and Expectations:

Course Policies

Late Assignment Policy: All assignments are submitted via Moodle and are due on the date and time listed on Moodle for that assignment. Any assignments submitted late will be reduced in points based on the lateness of the assignment. If there are legitimate reasons (e.g. medical illness proven through a doctor's excuse) which prevent an assignment from being completed on time, then a revised schedule for completing that assignment must be discussed with the instructor.

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.

Electronic Devices: The use of electronic devices during class, including laptops and tablets, is only permitted *so long as the use is directly related to the class session.* Out of respect for your fellow students, instructors and guest speakers, please **silence portable electronic devices** before coming into class.

Student Accessibility: 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

[Office for Disability Equity (umt.edu)](umt.edu) 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.

Student Code of Conduct and Plagiarism

The [Student Conduct Code (INTERIM)](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations.

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty(or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.

2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.

3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.

4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.

5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.

7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.

8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.

9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.

10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Penalties for academic misconduct: Depending on the severity of the academic misconduct, a student may incur one or more of the following penalties: Academic Penalty(ies) by the Course Instructor; University Sanction(s); Disciplinary Warning; Disciplinary Probation; Suspension; Expulsion; Denial of a Degree; or Revocation of a Degree.

Campus Resources

Tutoring: There are many resources on campus for tutoring to provide support for courses: https://www.umt.edu/oss/for-students/tutoring.php

Writing Center: The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. We're ready when you are. www.umt.edu/writingcenter.

Career Readiness: The University of Montana is committed to the career success of our students and encourages you to participate in **ElevateU** – UM's signature career readiness program – to ensure that you graduate career-ready, with the education, skills, and tools needed to launch, carry-on, and pivot your post-graduation career. Participation in ElevateU is free and can be started at any time, no matter where you are in your academic or career journey. Get started by creating a profile on **Handshake** to search for jobs and internships or by **scheduling an appointment** with an **Experiential Learning and Career Success (ELCS)** career coach or advisor.

Mental Health Resources: University of Montana provides many resources to support your mental health and wellbeing through Curry Health Center. Check out this link to see a full list of resources: https://www.umt.edu/wildlife-biology/resources/mental-health-resources.php

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) 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 (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.

Legal Support: Students can get free legal advice. To learn more: https://www.umt.edu/asum/agencies/legal/

Office of Equal Opportunity and Title IX: The Office of Equal Opportunity and Title IX supports UM's commitment to diverse and inclusive working and learning environments free from all forms of discrimination,

harassment, and sexual misconduct. We work to eliminate barriers inhibiting individuals from achieving their full potential in education, employment, and other programs at the University. To learn more: https://www.umt.edu/equal-opportunity-title-IX/

Grading

Overall Class Grading	Percentage
Exams	60%
Reflection Assignments	25%
National Park Project	15%

Grading scale: Note all grades will be tracked through Moodle.

Grade	Percentage
A	> 93
A-	90 - 93
B+	88 - 89
B	83 – 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 – 72
D+	68 - 69
D	63 - 67
D-	60 - 62
F	<60

Assignments:

Exams (60%):
There will be three exams over the course of the semester. Each exam covers the material from that section of the course. Exams will cover material from class discussions, readings, and guest speakers. 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.

Reflection Assignments (25%):
There will be six reflection assignments due throughout the semester. Each reflection will have prompts to respond to or an activity to complete based on the topic. Details of reflection assignments will be posted on Moodle at a week prior to the assignment. *The reflection assignment with the lowest grade will be dropped at the end of the semester.*

National Park Project (15%):
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, only one NPS units can be assigned per student, so if you have one in mind, reserve it soon!

Attendance:

In-person attendance is expected for class except for an excused absence. Lectures will not be recorded and students are expected to get caught up on material missed from class. Some guest speakers may join class via Zoom and on those classes, all students will join class via Zoom. It is important that everyone take part in the classroom activities and are respectful of other students, faculty or guest speakers. **Attendance will be taken each class and will contribute to your participation points for the class. A certain amount of participation points can be added to assignments and exams.**

Important Dates Restricting Opportunities to Drop a Course Spring 2023:

Description	Date Range
Last day for students to drop classes on Cyberbear with a refund.	February 6
Drop requires form with instructor and advisor signature, a $10 fee from registrar's office, student will receive a 'W'.	February 7-March 28
Drop requires form with instructor and advisor signature, a $10 fee from registrar's office, student will receive a 'WP' or 'WF' on transcript.	March 29-May 5
Students are only allowed to drop a class under very limited and unusual circumstances. 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, and similar reasons are not among those circumstances.	After May 5

Tentative Class Schedule and Due Dates (subject to change):

Section 1: Influential Movements of the National Park System

Date	Topic	Assignments Due
January 18th	**NO CLASS**	
January 20th	Introduction to course and topics	
January 23rd	History & Major Milestones in the NPS	
January 25th	American West & Diverse Units of the National Park System	
January 27th	**NO CLASS:** Podcast Assignment	**Podcast Reflection Due**
January 30th	Podcast Recap and start of role of art & photography in the history of national parks	
February 1st	Cont. of art & photography in the history of national parks	
February 3rd	Native American Displacement	
February 6th	Native American Displacement	**Displacement Reflection Due**
February 8th	Tribal Parks & Indigenous Conservation Areas	
February 10th	Managing for Diverse Experiences; Choosing sites for your NPS Project	
February 13th	**ZOOM:** Wilderness Management; **Guest Speaker:** Jillian McKenna, Glacier National Park	
February 15th	Evolving NPS System & Exam Review	
February 17th	**Section 1 Exam on Moodle**	**Section 1 Exam**

Section 2: Sustaining & Managing National Park Resources

February 20th	**NO CLASS:** Presidents' Day	
February 22nd	Urban national parks and museums	
February 24th	Historic Resources and Sites	

February 27th	Bison Management (Badlands, Wind Cave, and Theodore Roosevelt NPS units); **Guest Speaker: Josh Millspaugh**	
March 1st	Considerations for Reintroducing Species	**Wildlife Management Reflection Due**
March 3rd	Aquatic Resource Management in Everglades National Park and Curicanti National Recreation Area	
March 6th	Cultural Sites and Resources	
March 8th	National Heritage Areas	
March 10th	Dark Skies	**Soundscapes & Dark Skies Reflection Due**
March 13th	Soundscapes & Exam Review	
March 15th	Visitor Management in Yellowstone and Grand Teton National Parks; **Guest Speakers: Lauren Miller & Jen Newton**	
March 17th	**Section 2 Exam on Moodle**	**Section 2 Exam**

Section 3: Challenges & Opportunities for the National Park System

March 20th - 24th	**NO CLASS:** Spring Break	
March 27th	Thru-hiking and long-distance trails	
March 29th	Social Media & Communication	
March 31st	Interpretation Messaging and Strategies	**Social Media/Interp Reflection Due**
April 3rd	**ZOOM:** NPS Interpretation in the Park; **Guest Speaker: Shauna Potocky**	
April 5th	**Recorded Lecture:** Park Concessions	
April 7th	**NO CLASS:** NPS Project Work Day	
April 10th	Access, Equity, & Ticketed Entry to National Parks; **Guest Speaker: Will Rice**	
April 12th	Gateway Communities	
April 14th	Civic Engagement	
April 17th	Parks Beyond Borders & Parks in Partnership	
April 19th	Intro to Relevancy, Diversity, & Inclusion	
April 21st	**ZOOM:** Diversity & Inclusion in the NPS; **Guest Speaker: Dexter Armstrong**	**DEI Reflection Due**
April 24th	Examples and Discussion of Diversity and Inclusion	
April 26th	National Park Service International Programs	
April 28th	Parks & Protected Areas in Kenya/Tanzania and Relations with Maasai **Guest Speaker: Chris Macfarlane**	
May 1st	NPS Project Showcase	**NPS Project Due**
May 3rd	Future of National Park System	
May 5th	Review for Exam	
May 8th	**Section 3 Exam on Moodle (10:10-12:10)**	**Section 3 Exam**