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# Values Assigned to National Parks by Hispanics in the United States: Castillo de San Marcos and Fort Matanzas NM and Great Smoky Mountains NP

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VALUES ASSIGNED TO NATIONAL PARKS BY HISPANICS IN THE UNITED STATES:  
CASTILLO DE SAN MARCOS AND FORT MATANZAS NM  
AND GREAT SMOKY MOUNTAINS NP

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A Dissertation  
Presented to  
the Graduate School of  
Clemson University

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Philosophy  
Parks, Recreation and Tourism Management

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by  
Carla Mora-Trejos  
May 2015

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## ABSTRACT

The integrity of Parks and Protected Areas (PPA) depends on management that acknowledges their position as part of the socio-cultural context and demonstrates awareness and attention to ethnic and racial dimensions of the communities adjacent to these areas. The United States National Park Service has dedicated resources and effort to determine ways to keep units in the national park service relevant in a changing world. The fastest growing and second largest demographic in the United States is the Latino or Hispanic population. Very little has been published about this rapidly growing population of Latin Americans residing in the United States and the values they assign to PPA, or specifically units of the National Park Service. This research explored values most appreciated by members of Hispanic communities (n=27) living adjacent to two units of the National Park Service in the Southeast region of the United States (Castillo de San Marcos and Fort Matanzas National Monument, FL and Great Smoky Mountains National Park, TN and NC). Findings indicate strong connections to the restorative components and experiences in these parks and protected areas when taken as a whole. A case study approach was used to build an in depth understanding of the relationships of the Hispanic residents (n=20) with the Castillo de San Marcos and Fort Matanzas National Monument, FL, and compare these with the management perspectives from park staff interviews (24) with the purpose of providing a more holistic perspective of one park management system that has a high percentage of Hispanic park visitors annually. Findings identified key values of this community related to the important roles of parks for conservation and preservation of representative and unique cultural, historical, and natural components of the area, as well as values related to access to educational, recreational, restorative, and spiritual experiences.

Park's professionals generally view Hispanic visitors as having high knowledge of history, but feel that language barriers limit opportunities for connecting through interpretation and education. Results from this study are useful for management to understand Hispanic stakeholders' valuation of their PPA as compared with staff views in an effort to design strategies that can target common areas between different cultural groups, reaching a wider audience. Understanding the appreciation of PPA as restorative environments may provide factors of appreciation independent of race or ethnicity and may allow management to improve services that facilitate restoration and use these topics to design communication and outreach strategies that can potentially increase relevance and political support for conservation for a diversity of users and stakeholders.

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Thanks to my family and friends who have supported me in this endeavor and specially my father who always wanted me to pursue a graduate degree abroad and provided the financial means to achieve it.

I would like to recognize the effort and interest that members of the NPS have on including and increasing their relationships with the Hispanic communities around their parks. Especially, the Education and Interpretation divisions of the GSMNP and CASA-FOMA have several strategies in which they constantly reach out to the community, the schools, and different non-profit and religious organizations, looking for ways to increase visitation, and create awareness of the park

and its resources. It is this passion and the ways in which these professionals and volunteers who go out of their ways, schedules, and beyond their duties, that PPA are conserved and maintained with limited resources around the world.

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## 1. Chapter 1. Introduction

The world's population has grown considerably over the past 50 years, increasing direct pressure on natural resources through conversion of natural areas for development, agriculture, energy production, and extraction of other resources (McCool & Kruger, 2003; Wittemyer, et al. 2008; Sherbinin, 1998; Westley, et al. 1998). As more people move closer to natural areas the composition of the populations living adjacent to natural areas change in terms of expected environmental services, extraction of resources, and the way people value these areas (McCool & Kruger, 2003; Wittemyer, et al. 2008; Sherbinin, 1998; Westley, et al. 1998). Parks and Protected Areas (PPA) and their integrity depend on management that acknowledges its position as part of a larger socio-cultural context (Machlis, 2000) and increased awareness and attention to ethnic and racial dimensions of the communities that surround them (Schelhas, 2002). Knowledge and understanding of minority groups' value orientations and valuation of parks and protected areas are basic foundations for planning and targeting of management strategies that aim to increase public support and relevancy (Floyd, 1999; Floyd, 2001; Johnson, et al. 2004; Roberts & Chitewere, 2011; Solop, et al. 2003; Weber & Sultana, 2011). However, little has been published on what values are assigned to national parks by under-represented minority populations, including Latino-Americans residents of the United States.

The relationship between cultures and the natural environment that surround them is complex and intricate (Miller 2007; Redford & Brosius 2006), and it is this relationship and appreciation that people have for objects and places that shaped conservation and preservation strategies in

the United States and Meso-America. Native peoples in Meso-America used different forms of agro-forestry, management, and manipulation of forests for food and other resources. Some of these practices included moving of seeds, encouraging growth of trees that were useful such as nuts, tubers, medicinal plants, rubber trees, timber, roofing materials, among many other (Kline 2007; Miller 2007; Redford & Brosius 2006). Pre-Columbian civilizations noticed an important depletion of the resources and like Mexico's King Netzahualcoyotl (1418-1472) who enacted a forest conservation law to deter his people's abuse of the increasingly depleted forests (Simonian 1995a) throughout history people have developed different strategies and approaches that aim to protect valuable resources for humans. After the arrival of the Spanish and other colonists to America, most of the laws and strategies in place for conservation of nature were disregarded (Simonian 1995a).

Conservation strategies and philosophies of land use were not the only cultural elements that were disregarded with the establishment of the European order. In Meso-America the Spanish colonized, conquered, and established the mainstream political system. In the United States, colonization and conquest started first with the Spanish in Florida and in territories of Mexico, now the US Southwest and French in the South, which later these territories ruled by the Spanish and French were won and purchased by the English. Ultimately, the English established the mainstream political system in the US. For both cases of Mexico/Meso-America's region and the US, the values of Native groups, ethnic minorities, were not explicitly represented, or not represented at all in the origins of political systems and governmental management of lands and natural resources.

The evolution of policy of land and natural resources management and conservation in the US follows this same pattern of a strong influence from European movements of thought. Two main branches of thought gained traction during state time: preservation and conservation. A strong influence on the preservation branch of thought was the “American Transcendentalism” movement that can be traced back to Europe (Schinz, 1918), through intellectuals such as Samuel Taylor Coleridge (English, 1772-1834) who introduced German Idealism to English speaking culture. Coleridge along with William Wordsworth (1770-1850) launched the Romantic Age in English literature. These intellectuals influenced Mary Moody Emerson (1774-1863), aunt and teacher of Ralph Waldo Emerson (1803-1882) (Cole, 1998; Kline 2007).

Ralph Waldo Emerson (Kline, 2007) joined by “The Transcendental Club” directly influenced on Henry David Thoreau (1817-1862). Henry David Thoreau and Ralph Waldo Emerson were writers and leading members of the American Transcendentalism Movement (ATM) (Kline, 2007). This movement’s ideals and values were shared by many. It inspired the environmental revolution and set the foundations for preservationist’s most basic view of nature as having intrinsic value and rights of its own (Kline, 2007). Both Ralph Waldo Emerson and Henry David Thoreau provided a major influence on John Muir (Scottish, 1838-1914), who founded the Sierra Club, accompanied and influenced preservation actors such as Robert Underwood Johnson (1853-1937) and Joseph Le Conte (1823-1901) who would help preserve the Sierra Nevada and Yosemite National Park (Kline, 2007).

The other well defined branch of thought, conservation, came from a different line of European influences. European foresters from Prussia and France during the 17th and 18th Centuries

developed the scientific method for conservation efforts in British India (Coates, 2007; Kline 2007). One of the German foresters that worked in India, called the Father of tropical forestry, was Dietrich Brandis (1824-1907). Brandis would later teach forestry at Oxford where Gifford Pinchot (1865-1946) studied Forestry. These are the origins of the philosophies and innovative practices that Pinchot would bring to the United States from Europe (Coates, 2007; Kline 2007). John Muir and a great number of people who followed the ATM were looking for preservation of nature for the sake of nature itself, not for its utility for humanity. For Gifford Pinchot the value of natural resources lied on their potential use and the services they could provide for humans. For him, resources needed to be conserved so future generations would be able to harvest and utilize them (Coates, 2007; Kline 2007).

Contrasting values and belief systems have important implications in management decisions and policy development at different scales. A prime example of the roles of values and how public support influence decisions, is the Hetch Hetchy debate. The Hetch Hetchy Valley, part of Yosemite National Park, was being considered to be flooded to function as a water reservoir that would provide water to San Francisco and other important areas in the region. By then, many people such as President Theodore Roosevelt who supported both Muir and Pinchot, and a third of the Sierra Club who had always supported protection of nature for preservationist reasons such as nature's intrinsic and aesthetic, spiritual, values changed their preservationist perspective towards supporting the utilitarian conservationist perspective of protection of nature for the sake of human well-being in the future, in this case preservation of a natural area versus water provision for a great population in San Francisco, California (Coates, 2007; Allin 1990; Kline 2007). Preservationist values were represented in the Hetch Hetchy debate, but it

was the utilitarian values who decided the course of action, resulting in the valley being flooded and the dam being built (Coates, 2007; Allin 1990; Kline 2007).

Both utilitarian-conservationist and preservationist values represent the cultural heritage of Anglo-American policy that brought these values together into the mainstream. The heritage and values that represent other ethnic minorities, such as the first nations of America, or the Hispanic heritage, were not represented in the origins of resource and land management as set forth in policy. Values that people assign to places, objects, and beings determine planning and management of conservation approaches in international, national, state and local levels.

Population growth coupled with increasingly diverse cultures present considerable challenges for natural, cultural resources and land protection management. Values of ethnic minorities were not represented in the origins of management and policy. This under-representation may result in national parks (NP) and parks and protected areas (PPA) in general, not being relevant for these ethnic minorities, and present potential for challenges like low or non-existent public support for conservation (Cronon, 1996; Roberts & Chitewere, 2011; Schelas, 2002; Peña & Martinez, 1998; Lopez, et al. 2005; Floyd, 2001; Johnson, et al. 2004).

## 1.1. Values defined

According to Brown (1984) there are three different realms in which values can be sorted out: the conceptual, relational, and attributive. Within the conceptual realm lie the conceptual values and within the attributive realm, there are two different kinds of values: assigned values and quantitative values (Najder, 1975; Brown, 1984; Daily, et al. 2000), which will be described below.

### 1.1.A. Conceptual realm of values

The conceptual is the realm in which the value is used as a noun, is the concept of what is good, a desirable model of conduct, an ideal or a held value. The conceptual has to do with the basis of the value. Najder, (1975) calls this the axiological sense of value, which allows evaluation of objects or properties and ascribe either positive or negative value to them. For example, the value of a work of art is its originality. This means that originality is the valuable property of a work of art, originality is a value. Another example that Najder gives is to consider valuable acts of charity, then charity is a value, if honorable behavior is valuable, then honor is a value.

### 1.1.B. Relational realm or valuation process

The relational is a relationship between a subject and an object. The relational realm has to do with the valuation process. The result of this valuation process is the assigned value of an object, the object realm of values.



### 1.1.C. Attributive realm or the product of the valuation process

What results from the valuation process, are the assigned values of objects, places, beings, etc. This is the value assigned to an object (Bengston, 1994). Najder, (1975) calls this attributive sense of value which attribute properties or qualities to an object or fact (Najder, 1975). For example one value assigned to nature is “awe inspiring”.

### 1.1.D. Quantitative assigned values

The quantitative sense of value, Najder (1975) is described as “not bound to any particular theory but it is a semantically independent unit” used by the Utilitarians in the same way as the Marxian concept of economic value use. Results from an economic valuation of nature’s services or ecosystem services is an example of the quantitative sense of value (Daily, et al. 2000).

## 1.2. Values and people’s relationship with nature

Some empirical studies have grouped held values, (i.e. the concept of what is desirable or good, a model of conduct or ideal), according to world views related to the relationship between humans and the natural environment. Dunlap & Van Liere (1978) developed the New Environmental Paradigm (NEP) and the Human Exceptionalism Paradigm (HEP) which can also be known as the HEP-NEP. Revised in 2000, it is one of the most extensively used instruments to measure environmental belief systems and pro-environmental orientations. The HEP describes the belief that humans are above nature and can disregard the consequences of resource use. The NEP places humans as part of nature and appreciative and considerate the consequences of the resource uses. HEP and NEP are considered to be opposite (Bechtel, et al. 1999; Dunlap &

Van Liere, 1978,2008; Catton & Dunlap, 1980; Dunlap, et al., 2000; Dunlap, 2008). Many studies have used the New Environmental Paradigm as the foundation of their research, in the United States, Mexico, Brazil, and others. They have found that the opposite position of beliefs related to humans and the natural environment that occurs frequently in the United States, not necessarily happens in other countries. In Mexico some beliefs were compatible with each other and did not see the “expected opposite” paradigms as mutually exclusive orientations. Ethnicity and culture are moderating factors in the relationship between behavior and environmental beliefs (Becthel, et al., 1999; Johnson, et al., 2004; Corral-Verdugo & Armendariz, 2000).

Certain values can elicit normative reasoning and willingness to support environmental protection. Based on the Norm – Activation Theory (Schwartz, 1977) several studies have linked these held values and value orientations with behaviors, attitudes and even environmental concern. Some studies have adapted and modified this theory to include moderators to better explain the links and processes between values and attitudes or behaviors. An example can be found in a study by Stern and Dietz (1994), which states that values influence attitudes, environmental concern being one of those attitudes and two persons can be concerned for the environment in the same degree but for different underlying reasons. Examples of these other theories are Stern’s Value Basis theory for environmental concern (1994), Value-Belief-Norm Theory (1999), and Theory of Environmental Significant Behavior (2000) (Karp, 1996; Schwartz, 1992; Stern & Dietz, 1994; Dietz, et al. 1998; Stern, et al., 1995, 1998; Schultz & Zelezny, 1998; 1999; Manning, et al., 1999; Rauwald & Moore, 2002; Corraliza & Berenguer, 2000; Ignatow, 2006; Vaske, et al. 2001; Nordlund & Garvill, 2002).

During the same time, Schultz and Zelezny (1998 and 1999) linked the nature subtype called biospherism (Stern, et al. 1995), based on Schwartz (1994) self-transcendence values group, with prediction of pro-environmental behavior across the samples of five (1998) and 14 (1999) different countries. In the sample from the United States, they found that the subtype values were moderated by two sets of attitudes measured with the revised NEP-Scale. These were Awareness of the Consequences (AC) and Ascribed Responsibility (AR) and were found to be not significant in the case of samples outside of the United States.

It is important to reiterate that there is a difference between the terms held and assigned values, in some cases incorrectly used interchangeably in the literature. Environmental values are held values that are related to nature and the way people relate to nature, closely related to environmental beliefs. For example, the environmental value orientations such as: social-altruistic, biospheric, and egoistic (Stern & Dietz, 1994; Stern, Dietz, & Guagnano, 1995) anthropocentric and ecocentric (Eckersley, 1992; Thompson & Barton, 1994), or shallow versus deep ecology (Naess & Rothenberg, 1989) (Nordlund & Garvill, 2002). On the other hand, the assigned values, in this case values assigned to nature, are the attributes that make nature valuable for the human being. For example, wilderness values like: on-site recreational, therapeutic, and spiritual values (Johnson, et al. 2004).

The quantitative sense of values as described by Najder (1975) are sometimes used as part of the attributive sense / object realm and are named as economic (Bengston, 1994). Most of the literature related to forests and natural resources in the United States, in which “forests” are managed mostly by the United States Forest Service (USFS) which follow the utilitarian

philosophical point of view of forestry. This point of view uses an unidimensional view of values and reduces them into a single measure of utility, reducing all the natural values to resources and commodities (Bengston, 1994; Roulston & Coufal, 1991).

Many different studies have analyzed values, value orientations and environmental value orientations and have grouped them as anthropocentric and biocentric, anthropocentric and ecocentric, and some add a third orientation of moral/spiritual/aesthetic (Morrissey & Manning; Vaske et al., 2001). But in general terms, the attributive sense (Najder, 1975) or object realm (Brown, 1984) of values in the literature is scarcer if compared to the research that has worked with values in their conceptual realm.

Roulston & Coufal (1991) discuss values in terms of multiple uses, in which these uses or benefits that people get from “nature” or this “natural area” or forests are values or benefits. The five statutory multiple uses are: recreation, timber, range, watershed, and wildlife and fish. They took five multiple uses, add some more and re-organized them into ten categories: (1) Life support values, (2) economic, (3) scientific, (4) recreational, (5) aesthetic, (6) wildlife values, (7) biotic diversity, (8) natural history, (9) spiritual, and (10) intrinsic values. Other sets of values including national forests and wilderness areas are: (1) aesthetic, (2) ecological, (3) recreation, (4) education/moral/ethical, (5) historical/cultural, (6) therapeutic, (7) scientific, (8) intellectual, (9) spiritual, and (10) economic (Manning, 1989, Manning et al., 1999; Bengston, et al., 2004).

Johnson and others (2004) organized values into modules. The first module includes active use values with (1) on-site, current use; (2) on-site, future use; (3) off-site, current use; (4) off-site,

environmental quality; and (5) scientific/medicinal. Passive use values include: (6) option; (7) intra-generational bequest; (8) intergenerational bequest; and (9) existence. Finally the (10) intrinsic value of wilderness areas, which include the biotic and abiotic components, that have value on themselves regardless of uses or benefits for the human being. This is the only study in the literature that addresses the differences between different ethnic groups and use values related to natural areas. Results coming from this study suggest how important qualitative methods are in the understanding of non- White Anglo-American populations' visitation and park uses.

In terms of literature that addresses Latin-Americans values of parks and protected areas, there are studies that address the question of environmental ethics in Latin America (Heyd, 2004). There are studies that compare environmental beliefs and behaviors (Johnson, et al. 2004), environmental attitudes as predictors for policy support (Rauwald & Moore, 2002), values as predictors for pro-environmental behavior (Schultz & Zelezny, 1998), as predictors of environmental attitudes (Schultz & Zelezny, 1999), general beliefs (Olofsson and Ohman, 2006) or values (Stern & Dietz, 1994) as a basis for environmental concern. All of these studies address conceptual or held values. Literature that addresses assigned values to PPA or Latino's appreciation of PPA is very limited.

In the United States, the minority group of Latino/Hispanic, regardless of race, has grown to be the largest population group, after White Anglo-Americans (US Census 2010) and visitors and users of units of the NPS are mainly White Anglo-Americans in the middle to upper income classes, and the fastest growing. There may be a variation in the values assigned to national

parks between White Anglo-Americans and ethnic minorities. National parks may not be relevant for these populations and continued political support may be at risk (Schwartz, 1992, 1994, 1996, 2006; Johnson, et al. 2004). Consequently, management approaches and goals must adapt to the change in both visitors to parks and the demographics of people living near and adjacent to National Park units.

National Park Service (NPS) managers are currently planning and designing management actions with the intention to consider the values and belief systems of people of Latino cultural backgrounds (Lopez, et al., 2005; Floyd, 2001). In 2011, the U.S. Department of the Interior and National Park Service (NPS) developed the Call to Action (C2A) to establish an updated vision for the National Park Service in recognition of moving into a second century (C2A 2011). The C2A has four target areas: (i) Connecting people to parks, (ii) Advancing the NPS education mission, (iii) Preserving America's Special Places, and (iv) Enhancing Professional and Organizational Excellence. The first target area in particular focuses on connecting people to the units of the National Park Service, including new and under-represented communities that have not been a focus of management of these units previously.

Very little research has been published related to what values Latinos in the US assign to national parks or other protected areas which basic knowledge is crucial for park management to adequately design programs that will effectively communicate with this segment of visitors, park neighbors, and stakeholders. Based on the need to understand better Latinos' valuation of parks and protected areas, this research presents foundational information for PPA managers to

adapt for more appropriate services and effective approaches aiming to connect PPA with Hispanics in their roles as visitors and public supporters.

Specifically, the purpose of this research was to determine and better understand what values Hispanics, living adjacent to two National Park Service units in the Southeast of the United States, assign to these areas. Results from this study will inform PPA management, how to focus management strategies that aim at connecting with Hispanic visitors and neighbors of parks and protected areas in the United States. In an effort to explore the values in more depth, a framework of restorative environments was used to examine the data. Finally, data from one site only was examined from the perspective of the Hispanic participants and the NPS staff at different levels of management. This dissertation is organized in chapters. Chapters 2, 3, and 4 are individual scientific articles, each with an independent focus and core findings.

Chapter 2 presents a focus on assigned values most appreciated by members of Hispanic communities living adjacent to two units of the National Park Service in the Southeast region of the United States: Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) and Great Smoky Mountains National Park (GSMNP). Findings identified key values of the community, adjacent to both places, which are related to the important role of parks for conservation and preservation of representative and unique cultural, historical, and natural components of an area, as well as values related to access to educational, recreational, restorative, and spiritual experiences. Results from this study support the need for PPA to take into account and adapt their management strategies to the different needs and values assigned

by their neighboring communities which are constantly changing their demographic composition.

Chapter 3 presents a more focused examination of the restorative values identified by the Hispanic communities studied, regarding their neighboring parks. Four themes were developed from this framework: a. historical and cultural sites provide opportunities to feel transported to a different time or feel as being in a different environment, b. natural settings provide opportunities for restoration through engaging in activities high in compatibility and being in contact with nature, c. some spaces are purposefully and regularly visited, because they provide restorative benefits, and d. water is a PPA component that provides opportunities for restorative experiences to happen. Understanding the appreciation of a PPA as restorative environments, independent of race or ethnicity, may allow managers to improve services that facilitate restoration<sup>1</sup> and use these topics to design communication and outreach strategies that can potentially increase relevancy and political support for conservation for a diversity of users and stakeholders.

Chapter 4 is a focused examination of one site, Castillo de San Marcos and Fort Matanzas NM CASA-FOMA (which shares cultural and historical heritage with its Hispanic neighbors) from two different perspectives, Hispanic participants and CASA-FOMA staff who have contact with visitors. This presents an opportunity to learn what potential factors might be useful when creating strategies that aim to connect successfully with this particular segment of the

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<sup>1</sup> (English and Lee, 2003; Thapa et al., 2002)



population. Using a case study approach this study found that Hispanic individuals who reside in the county where this NPS unit is located, have an intricate relationship with the City of St. Augustine and the National Monument, they travel in groups that have a diversity of ages and levels of English proficiency, and intend to satisfy the majority of them by visiting places that have a diversity of activities and experiences that might satisfy different tastes. Additionally, the results show that CASA-FOMA staff is aware of the patterns of visitation and composition of these groups, including Hispanics, and how the language barrier hinders the opportunity to interpret the resources and create a connection between the park and the visitors. Results from this study are useful for management to understand their stakeholders' valuation of their PPA and design strategies that can target common areas between different cultural groups, reaching a wider audience.

## 2. Chapter 2. Values Assigned to National Parks by Hispanics in the United States: Castillo de San Marcos and Fort Matanzas NM and Great Smoky Mountains NP

### 2.1. Chapter 2. Abstract

Acknowledging Parks and Protected Areas (PPA) as part of the socio-cultural context demonstrates awareness and attention to ethnic and racial dimensions of the communities that are adjacent to them. Very little has been published about the rapidly growing population of Latin-Americans residing in the United States and the values they assign to PPA. This research explored values most appreciated by members of Hispanic communities living adjacent to two units of the National Park Service in the Southeast region of the United States (n=27). Findings identified that key values of this community are related to the important roles of parks for conservation and preservation of representative and unique cultural, historical, and natural components of an area, as well as values related to access to educational, recreational, restorative, and spiritual experiences. Results from this study support the need for PPAs to take into account and adapt their management strategies to the different needs and values assigned by their neighboring communities, which are constantly changing their demographic composition.

## 2.2. Chapter 2. Introduction

The world's population has grown considerably over the past 50 years, increasing direct pressure on natural resources through conversion of natural areas for development, agriculture, energy production, and extraction of other resources (McCool & Kruger, 2003; Wittemyer, et al. 2008; Sherbinin, 1998; Westley, et al. 1998). As more people move closer to natural areas the composition of the populations living adjacent to natural areas change in terms of expected environmental services, extraction of resources, and the way people value these areas (McCool & Kruger, 2003; Wittemyer, et al. 2008; Sherbinin, 1998; Westley, et al. 1998). Parks and Protected Areas (PPA) and their integrity depend on management that acknowledges its position as part of a larger socio-cultural context (Machlis, 2000) and increased awareness and attention to ethnic and racial dimensions of the communities that surround them (Schelhas, 2002). Knowledge and understanding of minority groups' value orientations and valuation of parks and protected areas are basic foundations for planning and targeting of management strategies that aim to increase public support and relevancy (Floyd, 1999; Floyd, 2001; Johnson, et al. 2004; Roberts & Chitewere, 2011; Solop, et al. 2003; Weber & Sultana, 2011). However, little has been published on what values are assigned to national parks by under-represented minority populations, including Latino-Americans residents of the United States.

The relationship between cultures and the natural environment that surround them is complex and intricate (Miller 2007; Redford & Brosius 2006), and it is this relationship and appreciation that people have for objects and places that shaped conservation and preservation strategies in the United States and Meso-America. Native peoples in Meso-America used different forms of

agro-forestry, management, and manipulation of forests for food and other resources. Some of these practices included moving of seeds, encouraging growth of trees that were useful such as nuts, tubers, medicinal plants, rubber trees, timber, roofing materials, among many other (Kline 2007; Miller 2007; Redford & Brosius 2006). Pre-Columbian civilizations noticed an important depletion of the resources and like Mexico's King Netzahualcoyotl (1418-1472) who enacted a forest conservation law to deter his people's abuse of the increasingly depleted forests (Simonian 1995a) throughout history people have developed different strategies and approaches that aim to protect valuable resources for humans. After the arrival of the Spanish and other colonists to America, most of the laws and strategies in place for conservation of nature were disregarded (Simonian 1995a).

Conservation strategies and philosophies of land use were not the only cultural elements that were disregarded with the establishment of the European order. In Meso-America the Spanish colonized, conquered, and established the mainstream political system. In the United States, colonization and conquest started first with the Spanish in Florida and in territories of Mexico, now the US Southwest and French in the South, which later these territories ruled by the Spanish and French were won and purchased by the English. Ultimately, the English established the mainstream political system in the US. For both cases of Mexico/Meso-America's region and the US, the values of Native groups, ethnic minorities, were not explicitly represented, or not represented at all in the origins of political systems and governmental management of lands and natural resources.

The evolution of policy of land and natural resources management and conservation in the US follows this same pattern of a strong influence from European movements of thought. Two main branches of thought gained traction during state time: preservation and conservation. A strong influence on the preservation branch of thought was the “American Transcendentalism” movement that can be traced back to Europe (Schinz, 1918), through intellectuals such as Samuel Taylor Coleridge (English, 1772-1834) who introduced German Idealism to English speaking culture. Coleridge along with William Wordsworth (1770-1850) launched the Romantic Age in English literature. These intellectuals influenced Mary Moody Emerson (1774-1863), aunt and teacher of Ralph Waldo Emerson (1803-1882) (Cole, 1998; Kline 2007).

Ralph Waldo Emerson (Kline, 2007) joined by “The Transcendental Club” directly influenced on Henry David Thoreau (1817-1862). Henry David Thoreau and Ralph Waldo Emerson were writers and leading members of the American Transcendentalism Movement (ATM) (Kline, 2007). This movement’s ideals and values were shared by many. It inspired the environmental revolution and set the foundations for preservationist’s most basic view of nature as having intrinsic value and rights of its own (Kline, 2007). Both Ralph Waldo Emerson and Henry David Thoreau provided a major influence on John Muir (Scottish, 1838-1914), who founded the Sierra Club, accompanied and influenced preservation actors such as Robert Underwood Johnson (1853-1937) and Joseph Le Conte (1823-1901) who would help preserve the Sierra Nevada and Yosemite National Park (Kline, 2007).

The other well defined branch of thought, conservation, came from a different line of European influences. European foresters from Prussia and France during the 17th and 18th Centuries

developed the scientific method for conservation efforts in British India (Coates, 2007; Kline 2007). One of the German foresters that worked in India, called the Father of tropical forestry, was Dietrich Brandis (1824-1907). Brandis would later teach forestry at Oxford where Gifford Pinchot (1865-1946) studied Forestry. These are the origins of the philosophies and innovative practices that Pinchot would bring to the United States from Europe (Coates, 2007; Kline 2007). John Muir and a great number of people who followed the ATM were looking for preservation of nature for the sake of nature itself, not for its utility for humanity. For Gifford Pinchot the value of natural resources lied on their potential use and the services they could provide for humans. For him, resources needed to be conserved so future generations would be able to harvest and utilize them (Coates, 2007; Kline 2007).

Contrasting values and belief systems have important implications in management decisions and policy development at different scales. A prime example of the roles of values and how public support influence decisions, is the Hetch Hetchy debate. The Hetch Hetchy Valley, part of Yosemite National Park, was being considered to be flooded to function as a water reservoir that would provide water to San Francisco and other important areas in the region. By then, many people such as President Theodore Roosevelt who supported both Muir and Pinchot, and a third of the Sierra Club who had always supported protection of nature for preservationist reasons such as nature's intrinsic and aesthetic, spiritual, values changed their preservationist perspective towards supporting the utilitarian conservationist perspective of protection of nature for the sake of human well-being in the future, in this case preservation of a natural area versus water provision for a great population in San Francisco, California (Coates, 2007; Allin 1990; Kline 2007). Preservationist values were represented in the Hetch Hetchy debate, but it

was the utilitarian values who decided the course of action, resulting in the valley being flooded and the dam being built (Coates, 2007; Allin 1990; Kline 2007).

Both utilitarian-conservationist and preservationist values represent the cultural heritage of Anglo-American policy that brought these values together into the mainstream. The heritage and values that represent other ethnic minorities, such as the first nations of America, or the Hispanic heritage, were not represented in the origins of resource and land management as set forth in policy. Values that people assign to places, objects, and beings determine planning and management of conservation approaches in international, national, state and local levels.

Population growth coupled with increasingly diverse cultures present considerable challenges for natural, cultural resources and land protection management. Values of ethnic minorities were not represented in the origins of management and policy. This under-representation may result in national parks (NP) and parks and protected areas (PPA) in general, not being relevant for these ethnic minorities, and present potential for challenges like low or non-existent public support for conservation (Cronon, 1996; Roberts & Chitewere, 2011; Schelas, 2002; Peña & Martinez, 1998; Lopez, et al. 2005; Floyd, 2001; Johnson, et al. 2004).

#### 2.2.A. Definition of values

According to Brown (1984) there are three different realms in which values can be sorted out: the conceptual, relational, and attributive. Within the conceptual realm lie the conceptual values and within the attributive realm, there are two different kinds of values: assigned values

and quantitative values (Najder, 1975; Brown, 1984; Daily, et al. 2000), which will be described below.

#### 2.2.A.1. Conceptual realm of values

The conceptual is the realm in which the value is used as a noun, is the concept of what is good, a desirable model of conduct, an ideal or a held value. The conceptual has to do with the basis of the value. Najder, (1975) calls this the axiological sense of value, which allows evaluation of objects or properties and ascribe either positive or negative value to them. For example, the value of a work of art is its originality. This means that originality is the valuable property of a work of art, originality is a value. Another example that Najder gives is to consider valuable acts of charity, then charity is a value, if honorable behavior is valuable, then honor is a value.

#### 2.2.A.2. Relational realm or valuation process

The relational is a relationship between a subject and an object. The relational realm has to do with the valuation process. The result of this valuation process is the assigned value of an object, the object realm of values.

#### 2.2.A.3. Attributive realm or the product of the valuation process

What results from the valuation process, are the assigned values of objects, places, beings, etc. This is the value assigned to an object (Bengston, 1994). Najder, (1975) calls this attributive



sense of value which attribute properties or qualities to an object or fact (Najder, 1975). For example one value assigned to nature is “awe inspiring”.

#### 2.2.A.4. Quantitative assigned values

The quantitative sense of value, Najder (1975) is described as “not bound to any particular theory but it is a semantically independent unit” used by the Utilitarians in the same way as the Marxian concept of economic value use. Results from an economic valuation of nature’s services or ecosystem services is an example of the quantitative sense of value (Daily, et al. 2000).

#### 2.2.B. Values and human relationship with nature

Some empirical studies have grouped held values according to world views related to the relationship between humans and the natural environment. Dunlap & Van Liere (1978) developed the New Environmental Paradigm (NEP) and the Human Exceptionalism Paradigm (HEP) which can also be known as the HEP-NEP. Revised in 2000, it is one of the most extensively used instruments to measure environmental belief systems and pro-environmental orientations. The HEP describes the belief that humans are above nature and can disregard the consequences of resource use. The NEP places humans as part of nature and appreciative and considerate to the consequences of the resource uses. HEP and NEP are considered to be opposite (Bechtel, et al. 1999; Dunlap & Van Liere, 1978,2008; Catton & Dunlap, 1980; Dunlap, et al., 2000; Dunlap, 2008). Many studies have used NEP as the foundation of their studies, in the United States, Mexico, Brazil, among others. They have found that the opposite position of beliefs related to humans and the natural environment that happens in the United States does

not necessarily happen in other countries. In Mexico some beliefs were compatible and did not see the “expected opposite” paradigms as mutually exclusive orientations, and ethnicity and culture are moderating factors in the relationship between behaviors and environmental beliefs (Becthel, et al., 1999; Johnson, et al., 2004; Corral-Verdugo & Armendariz, 2000).

Certain values can elicit normative reasoning and willingness to support environmental protection. Based on the Norm – Activation Theory (Schwartz, 1977) several studies have linked these held values and value orientations with behaviors, attitudes and even environmental concern. Some studies have adapted and modified this theory to include moderators to better explain the links and processes between values and attitudes or behaviors. Such as a study by Stern and Dietz (1994) states that values influence attitudes, environmental concern being one of those attitudes and two persons can be concerned for the environment in the same degree but for different underlying reasons. Examples of these other theories are Stern’s Value Basis Theory for environmental concern (1994), Value-Belief-Norm Theory (1999), and Theory of Environmental Significant Behavior (2000) (Karp, 1996; Schwartz, 1992; Stern & Dietz, 1994; Dietz, et al. 1998; Stern, et al., 1995, 1998; Schultz & Zelezny, 1998; 1999; Manning, et al., 1999; Rauwald & Moore, 2002; Corraliza & Berenguer, 2000; Ignatow, 2006; Vaske, et al. 2001; Nordlund & Garvill, 2002).

During the same time, Schultz and Zelezny (1998 and 1999) linked the nature subtype called biospherism (Stern, et al. 1995), based on Schwartz (1994) self-transcendence values group, with prediction of pro-environmental behavior across the samples of five (1998) and 14 (1999)

different countries. In the sample from the United States, they found that the subtype values were moderated by two sets of attitudes measured with the revised NEP-Scale. These were Awareness of the Consequences (AC) and Ascribed Responsibility (AR) and were found to be not significant in the case of samples outside of the United States.

It is important to reiterate that there is a difference between the terms held and assigned values, in some cases these terms are incorrectly used interchangeably in the literature. Environmental values are held values that are related to nature and the way people relate to nature, closely related to environmental beliefs. For example, the environmental value orientations such as: social-altruistic, biospheric, and egoistic (Stern & Dietz, 1994; Stern, Dietz, & Guagnano, 1995) anthropocentric and ecocentric (Eckersley, 1992; Thompson & Barton, 1994), or shallow versus deep ecology (Naess, 1989) (Nordlund & Garvill, 2002). On the other hand, the assigned values, in this case values assigned to nature, are the attributes that make nature valuable for the human being. For example, wilderness values like: on-site recreational, therapeutic, and spiritual values (Johnson, et al. 2004).

The quantitative sense of values as described by Najder (1975) is sometimes used as part of the attributive sense / object realm and are named as economic (Bengston, 1994). Most of the literature related to forests and natural resources in the United States, in which “forests” are managed mostly by the United States Forest Service (USFS). Although, the USFS has a multiple use management strategy, it mainly follows the traditional utilitarian forestry philosophical point of view. This point of view uses an uni-dimensional view of values and reduces them into a

single measure of utility, reducing all the natural values as resources and commodities (Bengston, 1994; Rolston & Coufal, 1991).

Many different studies have analyzed values, value orientations and environmental value orientations and have grouped them as anthropocentric and biocentric, anthropocentric and ecocentric, some add a third orientation of moral/spiritual/aesthetic (Morrissey & Manning, 2000; Vaske et al., 2001). But in general terms, the attributive sense (Najder, 1975) or object realm (Brown, 1984) of values in the literature is scarcer when compared to the research that has worked with values in their conceptual realm.

Rolston & Coufal (1991) define values in terms of multiple uses, in which these uses or benefits people get from “nature”, “natural area”, or forest, are values or benefits. The five statutory multiple uses are: recreation, timber, range, watershed, and wildlife and fish. They took five multiple uses, add some more and re-organized them into ten categories: (1) Life support values, (2) economic, (3) scientific, (4) recreational, (5) aesthetic, (6) wildlife values, (7) biotic diversity, (8) natural history, (9) spiritual, and (10) intrinsic values. Other sets of values including national forests and wilderness areas are: (1) aesthetic, (2) ecological, (3) recreation, (4) education/moral/ethical, (5) historical/cultural, (6) therapeutic, (7) scientific, (8) intellectual, (9) spiritual, and (10) economic (Manning, 1989, Manning et al., 1999; Bengston, et al., 2004).

Johnson and others (2004) organized wilderness values in modules. The first module includes active use values with (1) on-site, current use; (2) on-site, future use; (3) off-site, current use; (4) off-site, environmental quality; and (5) scientific/medicinal. Passive use values include: (6) option; (7) intra-generational bequest; (8) intergenerational bequest; and (9) existence. Finally the (10) intrinsic value of wilderness areas, which include the biotic and abiotic components, that have value on themselves regardless of uses or benefits for the human being. This study addresses the differences between different ethnic groups and use values related to natural areas, and its results suggest how important qualitative methods are in the understanding of non-White Anglo-American populations' visitation and park uses. They also found that level of acculturation as years living in the United States, is a significant factor in terms of visitation of wilderness areas, same as level of education (Johnson et al. 2004).

Studies that address the question of environmental ethics in Latin America (Heyd, 2004) cover multiple topics: comparison of environmental belief and behaviors (Johnson, et al. 2004), examining environmental attitudes as predictors for policy support (Rauwald & Moore, 2002), using values as predictors for pro-environmental behavior (Schultz & Zelezny, 1998), as predictors of environmental attitudes (Schultz & Zelezny, 1999), general beliefs (Olofsson and Ohman, 2006) or values (Stern & Dietz, 1994) as a basis for environmental concern. All of these studies address conceptual or held values. Assigned values are attributes that people value in objects or places, and in the case of this research, components of National Parks that people find valuable. Literature that addresses these kind of values, PPA assigned values, or Latino's appreciation of PPA is very limited.

In the United States, the minority group of Latino/Hispanic, regardless of race, is the fastest growing group and has already grown to be the largest demographic population, after White Anglo-Americans (US Census 2010). Visitors and users of units of the NPS are mainly White Anglo-Americans in the middle to upper income classes. There may be a variation in the values assigned to NP between White Anglo-Americans and ethnic minorities. National parks may not be relevant for these populations and continued political support may not occur (Schwartz, 1992, 1994, 1996, 2006; Johnson, et al. 2004). Consequently, management approaches and goals must adapt to the change in both visitors to parks and the demographics of people living near and adjacent to National Park units.

NPS managers are currently planning and designing management actions with the intention to provide and take into account an increasing number of people of Latino cultural backgrounds, set of values and belief systems (Lopez, et al., 2005; Floyd, 2001). In 2011, the U.S. Department of the Interior and National Park Service (NPS) developed the Call to Action (C2A) to establish an updated vision for the National Park Service in recognition of moving into a second century (C2A 2011). The C2A has four target areas: (i) Connecting people to parks, (ii) Advancing the NPS education mission, (iii) Preserving America's Special Places, and (iv) Enhancing Professional and Organizational Excellence. The first target area in particular focuses on connecting people to the units of the NPS, including new and under-represented communities that have not been a focus of management of these units.

Very little research has been published related to what values Latinos in the US assign to national parks or other protected areas. This basic knowledge is crucial for park management to adequately design programs that will effectively communicate with this segment of visitors and park neighbors. Based on the need to understand better the Latinos' valuation of PPA, this paper presents foundational information for PPA managers to adapt for more appropriate services and effective approaches aiming to connect PPA with Latinos in their roles as visitors and/or public supporters. Additionally, better understanding of these successful connections can be used as examples for other PPA which need to become more resilient in the face of changing populations living adjacent to them.

This paper provides a general overview of what the most important values Latino-Americans, living adjacent to two NPS units in the Southern Region of the US, assign to parks and protected areas. The results are structured according to a framework that is not specific to each particular study site, but rather presents valued characteristics from different PPA by combining values for both sites and other PPA around the world.

## 2.3. Chapter 2. Research design and methods

The specific questions to be answered through this research are:

1. What are the values that Latinos in the study sites assign to parks and protected areas (PPA)?
2. In terms of Natural versus Historical & Cultural categories of components in PPA, which category is more relevant for the participants?
3. Is CASA-FOMA particularly relevant for participants in the study, due to this site preserving Hispanic heritage?

### 2.3.A. Study system

According to the International Union for Conservation of Nature (IUCN), a protected area is “A clearly defined geographical space, recognized, dedicated and managed, through legal or other effective means, to achieve the long-term conservation of nature with associated ecosystem services and cultural values” (Dudley, 2008). Every country who has national parks has developed its own approach to conservation and management of their PPA system. In an effort to clarify terminology and setting up some standards of terminology and management at a global level, the IUCN established some categories of protected areas with general guidelines for management. Those categories are defined according to their primary objectives, other objectives, distinguishing features, role in the landscape or seascape, uniqueness, and issues for consideration.



In the United States of America (US), the National Park Service (NPS), part of the Department of Interior and created in 1916 with the Organic Act, is one of the federal entities that manage the PPA in the US. The NPS is in charge of 407<sup>2</sup> Parks and Protected Areas with different designations such as: National Parks, National Monuments, National Seashore, National preserve, National memorial, National historic site, National seashore, and National Battlefield Park. Although, NPS units are not officially stated as IUCN categories, if they were they would range among categories I to V.

There are some other affiliate areas with designations such as national heritage areas, affiliated areas, wild and scenic rivers, and national trails. Through the Wilderness Act of 1964, some areas of the NPS became part of the National Wilderness Preservation System. These areas are managed for particular goals that preserve its Wilderness character.

Areas added to the National Park System contain one or more natural or cultural attributes and are managed with an exclusive preservationist approach that does not allow for consumptive most uses of resources in any of the areas. Hunting, mining and consumptive activities like logging and grazing are not authorized. The NPS mission is to “preserve unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The National Park Service cooperates with partners to

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<sup>2</sup> <http://www.nps.gov/aboutus/faqs.htm>

extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country” (Call to Action, 2011).

In order to set a new direction for the NPS and its affiliates, in August of 2011, the U.S. Department of the Interior and the National Park Service (NPS) developed the Call to Action (C2A) that presents a vision for the Second Century of the National Park Service (NPS) (C2A, 2011). The C2A is composed of four main themes, particular goals for each theme and a total of 36 actions that aim to increase the performance of the NPS and as a result the effectiveness of its actions on the ground. Refer to Appendix 1. for a copy of the C2A document with a list of the people who contributed to the preparation.

Some of the goals and actions in the C2A, are dependent directly on the knowledge and understanding of the populations that surround PPA under the jurisdiction of the NPS. Particularly from the theme of Preserving America’s Special Places the goal of (i) COLLABORATE with other land managers and partners to create, restore, and maintain landscape-scale connectivity, and even more directly from the theme of Connecting people to parks the goals of (ii) DEVELOP and nurture life-long connections between the public and parks—especially for young people—through a continuum of engaging recreational, educational, volunteer, and work experiences, (iii) CONNECT urban communities to parks, trails, waterways, and community green spaces that give people access to fun outdoor experiences close to home, (iv) EXPAND the use of parks as places for healthy outdoor recreation that contributes to people’s physical, mental, and social well-being, and (v) WELCOME and engage diverse communities through

culturally relevant park stories and experiences that are accessible to all. For this reason, units of the National Park System of the US are appropriate settings to examine what values Latino-American communities assign to the PPA they live adjacent to.

As part of the methods, which will be described in detail later in this section, the participants were shown concrete examples of components contained and preserved within two NPS units. In order to maximize the diversity of components to show to the participants, we chose complementary parks located in very different geographical settings with completely different environmental characteristics. Additionally, in order to examine if the cultural heritage of the historical components in the sites might be a potential differentiating factor for appreciation of historical components, one of the sites contains historical structures with a Scottish-Irish heritage, while the other site preserves structures of Spanish heritage. Following this criteria, two case study sites located in the Southeast region of the US National Park Service were selected for this research. Each case study is comprised of a National Park and Latino individuals who reside in the county where the unit is located. The sites are:

*A. Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) - St. Johns County, FL*

Located in St Johns County, Florida, Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) is a NPS unit very closely related to the city of St. Augustine. The forts that comprise the national monument were built with the main purpose of guarding the city from military invasions during its Spanish dominion.

The City of St Augustine was founded in 1565 by Don Pedro Menendez de Avilés. It is the oldest permanently occupied European settlement of the United States. The city and forts had been in the hands of Spain, Britain, and the United States, but previously there were other cultures who were connected to the place such as: Timucuan, Tequesta, Caluta, Aix, Seminole, Apache. Other cultures represented within the history of the area are the Colonial African American and Minorcan.

Castillo de San Marcos and Fort Matanzas NM preserves and interprets a wide variety of historical & cultural heritage from many different cultural groups. In addition to the historical symbols, the national monument protects the barrier island and the coastal ecosystems, and provide recreation opportunities in the ocean and the shores. It was established as a National Monument under the name of Fort Marion on October 15, 1924. They were administered by The War Department until June 10 of 1933, when it was transferred to the National Park Service. In June 5, 1942, Congress restored the Spanish name, Castillo de San Marcos (NPS, 2007). Castillo de San Marcos has an acreage of approximately 20 acres and is north of the city's central plaza, on the Matanzas Bay. Fort Matanzas is 298.51 acres in size and is located approximately 14 miles south from St. Augustine on Rattlesnake Island and Anastasia Island. See Appendix 2. for maps with specific locations and pictures from the sites. Refer to Appendix 3. For Maps of Castillo de San Marcos and Fort Matanzas National Monuments. (USGS National Gap Analysis Program (GAP) protected areas data viewer). See Appendix 4. For a blueprint of Castillo de San Marcos from the Final General Management Plan and Environmental Impact

Assessment (NPS, 2007) and Appendix 7. for a table that contains the demographic data for both counties, both states and the nation.

*B. Great Smoky Mountains National Park (GSMNP) - Sevier County, TN.*

With a total of 800 square miles, distributed almost equally between Tennessee and Western North Carolina, was designated by Congress as a National Park in June 15, 1934 (521,085.66 acres, 276,343.88 acres are in North Carolina and 244,741.78 acres in Tennessee, NPS, 2013<sup>3</sup>). Great Smoky Mountains National Park is one of the US International Biosphere Reserves and a UNESCO World Heritage Site, since 1983. It is the most visited park in the US (NPS, 2012). It is known for the great biodiversity within its borders as well as the preservation of cultural resources related to the Southern Appalachian Mountains' People, with elevations from 800 feet to 6642 feet at Clingman's Dome. Great Smoky Mountains National Park preserves and maintains the largest collection of log buildings in the eastern United States which includes over 90 structures that range from houses, barns, outbuildings, churches, schools and grist mills, a total of 160 historic buildings (NPS, 2013<sup>4</sup>). Refer to Appendix 5. for images and map of the park. Refer to Appendix 6. for a USGS National Gap Analysis Program (GAP) Maps of Great Smoky Mountains National Park and Refer to Appendix 7. for a table that contains the demographic data for both counties, both states and the nation, which allows for more convenient comparison.

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<sup>3</sup> <http://www.nps.gov/grsm/learn/management/statistics.htm>

<sup>4</sup> NPS, 2013. <http://www.nps.gov/grsm/historyculture/index.htm>

### 2.3.B. Research Approach

Due to the very limited previous research on this topic, this paper aims to present results that lay a foundation for future research to be conducted in the understanding of a “real-life context” contemporary phenomenon where the context and the phenomenon are not evidently separated. The best fitting approach, and the one we chose for this project, is a collective case study methodology. This requires data to be collected from multiple categories and sources. Combinations of categories and sources provides an interrelation of context and explanations for actions, interactions, social processes, or phenomena (Creswell, 2002, 2007; Maxwell, 2005; Strauss and Corbin, 1998; Yin, 2003; Babbie, 2008). Some of these sources and categories could be: interviews, reviews of literature and/or documents, participant observations, use of photographs, videos, maps, etc (Creswell, 2007; Yin, 2002).

To increase the validity of the research protocol and in an effort to keep the sources and categories of data coherent and complementary, we followed procedures outlined in Punch’s (1998) Inductive Logic of Research for a Qualitative Study. This logic of research follows these phases: a. an exploratory phase in which the researcher gathers information prior to collection of data, then b. conducts interviews and/or records field notes, c. analyzes the data and looks for patterns, generalizations, or theories, and finally d. relates those results to past experiences and literature (Punch, 1998).

For the exploratory phase we conducted 15 interviews with NPS management staff at national, regional and local levels, for a total of 25 hours of recordings. They commented on what

elements of the study would be relevant for the NPS duties as managers of these lands, and aided in the recruiting of potential participants for the study and members of the community that function as gatekeepers. The remaining phases will be described in detail in the following sections.

### 2.3.C. Sampling: definition of Latinos

The conceptual realm of values, or held values, has been studied extensively and has been used to determine differences between cultural groups. The most important study is the cultural orientations theory by Schwartz (1977) in which Latin American people were grouped as one population and were compared to six other transnational cultural groupings, in terms of cultural values orientations. Based on the Norm – Activation Theory (Schwartz 1977) Schwartz tested single values and organized them into value systems that can be treated as wholes, and as wholes being related to behaviors. This value inventory scale measures ten distinct value types, which he later developed into a theory of cultural value orientations. The latter was tested in 73 countries and validated 7 different orientations and how they interrelate (Schwartz, 1992, 1996, 2006). This Theory of Cultural Value Orientations permits a characterization of cultures and specifies that these orientations are interdependent. Even though there are certain particularities and differences among each group, Schwartz widely defined seven transnational cultural groupings: West European, English-speaking, Latin-American, East European, South Asian, Confucian Influenced, and African and Middle Eastern (Schwartz, 2006). The theory of

cultural value orientations (Schwartz, 1977) serves as theoretical foundation for grouping all participants from Latin American ethnicity into one common group.<sup>5</sup>

Participants were recruited through two main sources, members of the community suggested by the NPS staff during the exploratory phase of the research, and by approaching institutions such as religious organizations and temples, English as a Second Language (ESL) teachers, non-profit organizations, etc. Each person we contacted suggested other people who might be willing to participate and this is how most of the participants were recruited. The number of interviews was determined by a theoretical sampling method in which the number of necessary participants in a study depends on whether or not the data gathered becomes saturated and enough to elaborate a theory in all of its complexity (Creswell, 2007). A total of 27 Hispanic individuals participated in the study from both sites, and just over half of these were female. Refer to Appendix 7. for a table that contains the demographic data of both counties, states, and the nation.

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<sup>5</sup> Definition of Hispanic from Census (2010) U.S. Office of Management and Budget's (OMB) Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (1997). This characterization depends on how each individual identifies him or herself, and is based in terms of socio-cultural identity and heritage, ancestry or country of birth in case they were not born in the United States of America, regardless of race. In general terms, race is a socially constructed category related to social identity and self-image, with little biological basis or based on physical attributes (Schelhas, 2002). The OMB's definition of Hispanic or Latino is "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race" (Ennis et al. 2011).



#### 2.3.D. Data collection: semi-structured interviews and photo-elicitation

Between September of 2013 and 2014, we conducted and digitally recorded, with prior consent from the participants, 20 semi-structured interviews in Spanish. We followed Seidman (1998) interview structure, which suggests that the interviewer builds up confidence and depth through three different phases. The phases are: (1) asking about the life history of the person, (2) getting to know the facts or answering the questions, and (3) reflecting and further describing of the previously answered questions. For the second phase of the interview, we added a photo elicitation technique. With the main purpose of guiding the interview through different concrete examples of the wide range of components preserved and showcased in NPS units, gather richer, in depth, concrete, and more specific data (Van Auken, 2010; Collier, 1957 Harper, 2002). Additionally, the use of photographs, we intended to prevent the participants' descriptions and discourse to be led by the interviewer's vocabulary.

The use of photographs as visual aids in qualitative research was introduced with the name of "photo-elicitation" when John Collier experimented with the methodology in 1957. He interviewed French-Acadians, in Canada with and without the aid of photographs, in order to test its usefulness. He successfully gathered data that was both more concrete and specific. The photographs were also helpful in guiding the interview through different topics and keeping the participant focused.

There are two ways of conducting photo-elicitation qualitative interviews. The researcher can provide a “photographic kit” (Cappello, 2005) to the participant and conduct the interview using this kit. This technique is generally called photo-elicitation or photo-interviewing. The second approach is when the researcher uses pictures taken by the participants. This participative approach is often called participant driven photo-elicitation (PDPE) in which the participants are treated as co-collaborators in the research (Wagner, 1979; Packard, 2008; Johnson, et al., 2011). When photo-elicitation is used as a participative approach, it has the potential to reduce power differences between the researcher and the participant and bridging cultural gaps. Although, in the case of this research, where the pictures are provided by the researcher, it is still a top-down approach and has no potential of reducing the power differences, but still has the potential of reducing geographical and cultural gaps or boundaries (Harper, 2002; Stewart and Floyd, 2004; Packard, 2008; Wagner, 2006; Van Auken, 2010; Bignante, 2010; Blinn and Harrist, 1991; Dodman, 2003; Bolton, et al., 2001; Radley, 2010).

Photo-elicitation techniques have been used widely in research related to the fields of anthropology and sociology (Pink, 2011; Ruby, 2005; Harper, 2002), education (Dempsey, et al., 1994; Smith et al., 1999) and working with particular or sensitive populations such as children (Cappello, 2005), students in Latin America (Meo, 2010), or Hispanic women in the US (Johnson, et al., 2011; Fleury et. al., 2009). Less commonly used in the interdisciplinary fields such as landscape architecture, or land-use planning, leisure, tourism, outdoor recreation, natural resources management, or conservation (Chenoweth, 1984; Markwell, 1997; Stewart, et al.,

2004; Kyle and Chick, 2007; Glover, et al, 2008; Andersson, 2004; Bignante, 2010; Loeffler, 2004, Dandy and VanDer Wal, 2011; Beilin, 2005).

### 2.3.E. Data analysis

The interviews were translated into English during the process of transcription. The transcriptions were analyzed using the qualitative analysis software called NVIVO 10 (QSR International Pty Ltd.) Data from all of the interviews, total of 75 hours, were analyzed as a whole and patterns were drawn without separating the interviewees into groups based on park. The results presented in this paper come from general patterns that do not depend on each location, but rather present a general overview of the values assigned to PPA coming from all of the participants as one group.

Something important to remark is that during the second phase of the interviews, while using the photo-elicitation technique, both groups of participants were shown pictures from both study sites. Many of the participants from Florida, had also visited the Great Smoky Mountains NP. None of the participants in the TN area, had visited CASA-FOMA, but still had opinions about the places and the elements conserved/preserved inside the park being shown in the pictures. Another difference between the participants from the different study sites, is that each have very different demographic characteristics. Combining both case study sites, provided there is a very wide distribution of education level, country of origin, income, age, gender, years living in

the US, legal status of residency/citizenship, etc. These questions were not asked directly, but during the first phase of the interview, where the participant is asked to talk about themselves, they often mentioned these characteristics without being prompted.

Participants told stories about their experiences, not only in the parks where the images were from, but other places they had visited around the world. In terms of the results, this is relevant, because allows the results to be combined as a whole, rather than being particular to a specific place, therefore supporting our decision to group participants into one group. The following section reports the results in this manner, as a general overview of the most common and relevant patterns across the case studies and across all of the individuals that participated in the study.

## 2.4. Chapter 2. Results

The results of this paper are organized by major patterns or categories called themes. These themes represent an analytic framework for the description and interpretation of these findings.

### 2.4.A. National Parks as strategies for conservation of special places and species makes them valuable to Hispanics

Participants in the study expressed how important it is to them that national parks preserve places that contain special characteristics. Sometimes they mentioned how important it is in

terms of intrinsic values of these components, as well as the benefits that they receive from these places being protected and open to the public. Results in terms of benefits and enjoyment values will be discussed in detail in section 3.5.

*“Conservation, to maintain them there safe, protect them from ourselves.”*

This section presents quotes that express how important it is, for the participants, the conservation of these categories of components. Participants also discussed how national parks preserve these unique, representative features, landscapes, places, and how important it is that the mandate is conservation in perpetuity, and how important it is for them. These are exactly the characteristics that make NP special places and attractive for them to visit and experience.

*“Species that are in danger of extinction; if it weren’t because if the national parks, they would have already been gone.”*

*“The American people are very nationalist, and more than nationalist, regionalist, and they are very passionate about preservation of their historic roots. I love it! They do a spectacular job by celebrating their historical heritage. I haven't seen this in any place in Latin America.”*

*“On the other hand, the museums, like the Castillo de San Marcos, are wonderful. I have had the opportunity to visit here and in Cuba too. These architecture beauties, have been preserved very well. Because not only generates income for the country but also shows culture and a heritage that goes back so many centuries that is still preserved and demonstrates how the people of today appreciates in a special way that. They don’t destroy it, they take conscience of how important it is to show the world all these civilizations that have passed through here. And somehow, positive or negative contribute to what we are and have in this country”*

For the participants, national parks are iconic and representative. Every individual in the Study Site B (GSMNP) said that when they moved to the US or this new area, their friends took them to the park as a way to show them around and what is to see of the place. It is an important component of the place, iconic and important for visitors and relatives to be taken there. Participants from Study Site A, also commented that when people come visit, they always take them to the NP and state parks.

*“Everyone who comes see us, have been to Matanzas, we love it, the water part, everybody loves to climb those little stairs, then when you are up there, coming down.”*

*“I like variety I haven’t been to a lot of the ones that are in other places in the US, in the West and so, but the ones I have seen, I like that they are very diverse. For example comparing the Ocala National Forest with the Everglades. Those are the ones I have been the most because of living here in the Florida. And they are different and I imagine the all the other ones are also very different. Each one has a specificity and individual geography that is not present in other places.”*

- 2.4.B. Historical/cultural values such as the concept of a place being “old” and the “ambiance” that is felt throughout the place are important for residents of the area and “evoke specific feelings” in them that make parks and protected areas valuable.

Three sub-themes support this theme related to historical and cultural components in national parks. The first two, “Old” and “Ambiance”, are presented together and the third one, “evoked feelings” is presented separately.

The first two “Old” and “Ambiance” have to do with the appreciation of what is old. Including, architecture and structures been old and preserved so well for so long. This is directly related to the ambiance of the place, not only of the structures in the park, but throughout the city of St. Augustine as well. These two are presented together because for the participants, CASA-FOMA and the City of St. Augustine are very much intertwined. When talking about one, they often talked about the other one, treating them with a sense of both being the same thing, both representing the same. Often, what they valued about one, they valued about the other. In

terms of the appreciation of the “old”, the architecture and the ambiance are combined. The following are some quotes that discuss this.

*“Of Castillo de San Marcos, what I like the most was how old it was. Because I really like history for me it is very important to see something that was so old. Coming from Miami where there is nothing like that, everything is from 1900. So, to see something with such age, with so much history, I really liked.”*

*“Yes it is a Spanish city all Spanish cities have the same cut. Usually the main roads are parallel to the coast and that was part of the urban structure basically because they thought the illnesses came from the sea from the wind coming from to see that is why the main roads are protected from to see breeze. Most of the towns on the coast, from that time, the main roads are parallel to the coast and secondary roads are perpendicular to the coast, so the front of the houses would see the main roads instead of the coast.”*

*“The families that come visit and sometimes they talk about their ancestors that were kept here, their great-grandparents... so it is different. What makes the difference is what you know about a place. And what you have studied about a place. Because a lot of people come and when they see the defensive positions, architecture, I have had a lot of tours in which I have had architects and they get fascinated about the building techniques because it is the oldest*



*we have here in the US. But the building is so progressive that a lot of people come to study how it was made. The changes that they made to the Castillo, the roofs they incorporated and how they did it. When they brought more cannons and it had to hold more weight. I think all that depends on what you see when you see the castle, the personal interests of a person.”*

*“This also, comes to mind the power of the Spanish in that time. Not only military but the architecture and engineering how they really became ‘maestros’ of military architecture.”*

One of the research questions for this study intended to determine if the participants’ Hispanic heritage influences their valuation of the components of a park which most of the heritage preserved has to do with Hispanic history in the Americas. The results showed that it is something very relevant and exciting for the participants to have a park that tells stories about their own heritage. Especially, if they could relate to the history they learned in their places of precedence, if outside of the continental US. However, they did make clear that they also appreciate with the same intensity other historical and cultural components in parks, even though they are not of Hispanic heritage. Participants who are enthusiastic about history and historical/cultural parks appreciate them passionately regardless of the heritage they preserve.

*“Yes, definitely one feels more connected and even if you know all the history that you have studied in school, it is very interesting to listen to it, from there*

*in that moment and to come back and try to live that moment, when everything happened.”*

*“I really like that St. Augustine represents the Hispanic heritage, and that it has been preserved here. However, I would like even better if the culture would have been established here, as well. If we could, for example, go to the tavern and have a beer with Pedro, José, and Juan; but that doesn't exist here. Unfortunately, the Spanish culture was left behind only in the monuments and historic sites. The locals here have made a huge effort to preserve, repair, and maintain in good standing, its well taken care of.”*

*“For me, because I was born in Puerto Rico, one of the places in the islands where I liked to go the most when I was a child was El Morro. San Felipe del Morro in San Juan. Puerto Rico has several Spanish forts and one of the things that attracted me to this city, (St Augustine) is this fort; because it reminds me of my childhood. Because of my Hispanic heritage, how I was raised, when I was a child I used to go to El Morro. In my mind I used to see the soldiers, and that still happens to me. The historic part, the Hispanic heritage part and the conquest of America more than anything. The mix between the American indigenous cultures and the Spaniards, It is very important.”*

These individuals from Study Site A (CASA-FOMA), had not been to Study Site B (GSMNP), but still appreciated the structures that were preserved in GSMNP, through the pictures that were shown to them, even though their heritage was not Irish-Scottish.

*“A church, they have a church from the Irish settlers? ... - They look restored, very nice. So, it is also historic, they have that historical part. Very good! Very good! So, they have different periods in history, from the most recent to the older things... How interesting! People who read about the history in books and they come to see things in real life, to come see them.”*

The third theme “evoked feelings” has to do with the feelings, thoughts, and sensations that people get when experiencing historical and cultural sites.

*“This also, comes to mind the power of the Spanish in that time. Not only military but the architecture and engineering how they really became maestros of military architecture. And then what I think is – “how was it that there were Spaniards, here?”- Dominating, all this land, and abusing the indigenous peoples. Because they used to exchange the little mirrors for gold and the spices for gold and emeralds and valuable things that they knew how valuable they were... but whatever, they were doing their job. They came to colonize and they were doing their job and defending. All those forts and*

*walls were to defend themselves from pirates, from the sea that they used to attack.”*

*“Through all that architecture, the acts of reenactments what happened then and that in a special way it helps to preserve the history, just like the cannons it shows how there was a special love to defend the city from the pirates and privateers and many people who came to destroy.*

*All these demonstrate an interest to conserve and in fact you come into this nature and makes you feel like the past is present and the present is something that will project into the future, all these things help you maintain the living history of yesterday”*

2.4.C. The possibility to experience natural components in parks and protected areas such as “being in contact” with: nature, wildlife, and water is highly provocative for the participants in the study.

*“You come in harmony with this world through nature, and it is in search of making sense and loving the world, conserve the world.”*

The three main patterns in terms of natural features mostly appreciated by the participants, were the sub-themes (1) opportunity to be in contact with nature in general, and then, most particularly (2) with wildlife, and (3) water. There is a sense of appreciation for the NPS and

managers of other PPA for preserving these places and providing access and services that facilitate their own experiencing of these areas. The following group of quotes illustrate the appreciation of nature and experiences in nature.

#### 2.4.C.1. Opportunity to be in contact with nature

The following quotes tell some of the descriptions of what participants mentioned as valuable being in contact with nature experiences.

*“What I like the most is that one is in contact with nature. That really, they (NPS) have such good service. Sometimes you can stay in the park, there is help from the rangers in the parks, and one feels safe. There is safety and accessibility to precious places that otherwise you wouldn’t be able to access. For example, in Yosemite, you go and you can drive or get out and walk, but are accessible and you can take the kids, and enjoy all that. That certainly, you can enjoy! Also, you can watch the wildlife of the area, which by the way, is not exposed to people who will hunt or decimate those animals’ population.”*

*“What calls my attention is the water, the natural areas, the fact that people can go and enjoy this environment.”*

*“In the US, I really want to go to Yellowstone Park. I am dying to go. Because it is a NP and really the park is a place where the human being gets in contact with nature. And for example the nation that protects them very much, it is a privilege given to the people to get in contact with nature, while protecting it. Because no matter what, we ignore many things about nature and because of our bad habits or ignorance when people don’t recognize certain habits as bad habits, we damage the flora and the fauna. And that is why this government and I imagine every other country assume the protection of that park but still allow the privilege for that citizen to know the beauty of their country.”*

*“Looking at these pictures that you are showing me I am seeing that nature is so alive, those mountains show the closeness to Senior God. That kind of buildings shows people who are a lot more retreated, immersed in that little piece of heaven, how I call it. Those mountains surrounded by so much beauty, and those sunsets and sunrises if you see those clouds that cover the mountains that make you feel like if you were in a cloud and that you are surrounded by sky.”*

#### 2.4.C.2. Opportunity to be in contact with wildlife

The opportunity to encounter wildlife in their natural habitat is the second most relevant topic that people mentioned in the interviews. They cherish the experiences they had with particular animals that are not very commonly seen outside of PPA such as bear, deer, moose, and wild turkey. The following quotes tell participants' valued experiences with wildlife, in their own words.

*"The first thing that comes to mind is the Blue Ridge Parkway. That area is so beautiful when you are driving around here. Precious. Nature, the sounds you hear in the parks, the animals you could see. That is where I saw my first black bear. Thank God from a far."*

*"Nature the fauna, it is so important. Species that are in danger of extinction. If it weren't because if the national parks, they would have already been gone. Here, the diversity of the fauna and how we can enjoy it."*

*"Yes, there are black bears here also. I didn't know about that either. But actually the first time we visited our house which was in the process of being built, my son Miguel, who by then was seven years old. When we decided that was the house we were going to buy Miguel said; - yeah I like the house. The only thing is that I saw a bear-. We all dismissed him, you know how children make up stories. So in July when we were ready to move-in, we*

*asked him again, if he had seen the bear this time. He said -no, I haven't-. Later, we were chatting with the neighbor, who had been living next door for more than a year, and I told him Miguel's story about seeing a bear. The neighbor said, they have always had a black bear hanging around here all the time. I thought that Miguel had made up the story, but it was verified by the neighbor that it was true."*

*"Something that really impressed me of that place was the black bears and the deer. Because they (NPS) allow you to take your car in the park and go see the bears. It was the first time I saw a bear."*

*"It's curious, I'm really good with photography, so I was in the forest and I saw some vegetation moving. I took the picture and caught a deer in midair. That was a good experience."*

*"The animals are the evidence that this country takes care of its nature. It has a living nature. You can see the animals walk right beside you, the ducks and nobody dares kill an animal. If you kill one of those animals the government will make you pay for it.*

*For example looking at the owl here, with that really attentive, observant, and mysterious at the same time. It shows the vigilance that this country has*



*and the city to maintain that nature through all those animals that you can see.”*

#### 2.4.C.3. Opportunity to be in contact with water

Water is a natural component that was highlighted in many of the interviews. Water features such as rivers, waterfalls, the ocean, and creeks, are strong attractions for the participants to visit a place. The following are some illustrative quotes.

*“The water is what attracts me most. I am a water person. I really like the rivers, pools where you can swim, or the sea where you can do snorkeling. I am in the process of getting my daughter to fall in love with diving. We took some lessons together so she could start diving.”*

*“What calls me most the attention is the water, the beach is pretty”*

*“Beach, indisputably. Yes, Indisputably, I love the sea.”*

*“For example in the video I showed you of the river. What impacted me most, you won’t even imagine, is that when the raft was navigating, the silence. To listen to nature’s sounds. That silence is so pleasant (Rico) it is so rich that when you get there the first time, coming from the city, it hurts on your ears...”*

*the silence that there is there is so pure that your ears hurt. Because of the noises from the city and then you get to that silence. It was like feeling God there. The peacefulness while navigating in the river and then listen to the river run, the living water. How do you say that, when we were crossing over some rocks and the water changes its route and sounds differently. All that the sound it makes when the water goes over the rock, when a bird flies over the river to look for food in the fish, those things I saw really impacted me. Something else that I just remember is the song we were just singing, that says –“out of colors... out of colors are painted the field...”- I recognize why is it that is says that. That makes a lot of sense, all of the different colors that nature is made out of. I really appreciate that. I think that a lot of people have little time to see where colors come from, the different colors of green there were there. That really impacted me, strongly.”*

2.4.D. Participants purposefully visit parks and protected areas because they obtain benefits such as attention restoration, relaxation, peace, and/or escape.

Some of the values expressed in the previous sections can be also categorized as being benefits for people who directly or indirectly experience parks. However, the ones included in this section are divided in two main groups: education benefits and restoration benefits for people who experience PPA directly.

Education benefits were mentioned previously in the section 2.4.B. Diversity within parks and protected areas: components, experiences, and languages. In section 2.4.B. education was included as one of the interesting activities that people engaged in in PPA. In this section, education is included as a direct benefit that can be linked to children's performance in the formal academic system.

*"I have been to Castillo de San Marcos, because it is so close, we take the students every year, as a school trip. Because of the connection with the Spanish and the connection with the history, of Florida."*

*"I would like to go. But I would like to see it all. I am that kind of person that would like to know it all. Who lived there, why they got all the way there, why did they build their houses so close or so separated, and everything about that area? That is what I like the most, the history. And I love the animals too."*

*"What I like is that they combine history with different kinds of recreation. For example, I have been to the fort north of Jacksonville, where the French were stationed, Fort Caroline. There they have the beach, so you can stay at the beach for a little bit and then go to the fort and see the history too. We went to the one in Tampa, during the summer, the park is very similar in which you have the historic part, it was a fort during Second World War and*

*they also have the beach section. That one is the last one we have been to, in Tampa. It has recreation but also educative part.”*

The second set of benefits that people gain from directly experiencing PPA, are restoration benefits. Restorative environments as described by Kaplan and Kaplan (1989) are areas that facilitate experiences in which people recover from stress (Ulrich, 1983 in Kaplan, 1995) and the fatigue that impedes the capacity to focus directed attention (Kaplan and Talbot, 1983; Kaplan and Kaplan, 1989, in Kaplan, 1995). Fatigue comes from paying attention to something that requires “will and effort” to focus on amid distractions (James, 1892 in Kaplan 1995).

Restorative environments can be both natural areas as well as museums and historical/cultural sites. From the different characteristics that make up restorative environments, the ones that were most relevant among the interviewees were: a. the ability to be transported to a different place or time, b. relaxation, distress, recharge, and c. sense of escape.

When people experienced the different historical structures in both study sites, they expressed that they thought and felt how people lived there in a different time. They put themselves in the shoes of the people who lived there and felt as if they were transported to a different time and place.

*“When I see these pictures of the Castillo (CASA), of that whole area, it reminds that this is one of the reasons why we moved here. Because this is*

*one of the places that I go to reflect. When I don't have a lot of time to leave, I go to the wall and sit there and watch the sea, the "Garitas" outposts, and all those things. For me it has a lot of importance. It reminds me also of that area, the Felipe del Morro, in San Felipe, Puerto Rico.*

*But yes, in the night I always see the attacks of the English men and the soldiers firing and so on. I think it is beautiful, but because I know so much about the history also some things are very sad. And I put myself in the shoes of the families that came from Spain, or the indigenous people who were kept in the Castillo, all that.*

*This transports me to the middle ages the mot where the enemies were kept out. The conditions of really poor salubrity, because of the way they used to get rid of the human waste."*

*"When you are walking around St Augustine you feel that many countries are re-living a history in this moment in time. "*

*"Yes, definitely one feels more connected and even if you know all the history that you have studied in school, it is very interesting to listen to it, from there in that moment and to come back and try to live that moment, when everything happened.*

*That house the front of that house is so pretty I feel like staying there because you're in contact with nature there. I really like nature. If you live there is like being disconnected from the current moment and pretend like you're living in the past it is very beautiful."*

*"The forest, the river. Basically, nature that reflects peace and resting."*

*"The sea and this sense of freedom, feeling of inner peace."*

*"We know the East and the West between the North and South we all know that is the key peace parks must provide that. A way in which you can feel safe, clean, and that you are able to feel one with nature. And everybody will get along better with each other because we are all brothers and sisters, in this planet."*

*"If it is with the purpose of having a different day, different form the everyday work, then I find myself face to face with nature. Face to face to the presence of a God that talks through the beauty of nature. God manifests through this and in this deep silence of the heart, there you can interpret the loving mystery of God. Those parks invite for that even more."*

## 2.5. Chapter 2. Discussion

Our study aimed at investigating, how Latino-Americans living adjacent to two NPS units in the Southern Region of the US, value these and other protected areas in the US. The results presented in this paper provide a general overview of what the most important values Latinos assign to these areas serving as a foundation for PPA management to adequately design management actions and outreach programs that will effectively communicate with this segment of visitors and park neighbors.

Although, very little research has been published related to what values Latinos in the US assign to national parks or other protected areas which basic knowledge is crucial for park management to adequately design programs that will effectively communicate with this segment of visitors and park neighbors. Based on the results from this study, the interests and values assigned to PPA and are not dissimilar from the mainstream such as: recreation, intrinsic, religious, spiritual, economic, aesthetic, educational, therapeutic, wilderness, leisure, reclamation of cultural identity, biodiversity, and cultural/historical (Morrisey and Manning, 2000; Manning 1999; Johnson, et al.2004; Morton, 2000). However, the ART frameworks had not been used to explore the relationship between diverse populations and parks and protected areas.

There is a very distinct difference between the way that different people perceive their environment and the way that they receive information from the environment. Kaplan et al. (1998) mention differences between locals and experts and the process of decision making.

Viriden and Walker (1999) determined that in terms of affective meaning given to forest environments there are no significant differences based on ethnic groups or gender, and suggests that outdoor experience during childhood may be a factor to consider for future research. For this study, this might mean that the participants in the study, who are residents of the area might be considered experts, and there should be further research to determine if there are ethnical differences, if compared to the other residents of the area who are not Hispanic, and who are not in the county immediately adjacent to the park. Counties, around St. Johns, are more diverse demographically.

Additionally, there are many participants in the study who have traveled extensively to different places in the United States and around the world. There needs to be further research to determine if there are differences within an ethnicity in terms of groups of people who have previous experiences in national parks, parks, and protected areas around the world, and those who have limited or no previous experience. For example, there are certain patterns in the NPS units that are common to all of them. This coherence and legibility help with communication and understanding. People who have experience visiting NPS units, have a sense of expectation of how the NPS works and are conscious of these patterns. These communication patters are obvious for them and help with compatibility. However, the level of previous experiences people have had in NPS units is very different from one group to the next. If there are differences in the way that people receive the information from the environment and available sources of information and education in PPA depending on their ethnicity (Thapa et al., 2002) or



their previous experiences in PPAs, it needs to be understood and taken into account when designing, services, facilities, and communication and outreach strategies.

This research supports the concern and intention stated in the C2A (2011) for the US National Park Service take into account new and under-represented communities that have not been a focus of management, including an rapidly increasing amount of people of Latino cultural backgrounds, set of values and belief systems (Lopez, et al., 2005; Floyd, 2001) and to adapt their management strategies to provide more appropriate services and effective approaches aiming to connect PPA with Latinos in their roles as visitors and/or public supporters.

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### 3. Chapter 3. Parks and Protected Areas as Restorative Environments to Hispanic Americans

#### 3.1. Chapter 3. Abstract

Appreciation of parks and protected areas as restorative environments may be a contributing factor for support of conservation strategies in the future. Research on the appreciation of restorative benefits of protected areas from the perspective of specific ethnicities, such as Hispanics in the United States, is very limited. Using a combined case study approach, based on qualitative data, this research provides an overview of the restorative components and experiences in parks and protected areas, appreciated by Latino-Americans living adjacent to two NPS units in the Southeast Region of the US. Data suggested four themes: a. historical and cultural sites provide opportunities to feel transported to a different time or feel as being in a different environment, b. natural settings provide opportunities for restoration through engaging in activities highly compatible and being in contact with nature, c. some spaces are purposefully and regularly visited, because they provide restorative benefits, and d. water is a PPA component that provide opportunities for restorative experiences to happen. Appreciation of PPA as restorative environments and as factors that influence appreciation independently from race or ethnicity, can be used as a topics to consider when designing communication and outreach strategies that can potentially increase relevancy and political support for conservation for a diversity of users and stakeholders.

### 3.2. Chapter 3. Introduction

Integrity of PPA depends on conservation and land management agencies such as the US National Park Service (NPS) that acknowledge their roles as part of a larger socio-economical system and considers ethnic and racial characteristics of their neighbors and stakeholders (Machlis, 2000; Schelhas, 2002). Population growth and increasingly diverse groups of people with different cultural heritages and belief systems changes the composition of the populations living adjacent to parks and protected areas (PPA). With this change in demographics, comes a change in the way people appreciate these areas, uses of land, resources extraction practices, expected environmental services, and benefits; presenting considerable challenges for conservation and land management institutions (McCool & Kruger, 2003; Wittemyer, et al. 2008; Sherbinin, 1998; Westley, et al. 1998).

Continued public support and relevancy from these new and diverse neighboring populations needs to be nurtured and encouraged through strategies that consider appreciation of PPA, including assigned values and perceived benefits (Floyd, 1999; Floyd, 2001; Johnson, et al. 2004; Roberts & Chitewere, 2011; Solop, et al. 2003; Weber & Sultana, 2011). However, published literature on what values are assigned to national parks by minority populations, including Hispanic residents of the United States, is very limited. As well as the implications for future lack of relevancy and low or non-existent public support for conservation from an increasingly ethnically diverse general population (Cronon, 1996; Roberts & Chitewere, 2011; Schelhas, 2002; Peña & Martinez, 1998; Lopez, et al. 2005; Floyd, 2001; Johnson, et al. 2004).

Appreciation of parks and protected areas as restorative environments may be a contributing factor for support of conservation strategies in the future (Hartig et al., 2001). This presents a great opportunity for management to improve services that facilitate restoration (English and Lee, 2003; Thapa et al., 2002) and use these topics to design communication and outreach strategies that can potentially increase relevancy and political support for conservation for a diversity of users and stakeholders. Research on the appreciation of restorative benefits that protected areas provide, from the perspective of specific ethnicities, such as Hispanics or Latino-Americans is very limited. Using a qualitative approach, described in detail in the following sections, this paper provides an overview of Latino-Americans, living adjacently to two NPS units in the Southern Region of the US, self-reported restorative experiences in parks and protected areas.

The following section provides an overview of the Attention Restoration Theory (ART) and how this framework might help explain how characteristics in PPA are appreciated by different populations based on a common need for benefits that increase their well-being, regardless of their race or ethnicity. The research methodology used is described in detail and the results are structured according to a framework that is not specific to a particular site, but rather presents restorative values in general to the sample from both sites.

Natural environments have been the main focus for research on how effective they can be in restoring attention fatigue but there is a body of literature that focuses on how built environments that incorporate natural characteristics produce restoration benefits as well. Landscape architect Frederick Law Olmstead, explicitly wrote about and incorporated in his designs characteristics that, in his opinion, restored attention fatigue through the use of natural qualities in built environments (Kaplan, 1995). Some of these built environments are urban parks, zoos, gardens and historical and cultural spaces such as museums, houses of worship, and galleries (Pals et al. 2009; Kaplan et al. 1998; Jang and Feng, 2007; Schaler Buchholz, 1997; Herzog et al. 2010; Packer and Bond, 2010; Kaplan et al. 1993; Packer and Bond, 2010).

There have been attempts to assess the restorative components of environments in general terms (Herzog et al. 2003; Korpela et al. 2008) or assessing specific qualities such as compatibility (Herzog et al. 2011), or the use of water settings or “blue space” for restorative benefits (White et al., 2010). Some studies have tried to assess differences between urban areas and natural environments focusing on factors such as people’s preferences, favorite places, and place attachment (Chang et al., 2008; Korpela et al. 2008; Hartig et al., 2003; Hartig and Staats, 2003; Sundstrom et al. 1996; Scopelliti and Giuliani, 2004; Korpela, 1991; Korpela and Hartig, 1996; Kyle et al., 2004; Felsten, 2009; van den Berg et al., 2003; Staats, 2003; Mayfield, 2011; Simmons, 1994).

Some studies have tested psychophysiological indications of stress reduction and attention restoration (Kaplan and Kaplan, 1989; Kaplan and Talbot, 1983; Chang et al., 2008) while other

studies try to assess restoration through the study of preferences of a natural setting over a built environment or people's perceived potential benefits of spending time in either one of those settings. Not many studies have actually tested attention restoration or stress reduction itself, instead of perceived expected benefits of restoration. Although, there are studies that reveal that natural environments are preferred or perceived as "more beautiful" than built environments through methodologies that simulate environments when admiring photographs, videos, murals, or imagining a walk in the forest versus in the city (van den Berg et al., 2003; Han, 2003; Hartig and Staats, 2006; Han, 2003; Korpela et al., 2008; Staats et al., 2003; Felsten, 2009).

Although limited, there have been publications in mainstream journals available in the United States of studies conducted outside the United States of America. One such research project is Chang, et al.'s (2008) who conducted a study in Taiwan in which they assessed psychophysiological responses to photographs that hypothetically represented components of restorative environments. Another research study conducted in Finland, focused on "everyday favorite places", excluding second homes, as sources of experiences that improve health and well-being. They did not assess the places' restorative qualities. Rather, they assessed what factors help restoration to happen in those favorite places, assuming that they already are restorative environments (Korpela et al. 2008).

Restoration benefits resulting from experiences in natural environments have been studied since the early 1960's with Berlyne (1960, in Hartig and Staats, 2003). Some related to leisure,

sports and recreation activities performed outdoors. For example sport fishing, (Driver and Knopf, 1976), restorative benefits of wilderness experiences and outdoor recreation (Kaplan and Talbot, 1983; Hammitt, 2004; Chang et al., 2008; Woran and Arnberger, 2012). Literature is very limited in terms of research studies that focus on restorative environments preferences based on ethnicity.

There are, however, studies that focus on differentiating ethnicity based preferences of natural versus built environments and meaning given to the natural environment. Van den Berg et al., (2003) stated that there might be a direct relationship between exposure to simulated natural environments (videos) and increased positive mood states and performance on a concentration test. They also stated that people's preference for natural environments are influenced by the perception of expecting higher restorative benefits. Future research could evaluate if there may be a link between preferences for the natural environment due to its restorative value with experiences outdoors instead of simulated settings or determining the "likelihood" of restoration in a certain environment or the positive or negative attitudes towards hypothetical situations such as imagining a walk on the forest guided by slides (Hartig and Staats, 2006).

There is little evidence that directly links preferences for different environments based on their restorative value. If there is a link, the potential restorative benefits may differ based on ethnicity. These differences may be better understood through research.

Kaplan and Talbot (1988) published an “ethnicity” specific study of two different racial groups in the United States of America, asking the questions of preference for built or natural environment and if these differences were related to ethnic characteristics. Although, it is important to note that they used interchangeably the concepts and words race and ethnicity (Kaplan and Talbot, 1988), they found that there are differences in the preferences of the different characteristics of a natural environment based on the place of residency, so there are differences for one group of African Americans, but not for the other, which means that it is relative to location and should not be generalizable to the whole population based on race. There is an ethnicity component that was overlooked due to the study using race and ethnicity concepts interchangeably and not defining well the differences between the two concepts. The result that can be generalizable to a larger population is the one that determines that there is no significant difference between the appreciation of the contact with nature and conservation of natural spaces, between the two racial groups that participated in the study.

Another study examined preferences of settings for outdoor recreation, Virden and Walker (1999) determined that in terms of affective meaning given to forest environments there are no significant differences based on ethnic groups or gender, and suggests that outdoor experience during childhood may be a factor to consider for future research. The researchers also determined that there are no significant differences in the social aspects of outdoor recreation, being alone, or in large or small groups. It would be important to determine if this is specifically related to the age of the participants in the study, who were college students. This study is limited because there are many factors that need to be considered when using a population that



attend college. The percentage of Hispanic and African Americans that attend college is not the same as the percentage of Anglo-Americans, which means that they can't be generalized to a population of the same age independently of their attending college or not. The researchers made clear they understand this limitation. Their results are still relevant and are key for future research in addressing ethnicity specific preferences of natural environments.

Although studies that address preference for either natural or built environments may be linked to their perceived expected restorative benefits, there aren't studies that address this link specifically for different ethnic groups, including Hispanics in the United States. Most of the research related to natural environments and Hispanic or Latino populations is related to their recreation and leisure constraints, activities, preferences, perspectives, and perceived benefits of spending time in urban parks (Tinsley and Croskeys, 2002; Sasidharan et al., 2005; Ho et al. 2005; Byrne and Wolch, 2009) or close to urban areas such as Golden Gate National Recreation area (Roberts and Chitewere, 2011; Johnson et al., 2007).

Most of the research studies related to these topics, have been based on quantitative methodologies. One of the exceptions, based on qualitative methods, is Scopelliti and Giuliani (2004). They conducted a study that interviewed people asking about restorative potential in different stages across the lifespan and gender. In contrast to the rest of the literature in which participants had to imagine situations and were guided by images of natural versus built settings, their approach aligns in part with the approach used in this paper, because they based their inquiry on stories of real places of the participants' choosing in which self-reported

restorative benefits were experienced. In Scopelliti and Giuliani's (2004) as well as in this research, there is a component of what is already special for the participants. They have already lived this, instead of placing themselves in a hypothetical situation. The methodology used in this paper based on a photo-elicitation technique triggered memories about places different from the two study sites presented in the photographs. The memories that emerged were of experiences lived in many parks and protected areas around the world. These results are described in detail in the next sections.

### 3.2.A. Restorative experiences: a framework for analysis

Attention Restoration Theory (ART) is a framework that provides an analysis of the kinds of experiences that lead to recovery from stress (Ulrich, 1983 in Kaplan, 1995) and the fatigue that impedes the capacity to focus directed attention (Kaplan and Talbot, 1983; Kaplan and Kaplan, 1989, in Kaplan, 1995). Fatigue comes from paying attention to something that requires "will and effort" to focus on amid distractions (James, 1892 in Kaplan 1995).

Information is important for people to relate and interact with their environment. The interrelation of "understanding" and "exploration" and their different informational factors: coherence, legibility, complexity, and mystery are key for environments to produce restorative benefits. Figure 1. aligns the informational factors with either understanding or exploration. Understanding fulfills the need to comprehend the surrounding environment; and exploration,

the need to stimulate interest in things different from the cause of attention fatigue (Kaplan et al. 1998).

Preference Matrix

	Understanding	Exploration
2-D	Coherence	Complexity
3-D	Legibility	Mystery

Figure 1. Preference matrix that explains the relationships between information, a particular environment and its ability to allow for restoration experiences (Kaplan et al. 1998).

Kaplan, Kaplan, and Ryan (1998) established a framework that describes four patterns or categories of qualities that support people’s needs and requirements in order to be comfortable in an environment and consequently allow for attention restoration experiences. These characteristics are: **being away**, **extent**, **fascination**, and **compatibility**. One of these characteristics by itself does not make a space conducive to restorative experiences, but a restorative environment has one or a mix of more than one of these qualities.

The first characteristic, **Being Away** can be achieved by physically being away or by the sensation of being way. This can be achieved by looking through a window or placing yourself in your mind, in a setting different from what is causing the fatigue. The second, **Extent** is described as “*being in a whole different world*” (Kaplan, 1995; Kaplan et al. 1998) with boundaries that are not evident immediately and provide a sense of never ending space. One of the examples given in the framework is a zoo that creates the illusion of natural settings that are

large and expansive enough to feel like they have their own set of rules and properties. The third, **Fascination** is related to the exercise of the mind to engage in thinking, doing, and wondering about interesting things or places, figuring things out, predicting, and recognizing (Kaplan, 1995; Kaplan et al. 1998). Fourth and last, **Compatibility** has to do with how an environment provides settings aligned with a person's activities preferences and purpose. If a space allows for a person to engage freely, easily and comfortably in activities that are aligned with this person's taste and purpose, then it is an environment with high compatibility. Some of the activities high in compatibility include: "*predation (hunting, fishing), domestication (gardening, pets), and observation (bird watching, visiting zoos)*" (Kaplan, 1995; Kaplan et al. 1998).

Expanding on the ART (Kaplan, 1995) restoration involves "multiple processes", and "functional resources and capabilities" that requires an effort to adapt to periodic situations (Hartig and Staats, 2003). In 2001, Laumann and collaborators, tested this framework, but went further and divided "being away" into 2 factors: escape and novelty. **Novelty** as being away physically or doing things different from what provoked the fatigue, and **escape** in terms of feeling being away not necessarily being physically somewhere else. Although, "being away" was separated into these two, it seems that novelty is not correlated to the other four factors. It might mean that escape, as tested by Laumann, et al., might a better description for what Kaplan et al.'s ART determined as "being away". This result of novelty probably not being a factor agrees with the literature that has done research on favorite places and place attachment. This body of literature has found evidence that suggests that favorite places where people go spend time

more than once, they may be restorative environments although not novel for them (Scopelliti and Giuliani, 2004; Korpela, 1991; Korpela and Hartig, 1996; Mayfield, 2011; Korpela et al. 2008).

### 3.3. Chapter 3. Study system

According to the International Union for Conservation of Nature (IUCN), a protected area is “A clearly defined geographical space, recognized, dedicated and managed, through legal or other effective means, to achieve the long-term conservation of nature with associated ecosystem services and cultural values” (Dudley, 2008). Every country who has national parks has developed its own approach to conservation and management of their PPA system. In an effort to clarify terminology and setting up some standards of terminology and management at a global level, the IUCN established some categories of protected areas with general guidelines for management. Those categories are defined according to their primary objectives, other objectives, distinguishing features, role in the landscape or seascape, uniqueness, and issues for consideration. See Annex 1 for a list of IUCN categories.

In the United States of America (US), the National Park Service (NPS), part of the Department of Interior and created in 1916 with the Organic Act, is the federal entity that manages the US PPA system. The NPS is in charge of 394 Parks and Protected Areas with different designations such as: National Parks, National Monuments, National Seashore, National preserve, National

memorial, National historic site, National seashore, and National Battlefield Park. Although, NPS units are not officially stated as IUCN categories, if they were they would range among categories I to V.

There are some other affiliate areas with designations such as national heritage areas, affiliated areas, wild and scenic rivers, and national trails. Through the Wilderness Act of 1964, some areas of the NPS became part of the National Wilderness Preservation System. These areas are managed for particular goals that preserve its Wilderness character.

Areas added to the National Park System contain one or more natural or cultural attributes and are managed with an exclusive preservationist approach that does not allow for consumptive uses on any of the areas. Hunting, mining and consumptive activities like logging and grazing are not authorized. The NPS mission is to “preserve unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The National Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country” (Call to Action, 2011).

In order to set a new direction for the NPS and its affiliates, in August of 2011, the U.S. Department of the Interior and the National Park Service (NPS) developed the Call to Action (C2A) in which is laid out a vision for the Second Century of the National Park Service (NPS) (C2A, 2011). The C2A is composed of four main themes, particular goals for each theme and a total of 36 actions that aim

to increase the performance of the NPS and as a result the effectiveness of its actions on the ground.

Some of the goals and actions in the C2A, are dependent directly on the knowledge and understanding of the populations that surround PPA under the jurisdiction of the NPS. Particularly from the theme of Preserving America's Special Places the goal of (i) COLLABORATE with other land managers and partners to create, restore, and maintain landscape-scale connectivity, and even more directly from the theme of Connecting people to parks the goals of (ii) DEVELOP and nurture life-long connections between the public and parks—especially for young people—through a continuum of engaging recreational, educational, volunteer, and work experiences, (iii) CONNECT urban communities to parks, trails, waterways, and community green spaces that give people access to fun outdoor experiences close to home, (iv) EXPAND the use of parks as places for healthy outdoor recreation that contributes to people's physical, mental, and social well-being, and (v) WELCOME and engage diverse communities through culturally relevant park stories and experiences that are accessible to all. The National Park Service (NPS) pursuit of these goals make units of its PPA system appropriate settings to examine neighboring Latino-American communities' appreciation.

In order to maximize the diversity of PPA components we chose complementary parks located in very different geographical settings and one of the sites contains historical structures with a Scottish-Irish heritage, while the other site preserves structures of Spanish heritage. Following this criteria, a combination of two case study sites located in the Southeast region of the US

National Park Service were selected for this research. Each site is comprised of a National Park and Hispanic individuals who reside in the county where the unit is located. The sites are:

*A. Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) - St. Johns County, FL*

Located in St Johns County, Florida, Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) is a NPS unit very closely related to the city of St. Augustine. The forts that comprise the national monument were built with the main purpose of guarding the city from military invasions during its Spanish dominion.

The city of St Augustine was founded in 1565 by Don Pedro Menendez de Avilés. It is the oldest permanently occupied European settlement of the United States. The city and forts had been in the hands of Spain, Britain, and the United States, but previously there were other cultures who were connected to the place such as: Timucuan, Tequesta, Caluta, Aix, Seminole, Apache. Other cultures represented within the history of the area are the Colonial African American and Minorcan.

Castillo de San Marcos and Fort Matanzas NM preserves and interprets a wide variety of historical & cultural heritage from many different cultural groups. In addition to the historical symbols, the national monument protects the barrier island with all the coastal ecosystems that inhabit it and provide invaluable recreation opportunities in the ocean and the shores.



*B. Great Smoky Mountains National Park (GSMNP) - Sevier County, TN.*

Located in both the states of North Carolina and Tennessee, the Great Smoky Mountains National Park is part of a UNESCO World Heritage Site and is the most visited park in the US. It is known for the great biodiversity within its borders as well as the preservation of cultural resources related to the Southern Appalachian Mountains' People. Great Smoky Mountains National Park preserves and maintains the largest collection of log buildings in the eastern United States which includes over 90 structures that range from houses, barns, outbuildings, churches, schools and grist mills (NPS, 2013<sup>6</sup>). Refer to Appendix 7. for tables that contain the demographic information for each county, state, and the United States, which allows for more convenient comparison.

### 3.4. Chapter 3. Research design and methods

#### 3.4.A. Research approach

Due to the limited previous research on this topic, this paper aims to present results that lay a foundation in the understanding of a “real-life context” contemporary phenomenon where the context and the phenomenon are not evidently separated. The approach that fits best is a case study that combines two study sites, a. *Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) - St. Johns County, FL* and b. *Great Smoky Mountains National Park (GSMNP) - Sevier County, TN*, previously described in the study system section. Case studies

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<sup>6</sup>NPS, 2013. <http://www.nps.gov/grsm/historyculture/index.htm>

require data to be collected from multiple categories and sources. Combination of categories and sources provides an interrelation of context and explanations for actions, interactions, social processes, or phenomena. (Creswell, 2002, 2007; Maxwell, 2005; Strauss and Corbin, 1998; Yin, 2003; Babbie, 2008). Some of these sources and categories are: interviews, reviews of literature and documents, participant observations, use of photographs, maps, etc (Creswell, 2007; Yin, 2002).

To increase the validity of the research protocol and coherence and complementarity between the sources and categories of data, we followed Punch's (1998) *Inductive Logic of Research in a Qualitative Study*. This logic of research follows four phases: a. an exploratory phase in which the researcher gathers information prior to collect data, then b. conducts interviews and/or records field notes, c. analyzes the data and looks for patterns, generalizations, or theories, and finally d. relates those results to past experiences and literature (Punch, 1998). According to this, our methods phases were: a. exploratory, b. data collection, c. data analysis, and d. results.

For the exploratory phase we conducted 15 interviews with NPS management staff at national, regional and local levels, for a total of 25 hours of recordings. They commented on what elements of the study would be relevant for the NPS duties as managers of these lands, and aided in the recruiting of potential participants for the study and members of the community that function as gatekeepers. The remaining phases will be described in detail in the following sections.

### 3.4.B. Sampling

The Definition of “Hispanic” used in this research is based on the 2010 Census, which is the definition coming from the U.S. Office of Management and Budget’s (OMB) 1997 Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity. This characterization depends on how each individual identifies him or herself with, and is based in terms of socio-cultural identity and heritage, ancestry or country of birth in case they were not born in the United States of America, regardless of race. In general terms race is a socially constructed category related to social identity and self-image, with little biological basis or based on physical attributes (Schelhas, 2002). The OMB’s definition of Hispanic or Latino is “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race” (Ennis et al. 2011).

Participants were recruited through two main sources, members of the community suggested by the NPS staff during the exploratory phase of the research, and by approaching institutions such as religious organizations and temples, English as a Second Language (ESL) teachers, non-profit organizations, etc. Each person we contacted suggested other people who might be willing to participate and this is how most of the participants were recruited. The number of interviews was determined by a theoretical sampling method in which the number of necessary participants in a study depends on whether or not the data gathered becomes saturated and enough to elaborate a theory in all of its complexity (Creswell, 2007). A total of 20 participants were interviewed for this study, and just over half of these were female. Refer to Appendix 7.

for a table that contains the demographic data of St. Johns county, the state of Florida, and the United States.

#### 3.4.C. Data collection: semi-structured interviews and photo elicitation

Based on the previously defined sampling method, between September of 2013 and 2014, we conducted and digitally recorded, with prior consent from the participants, twenty semi-structured interviews in Spanish. We followed Seidman's (1998) interview structure, which suggests that the interviewer builds up confidence and depth through 3 different phases. The phases are: (1) asking about the life history of the person, (2) getting to know the facts or answering the questions, and (3) reflecting and further describing of the previously answered questions. For the second phase of the interview, we added a photo elicitation technique. With the main purpose of guiding the interview through different concrete examples of the wide range of components preserved and showcased in NPS units, gather richer, in depth, concrete, and more specific data (Van Auken, 2010; Collier, 1957; Harper, 2002). Additionally, with the use of photographs, we intended to prevent the participants' descriptions and discourse to be led by the interviewer's vocabulary.

In 1957 John Collier interviewed French-Acadians, in Canada with and without the aid of photographs, in order to test its usefulness. He successfully gathered data that was both more concrete and specific and the technique helped guide the interview through different topics and kept the participant focused. There are different ways of conducting photo-elicitation

qualitative interviews. The researcher can provide a “photographic kit” (Cappello, 2005) to the participant and conduct the interview using this kit. This technique is generally called photo-elicitation or photo-interviewing.

When photo-elicitation is used as a participative approach, when participants bring the pictures, (Wagner, 1979; Packard, 2008; Johnson, 2011) it has the potential to reduce power differences between the researcher and the participant and bridging cultural gaps. Although, in the case of this research, where the pictures are provided by the researcher it is still a top-down approach and has no potential of reducing the power differences, it still has the potential of reducing geographical and cultural gaps or boundaries (Harper, 2002; Steward and Floyd, 2004; Packard, 2008; Wagner, 2005; Van Auken, 2010; Bignante, 2010; Blinn and Harrist, 1991; Dodman, 2003; Bolton, et al., 2001; Radley 2010).

#### 3.4.D. Data analysis

The interviews were translated into English during the process of transcription. The transcriptions were analyzed using the qualitative analysis software called NVIVO 10 (QSR International Pty Ltd.) Data coming from all of the interviews, total of 75 hours, were analyzed as a whole and patterns were drawn without separating the interviewees into groups. The results presented in this paper come from general patterns that do not depend on each study site, but rather present an aggregated general overview of the restorative experiences described by the participants.

During the second phase of the interviews, while using the photo-elicitation technique, both groups of participants were shown pictures from both study sites. Many of the participants from Florida, had also visited the Great Smoky Mountains NP. None of the participants in the TN area, had visited CASA-FOMA, but still had opinions about the places and the elements conserved/preserved inside the park being shown in the pictures. Another difference between the participants from the different case study sites, is that they had very different demographic characteristics. By combining both case study sites, we achieved a very wide distribution of education level, country of precedence, income, age, gender, years living in the US, and legal status of residency/citizenship. Participants were not asked directly about these demographic characterizations, but during the first phase of the interview, where the participant is asked to talk about themselves, they mentioned these characteristics without being prompted.

Participants told stories about their experiences, not only in the parks where the images were from, but other places they had visited around the world. In terms of the results, this is relevant, because allows the results to be combined as a whole, rather than being so particular that have to be separated into case studies. The following section reports the results in this manner, as a general overview of the most common and relevant patterns across the case studies and across all of the individuals that participated in the study.

The questions asked were not focused on inquiring particularly about restorative experiences or qualities according to the ART framework. After several rounds of data analysis, when the different themes and patterns were defined, the results pointed towards the ART framework as an adequate structure that could probably explain in part appreciation of PPA. A review of the

literature on the topic of restoration and restorative environments was conducted resulting in a set of 338 concepts, words, and their synonyms that were searched in the data using frequencies and word trees. See Appendix 8. for a vocabulary list. Additionally, the data was analyzed another set of rounds, this time focusing on experiences and topics related to the ART framework (Kaplan et al., 1995). The following results section presents the most commonly mentioned of the restorative values of PPAs in an aggregated way, as a combined case study instead of separated study sites.

### 3.5. Chapter 3. Results

Parks and Protected areas conserve and preserve qualities that might facilitate restoration and increased well-being for its visitors. Attention Restoration Theory framework, (Kaplan et al., 1995) explains that a space that possesses one or a combination of more than one of: compatibility, being away, extent, and fascination qualities, provides opportunities for restorative experiences. These spaces can be both natural areas as well as museums and historical/cultural sites. The following section presents the most relevant and most commonly shared characteristics and components in PPA that participants in the study reported as conducting of restorative experiences and benefits. The results are divided into 4 themes: a. historical and cultural sites provide opportunities to feel transported to a different time or feel as being in a different environment, b. Natural settings provide opportunities for restoration through engaging in activities high in compatibility and being in contact with nature, c. some spaces are purposefully and regularly visited, because they provide restorative benefits, and d.

water is a PPA component that provide opportunities for restorative experiences to happen. These themes are presented in this section with an illustrative quote.

3.5.A. Historical and cultural sites provide opportunities to feel transported to a different time or feel as being in a different environment.

“When I get into the fort. It's like entering a past time”.

The following quotes illustrate that when people experienced the different historical structures in both study sites, they thought and felt how people lived in a different time. This is one of the characteristics that the ART framework describe as conducing to restoration, the ability to feel transported to a world or time, different from what is causing attention fatigue.

“For me, because I was born in Puerto Rico, one of the places in the islands where I liked to go the most when I was a child was El Morro, San Felipe del Morro in San Juan... when I was a child I used to go to El Morro, and in my mind I used to see the soldiers,. That still happens to me”.

Participants expressed feeling empathy for the people who lived there during the Spanish colonization. They often put themselves in the shoes of the people who lived there and, when visiting these same areas, felt as if they were transported to a different time and place.



“I think it is beautiful, but because I know so much about the history also some things are very sad. I put myself in the shoes of the families that came from Spain, or the indigenous people who were kept in the Castillo”.

3.5.B. Natural settings provide opportunities for restoration through engaging in activities high in compatibility and being in contact with nature.

“I don’t care if it is the mountain or the sea, the breeze helps you breathe better and see things better”.

Natural sites were described using adjectives related specifically to what the literature suggests as restoration benefits, such as peace, tranquility, relaxation, and restoration. The following quotes are examples of PPA qualities and experiences in nature conducive to restoration.

“What I like the most is the peace you can feel, the **tranquility.**”

“...the forest, the river. Basically, nature that reflexes peace and makes me feel rested”.

Participants’ understand how these places and the activities they engage in, make them feel better, and they purposefully visit these places and pursue these restorative experiences.

“You have time for the mind to lower the speed and you force yourself to breathe...”

“When you go to those places you come back with more energy. You spend time there and you get out with more energy and higher desire to do things.”

Many describe their restorative experiences as including more than one of the ART components, which are compatibility, fascination, being away, and extent (Kaplan et al.,1995). This particular quote includes **being away** which is going on vacation to a different place, and engaging in activities that are high in **compatibility**, for example “predation” (Kaplan, 1995; Kaplan et al. 1998), when eating a fruit.

“I enjoy very much when I go on vacation. I go to the farms, I go to my parents’ farm in Colombia and I enjoy and have fun with nature. Picking fruits, sitting under a tree and eating a fruit which is something that gives you a great life injection”.

There are also examples in which **fascination** is the main factor that enables restoration. For example this participant that explains how engaging in simple activities that take away the attention from everyday thoughts, is relaxing for him or her.

“To go sit, listen to the birds, hear the wind, the movement of the plants, and to clear the mind. For me those are some of the things that attract me the

most. To be able to unleash from many tensions and stress of everyday life. I feel like I release the negative energy and gather positive energy in those places”.

A sense of **being away** and in a “different world” (Kaplan, 1995; Kaplan et al. 1998) were not exclusive to historical sites. Natural sites, also made participants feel in a different time or place.

“One of the beauties in Acadia that I love so much is you go for one section of the park and it's like a different world”.

**Extent**, one of the four components of the ART framework, was mentioned when participants talked about how they used to spend time watching the ocean from the Castillo de San Marcos walls, or spending time on the beach where there are no built structures, just the natural setting.

“The sea and this sense of freedom, feeling of inner peace.”

“I love Anastasia state park and there is nothing there. I think that sometimes you need to be in nature with nothing else. To feel normal”. (Anastasia state park is a beach state park)

3.5.C. Some spaces are purposefully and regularly visited, because they provide restorative benefits.

“Tranquility, walking in the water, on the beach”.

Participants in the study, purposefully and regularly visit certain places, with a conscious understanding of their restoration benefits and how they fit their particular relaxation needs in everyday life. For example this participant, talks about he and his wife visiting the park, very often and knowing that walking around there will make them feel better.

“We have walked through there, many times, (talking about the sidewalk around the Castillo de San Marcos). We, often come tired out of work, and go walk a little bit to relax. This area here, walking around the wall, it is very relaxing”.

3.5.D. Water is a parks and protected areas component that provide opportunities for restorative experiences to happen.

“The water is what attracts me most. I am a water person. I really like the rivers, pools where you can swim, or the sea where you can do snorkeling”.

Water is a natural component that was highlighted in many of the interviews. Water features such as rivers, waterfalls, the ocean, and creeks, are strong attractions for the participants to visit a place. The following are some illustrative quotes.

“Here (talking about Florida) we have visited a few, there is one that really impressed me Crystal waters, where you go to the beginning of the river, and then you follow the river and what amazed me was the cleanliness of the water. It was about 3-4 meters deep and you could see the bottom”.

### 3.6. Chapter 3. Discussion

The aim of this research was to determine what PPA components, appreciated by Latino-Americans who live adjacently to two NPS units in the Southern Region of the US, are reported as ones which provide restorative benefits as defined by Kaplan and Kaplan (1995). Four main findings were the most important to the participants: a. historical and cultural sites provide opportunities to feel transported to a different time or feel as being in a different environment, b. Natural settings provide opportunities for restoration through engaging in activities high in compatibility and being in contact with nature, c. some spaces are purposefully and regularly visited, because they provide restorative benefits, and d. water is a PPA component that provide opportunities for restorative experiences to happen.

First, according to Laumann et al. (2001) there may be restorative factors related to activities people engage in instead of directly related to the environment. In the case of CASA-FOMA the historical structures, scenery, and recreation spots that provide a whole series of experiences that inspire interest (fascination) and purpose (compatibility) to their visits. People expressed their preference for areas that have a diversity of activities to participate in and visit, both natural and historical or cultural, which is congruent with Laumann et al. (2001) and Kaplan et al., (1998) statements.

Second, there is a body of literature that suggests that favorite places may be restorative environments. Laumann and collaborators (2002), divided Kaplan and Kaplan's (1995) "Being away" factor into escape and novelty. By dividing this factor, they found that novelty is "not correlated or slightly negatively correlated" with restoration. The participants in this study talked about their favorite places to seek relaxation and escape, and the way they get restoration out of them. The fact that novelty might not be a factor agrees with the favorite places and place attachment research in which evidence suggests that favorite places where people go spend time more than once, may be restorative environments although not novel for them (Scopelliti and Giuliani, 2004; Korpela, 1991; Korpela and Hartig, 1996; Mayfield, 2011; Korpela et al. 2008).

Third, there needs to be further inquiry to determine if there are differences within an ethnicity related to having or not having previous experiences in national parks, parks, and protected areas around the world, or units of the NPS. Kaplan and collaborators (1998) mention

differences between locals and experts and the process of decision making and Virden and Walker (1999) determined that in terms of affective meaning given to forest environments there are no significant differences based on ethnic groups or gender, but suggests that outdoor experience during childhood may be a factor to consider for future research. There is a very distinct difference between the way that different people perceive their environment and the way that they receive information from the environment. Having previously experienced traveling to and within the NPS parks system, might influence visitors' expectations and how easy it would be for them to experience restoration.

For example, there are certain patterns in the NPS units that are common to all of them. This coherence and legibility help with communication and understanding. For people who have experienced visiting NPS units, these patterns are obvious and help with compatibility. However, the level of previous experiences in NPS units is very different from one group to the next. If there are differences in the way that people receive the information from the environment and available sources of information and education in PPA depending on their ethnicity (Thapa et al., 2002) or their previous experiences in PPAs, it needs to be understood and taken into account when designing, services, facilities, and communication and outreach strategies.

Fourth, although, there is no evidence that directly links preferences for different environments based on their restorative value, it is important to note that there may be differences based on ethnicity and preferences for different environments. Future research should evaluate if there may be a link between preferences for the natural environment due to its restorative value and if

levels of compatibility (Herzog et al. 2011) may be a factor that influences appreciation, place attachment, place identity (Korpela, 1991; Korpela and Hartig, 1996; Scopelliti and Giuliani, 2004; Herzog et al. 2011). If place identity and attachment are linked to a space being restorative, and these are a constraints for Hispanic visitors and neighboring communities consequently support for conservation of parks and protected will be constrained as well.

Qualities in parks and protected areas (PPA) may specifically be valued for being conducive to provide benefits for people's well-being. Literature on what different ethnicities assign to PPA is very limited, as well as research on Hispanic-Americans appreciation of PPA due to its restorative qualities. The results presented in this paper provide PPA management better understanding of their visitors and neighbors and insight into how to improve their services and facilities to support restorative experiences (English and Lee, 2003. pp43). Additionally restorative benefits as a factor of appreciation that might be independent of a population's race or ethnicity may allow for management to focus their communication and outreach strategies towards the promotion of PPA as relevant and potentially increase political support for conservation for a diversity of users and stakeholders.

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4. Chapter 4. Castillo de San Marcos and Fort Matanzas National Monument: A Case Study of Hispanic-Americans and their valuation of a Hispanic Heritage Preservation Area

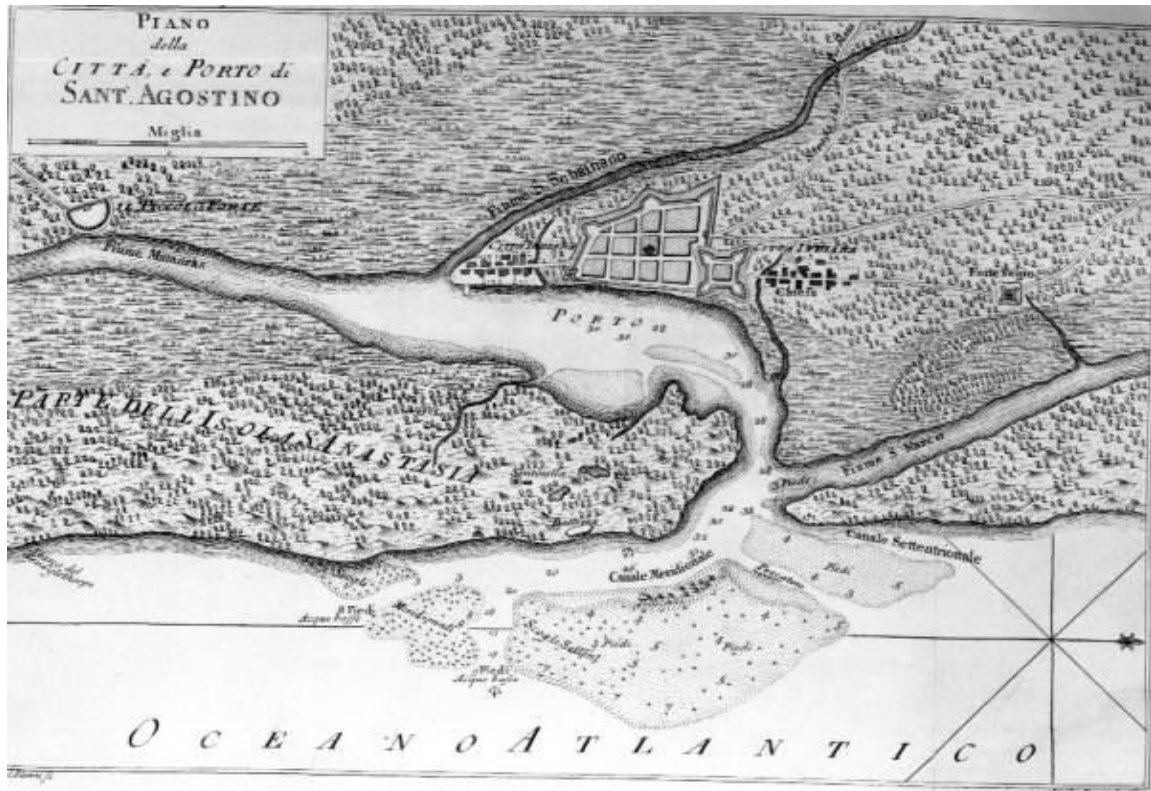


Figure 2. Italian map of Saint Augustine, Florida, 1778. (State Archives of Florida, Florida Memory, <http://floridamemory.com/items/show/27193>)

#### 4.1. Chapter 4. Abstract

Hispanics represent the largest and fastest growing minority group in the United States, changing the composition of the already demographically diverse population of the country. Knowledge and understanding of minority groups' appreciation of parks and protected areas (PPA) are basic foundations for planning and targeting management strategies that aim to increase public support and relevance in a changing world. Research that provides knowledge and understanding of diverse populations' relationships and valuation of parks and protected areas is very limited. Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) is a national monument with a high percentage of Hispanic visitors when compared to most other units in the National Park Service (NPS) and has a community adjacent to the park with 5.5% Hispanic composition. Understanding the relationship between this particular national park which shares cultural and historical heritage with its Hispanic neighbors, and the valuation process of this protected area, presents an opportunity to learn what potential factors might be useful when creating strategies that aim to connect successfully with this particular segment of the population. Using a case study approach this study employed interviews with Hispanic residents of the area (n=20), interviews with park staff (n=24), and used observation and other documents to build an in depth understanding of this site. Results indicate that Hispanic individuals who reside in the county where this unit is located share an intricate relationship among the participants, the City of St. Augustine, and the National Monument. CASA-FOMA provides a space for restorative experiences to take place, as favorite places and easily accessible urban space. We also found that nature, as a shaper of history provides restoration through fascination and a sense of being away and most particularly, water, through

extent and compatibility. Additionally, with the purpose of providing a more holistic perspective of the park management system, the interviews with 24 park's management professionals provided context for management strategies. Their view of Hispanic visitors is that of people with high knowledge of history, but feel that the language barrier limits opportunities for creating connections through interpretation and education. Results from this study are useful for management to understand their stakeholders' valuation of their PPA as compared with staff views in an effort to design strategies that can target common areas between different cultural groups, as an alternative to focusing on differences, and therefore reaching a wider audience.

## 4.2. Chapter 4. Introduction

In the United States of America (US), the National Park Service (NPS) is the federal entity that manages the units of the National Park Service (NPS) which are created for both natural and cultural reasons. The NPS mission is to “preserve unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations (Call to Action, 2011). In order to set a new direction for the NPS and its affiliates, in August of 2011, the U.S. Department of the Interior and the National Park Service (NPS) developed the Call to Action (C2A) in which is laid out a vision for the Second Century of the National Park Service (NPS) (C2A, 2011). The C2A is composed of four main themes, particular goals for each theme and a total of 36 actions that aim to increase the performance of the NPS and as a result the effectiveness of its actions on the ground.

Some of the goals and actions in the C2A, depend directly on the knowledge and understanding of the populations that surround NPS units. Particularly the goals of: a. “DEVELOP and nurture life-long connections between the public and parks—especially for young people—through a continuum of engaging recreational, educational, volunteer, and work experiences, b. CONNECT urban communities to parks, trails, waterways, and community green spaces that give people access to fun outdoor experiences close to home, c. EXPAND the use of parks as places for healthy outdoor recreation that contributes to people’s physical, mental, and social well-being, and d. WELCOME and engage diverse communities through culturally relevant park stories and experiences that are accessible to all” (C2A, 2011).

Hispanics represents the largest and fastest growing minority group in the general population of the United States (Census, 2010), changing the composition of the already demographically diverse population of the United States. Knowledge and understanding of minority groups' appreciation of parks and protected areas (PPA) are basic foundations for planning and targeting of management strategies that aim to increase public support and relevancy (Floyd, 1999; Floyd, 2001; Johnson, et al. 2004; Roberts & Chitewere, 2011; Solop, et al. 2003; Weber & Sultana, 2011) such as the goals in the Call 2 Action previously described. However, research that determines and provides knowledge and understanding of diverse populations and their relationships with PPA is very limited.

The Definition of the term Hispanic used in this research is based on the 2010 Census, which comes from the U.S. Office of Management and Budget's (OMB) 1997 Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity. The OMB's definition of Hispanic or Latino is "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race" (Ennis et al. 2011). This characterization depends on what each individual identify him or herself with, and is based in terms of socio-cultural identity and heritage, ancestry or country of birth in case they were not born in the United States of America, regardless of race. In general terms race is a socially constructed category related to social identity and self-image, with little biological basis or based on physical attributes (Schelhas, 2002).

Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA) is a NPS unit with strong ties to the city of St. Augustine, the oldest permanently occupied European settlement of the United States. The national monument preserves two forts that were built with the main purpose of guarding the city from military invasions during its Spanish dominion. Located in St Johns County, Florida, the city of St Augustine was founded in 1565 by Don Pedro Menendez de Avilés and is a Spanish and English colonial city that receives millions of tourists each year, with Hispanics representing more than 25% of them.

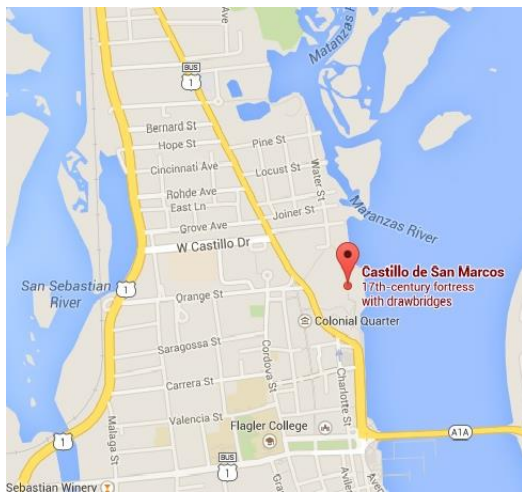


Figure 4. Map of St Augustine with the specific location of Castillo de San Marcos and an aerial view of the fort. (Google maps, 2015 and <http://staugustine.com/news/local-news/2013-10-17/castillo-de-san-marcos-fort-matanzas-open-after-shutdown>)



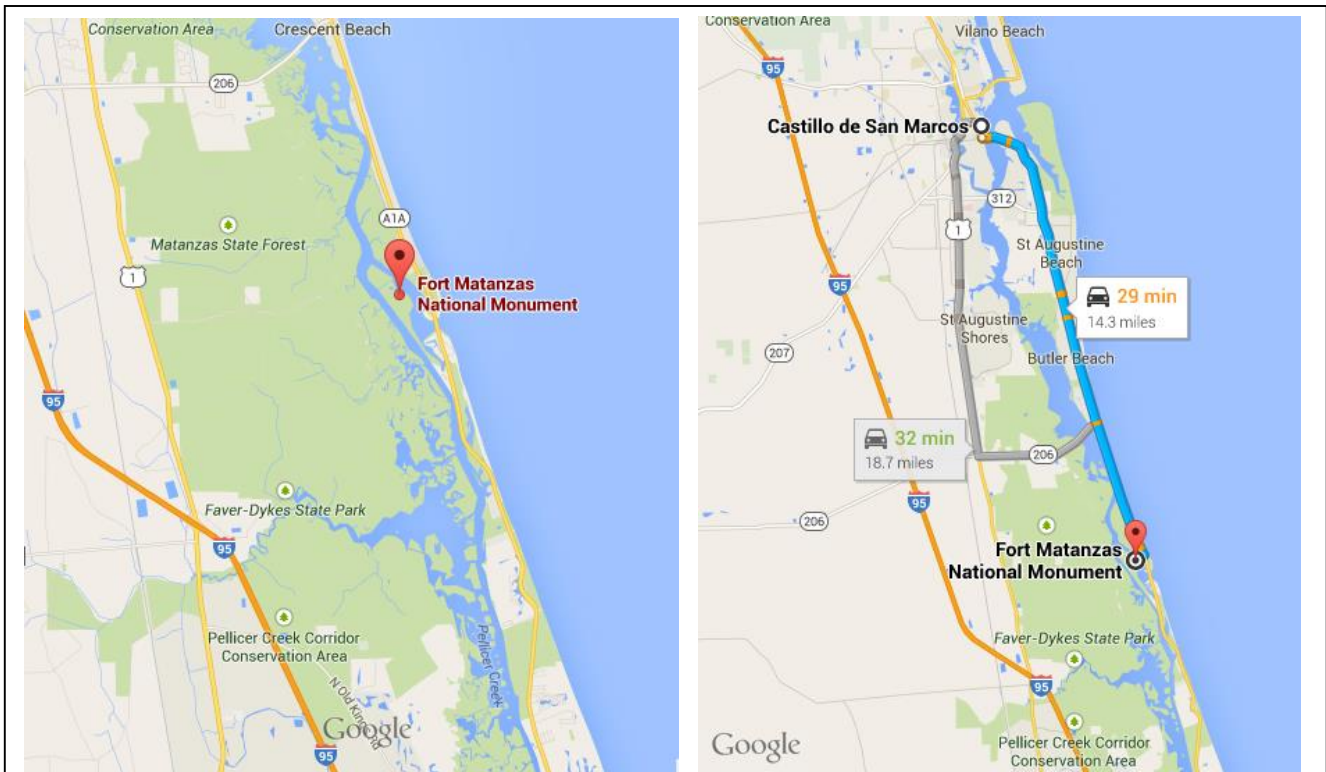


Figure 5. Map of Fort Matanzas (FOMA) National Monument, a map with directions from CASA to FOMA pictures of the fort, and a picture of the fort.  
 (Google maps, 2015 and Photograph by: Carla Mora-Trejos, 2013)

Castillo de San Marcos and Fort Matanzas NM preserves and interprets historical & cultural heritage from many different cultural groups such as Spanish, British, French, Timucuan, Tequesta, Caluta, Aix, Seminole, Apache, Colonial African American, African American, and Minorcan. In addition to the historical symbols, the national monument protects the barrier island with important coastal ecosystems that inhabit it, and provides invaluable coastal recreation opportunities.

5.5% of the community are Hispanic or of Latino origin live adjacent to Castillo de San Marcos and Fort Matanzas National Monument (CASA-FOMA). Understanding the relationship between this particular national park which shares cultural and historical heritage with its Hispanic neighbors, and the valuation process of this protected area, presents an opportunity to learn what potential factors might be useful when creating strategies that aim to create successful connections with this particular segment of the population.

When there is a valuation process of an object by a subject, the result is an assigned value to the object. (Bengston, 1994). Some categories of values are: recreation, timber, range, watershed, and wildlife and fish, life support values, economic, scientific, recreational, aesthetic, wildlife values, biotic diversity, natural history, spiritual, intrinsic values, aesthetic, ecological, recreation, education/moral/ethical, historical/cultural, therapeutic, scientific, intellectual, and economic (Rolston and Coufal, 1991; Manning, 1989, Manning et al., 1999; Bengston, et al., 2004).

Following a different framework, Johnson and collaborators (2004) organized values in modules. The first module includes active use values with (1) on-site, current use; (2) on-site, future use; (3) off-site, current use; (4) off-site, environmental quality; and (5) scientific/medicinal. Passive use values include: (6) option; (7) intra-generational bequest; (8) intergenerational bequest; and (9) existence. Finally the (10) intrinsic value of wilderness areas, which include the biotic and abiotic components, that have value on themselves regardless of uses or benefits for the human being. This is the only study in the literature that addresses the differences between different ethnic groups and use values related to natural areas.

In terms of literature that addresses Hispanics and Latin-Americans, there are studies that address the question of environmental ethics in Latin America (Heyd, 2004). There are studies that compare environmental belief and behaviors (Johnson, et al. 2004), environmental attitudes as predictors for policy support (Rauwald & Moore, 2002), values as predictors for pro-environmental behavior (Schultz & Zelezny, 1998), as predictors of environmental attitudes (Schultz & Zelezny, 1999), general beliefs (Olofsson and Ohman, 2006) or values (Stern & Dietz, 1994) as a basis for environmental concern. All of these studies address conceptual or held values, not values that people assign to objects. Literature that addresses assigned values to PPA or Hispanics' appreciation of PPA is very limited.

The purpose of this research is to determine what CASA-FOMA represents for Hispanic individuals who reside in the county where this NPS unit is located, St. Johns County, Florida, and determine barriers or meanings associated with that connection. Using a case study

approach that requires data to come from different sources in order to provide a larger picture from different perspectives, we based this research on interview data from two different sources: Hispanic residents and NPS staff members. Results from this research are useful for NPS managers to understand what might be common to populations independently from race and culture that can be applied in the design and improvement of strategies for communication, education, outreach, and facilitation of experiences that increase stakeholder engagement and support. Specifically the research questions are:

- How do Hispanic visitors and residents, living adjacent to CASA-FOMA, describe the national monument and what it means in their lives?
- How do staff at CASA-FOMA characterize Hispanics visitors?
- What are common and differing patterns between the staff and the residents?

#### 4.3. Research design and methods

##### 4.3.A. Research Approach

This research aims to present a “real-life context” contemporary phenomenon where the context and the phenomenon are not evidently separated. A case study approach fits best and we chose this methodology based on the use of interview data from multiple sources and to study an event unfolding. Combinations of categories and sources provide an interrelation of

context and explanations for actions, interactions, social processes, or phenomena (Creswell, 2002, 2007; Maxwell, 2005; Strauss and Corbin, 1998; Yin, 2003; Babbie, 2008). Data for this study came from two main sources: interviews with a. Hispanic members of the community, using face to face interviews as well as employing photo elicitation, and b. face to face interviews with park management professionals.

To increase the validity of the research protocol and for the sources and categories of data to be coherent and complementary to each other, we followed Punch's (1998) Inductive Logic of Research in a Qualitative Study. This logic of research follows these phases: a. an exploratory phase in which the researcher gathers information prior to collect data, then b. conducts interviews and/or records field notes, c. analyzes the data and looks for patterns, generalizations, or theories, and finally d. relates those results to past experiences and literature (Punch, 1998).

For the exploratory phase we conducted 15 interviews with NPS management staff at national, regional and local levels, for a total of 25 hours of recordings. This guided elements of the study by highlighting relevant information for the NPS duties as managers of these lands, and aided in the recruiting of potential participants for the study and members of the community that function as gatekeepers. The remaining phases will be described in detail in the following sections.

#### 4.3.B. Sampling

##### 4.3.B.1. Hispanics

Participants were recruited through two main sources, members of the community suggested by the NPS staff during the exploratory phase of the research, and by approaching institutions such as religious organizations and temples, English as a Second Language (ESL) teachers, non-profit organizations, etc. Each person we contacted suggested other people who might be willing to participate and this is how most of the participants were recruited. The number of interviews was determined by a theoretical sampling method in which the number of necessary participants in a study depends on whether or not the data gathered becomes saturated and enough to elaborate a theory in all of its complexity (Creswell, 2007). A total of 20 Hispanic individuals participated in the study. Refer to Appendix 7. for a table that contains the demographic data of St. Johns county, the state of Florida, and the United States.

##### 4.3.B.2. Park management professionals

A case study, with the intention of providing a picture that takes into account different perspectives, requires that information to come from different sources and categories (Creswell, 2007; Yin, 2002). The second source of information for this study came from 24 interviews conducted with different levels of management professionals in CASA-FOMA. We chose staff

that had contact with the visitors such as entrance fee collectors, law enforcement rangers, and interpretive rangers, as well as all of the supervisors and superintendent.

#### 4.4. Data collection

Between September of 2013 and 2014, we conducted and digitally recorded, with prior consent from the participants, 20 semi-structured interviews in Spanish to residents living adjacent to CASA-FOMA who identify as Hispanics. We followed Seidman (1998) interview structure, which suggests that the interviewer builds up confidence and depth through 3 different phases. The phases are: (1) asking about the life history of the person, (2) getting to know the facts or answering the questions, and (3) reflecting and further describing of the previously answered questions. For the second phase of the interview, we added a photo elicitation technique.

The use of photographs as visual aids in qualitative research was introduced with the name of “photo-elicitation” when John Collier experimented with the methodology in 1957. There are different ways of conducting photo-elicitation qualitative interviews, when the researcher provides a “photographic kit” (Cappello, 2005) or when the researcher uses pictures taken by the participant itself (Wagner, 1979; Packard, 2008; Johnson, 2011). When photo-elicitation is used as a participative approach, it has the potential to reduce power differences between the researcher and the participant and bridging cultural gaps. Although, in the case of this research, where the pictures are provided by the researcher it is still a top-down approach and has no potential of reducing the power differences, it still has the potential of reducing geographical

and cultural gaps or boundaries (Harper, 2002; Steward and Floyd, 2004; Packard, 2008; Wagner, 2005; Van Auken, 2010; Bignante, 2010; Blinn and Harrist, 1991; Dodman, 2003; Bolton, et al., 2001; Radley 2010).

The photo-elicitation technique served to guide the interviewee through different concrete examples of the wide range of components preserved and showcased in NPS units, gather richer, in depth, concrete, and more specific data (Van Auken, 2010; Collier, 1957; Harper, 2002). Additionally, with the use of photographs, we intended to prevent the participants' descriptions and discourse to be led by the interviewer's vocabulary.

#### 4.4.A. Data analysis

The interviews with Spanish speaking individuals were translated into English during the process of transcription. The transcriptions were analyzed using the qualitative analysis software called NVIVO 10 (QSR International Pty Ltd.) Data coming from all of the interviews, total of 75 hours, was analyzed following a set of phases. First, the data was analyzed in an aggregated manner, where patterns were drawn without separating the interviewees into groups. After several rounds of analysis of the data, other themes were developed empirically from the data without the use of a theory or framework. Because there was one robust set of themes related to restoration benefits. Data were analyzed a second time based on the Attention Restoration Theory (ART) framework (Kaplan and Kaplan, 1989).



To develop this framework of analysis, a review of the literature on restoration and restorative environments, based on the Attention Restoration Theory (ART) framework (Kaplan and Kaplan, 1989). This inquiry framework included 338 concepts, words, and their synonyms, which served as a guiding structure for searching throughout the data, using for example frequency searches and word tree functions. See Appendix 8. for a vocabulary list. Finally, once there were different patterns and themes coded and well defined, then the data was analyzed again, this time separating the interviews by case study sites. This research presents the results pertinent to CASA-FOMA only.

#### 4.5. Chapter 4. Results

The results section of this paper are organized in three major groups: (1) what the Hispanic participants expressed, (2) what CASA-FOMA staff participants said, and (3) topics that are common to both groups of participants. Figure 3. illustrates this relationship with a Venn diagram. The circles that overlap are the ones that were common to both groups. Table 1. provides a description of these, and this section describes in more detail what these are.

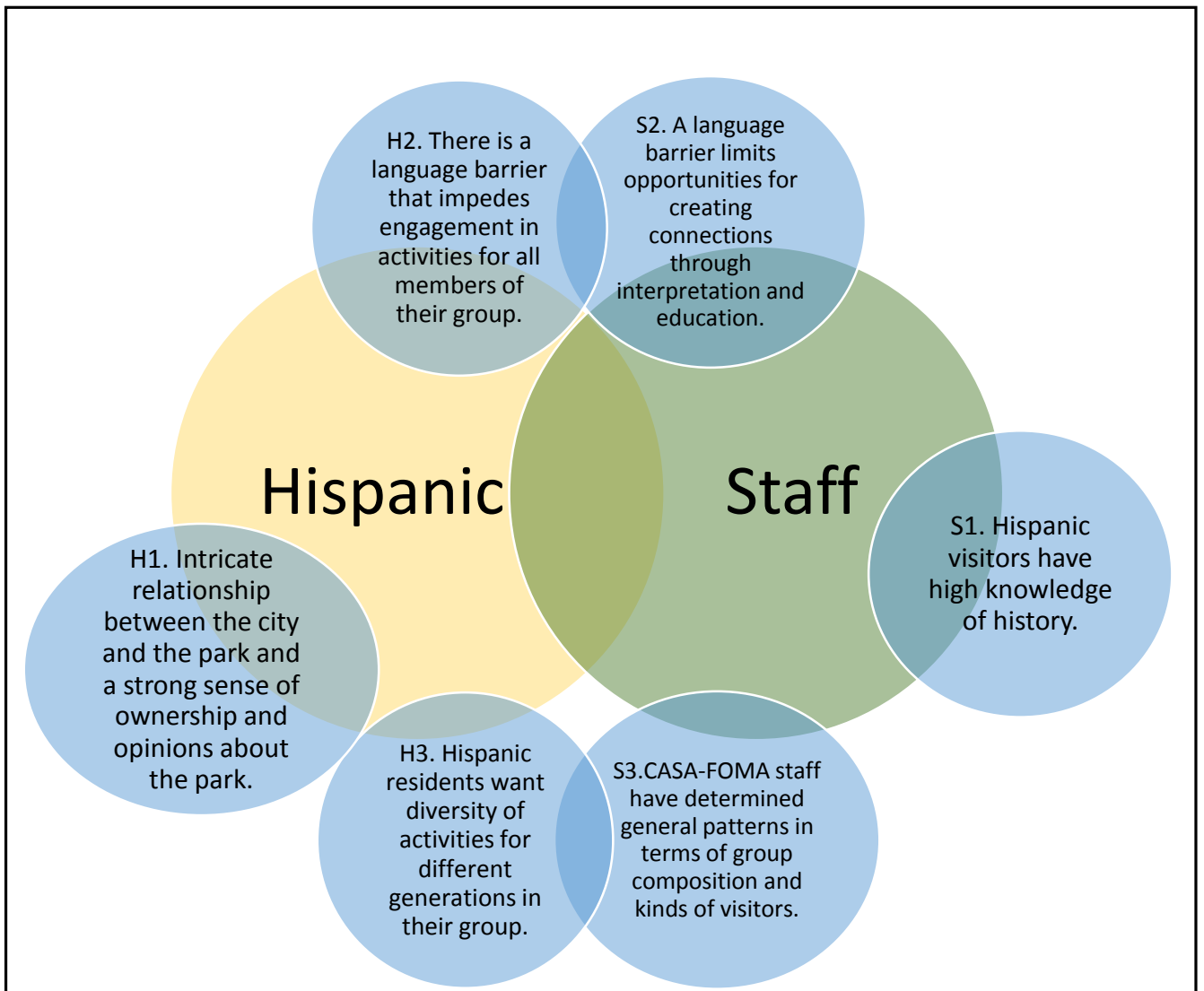


Figure 3. Venn diagram that illustrates the organization of results by groups of participants.

Table 1. Further description of the results organized by groups and illustrated in Figure 3.

Hispanic residents:	Overlapping area in which a topic was common to both groups:	Park Staff:
4.5.A - H1. Intricate relationship between the city and the park and a strong sense of ownership and opinions about the park.		4.5.B. - S1. Hispanic visitors have high knowledge of history, they ask questions that are related to many different places in the Americas and not only Florida. Even when their English might not be good, they still try to tell the rangers stories of their visits to other forts, most commonly mentioned El Morro in Puerto Rico.
4.5.C.2. - H2. There is a language barrier that impedes engagement in activities for all members of their group.	The language barrier is definitely something that the park's staff is aware of and also the participants talked about.	4.5.C.1. - S2. A language barrier limits opportunities for creating connections through interpretation and education.
4.5.D.1. - H3. Hispanic residents want diversity of activities for different generations in their group.	Park's staff is aware of the composition of the groups that visit the park. They have activities that are more or less engaging for different generations such as the Jr. ranger programs, ranger talks, and re-enactments.	4.5.D.2. - S3. CASA-FOMA staff have determined general patterns in terms of group composition and kinds of visitors. Mixed age groups as a characteristic, different generations. Park's staff is aware of the composition of the groups that visit the park.

4.5.A. H1. There is an intricate relationship between the participants, the City of St. Augustine, and the National Monument.

Very often, when people were referring to CASA-FOMA, they would start to also refer to the city of St. Augustine, and back and forth interchangeably. For them, the NM and the city are intertwined, and the meanings and the history are shared so intricately that for them they are one and the same. CASA-FOMA structures were built as strategic navigation, trade, and defense points for the Spanish Empire. The city was established to sustain the people who worked in the forts and their families, the strong bond between the city and the forts is still alive even though, their managements and tenure are very different. For land managers and PPA managers, these jurisdiction distinctions are very important, but it is useful to understand stakeholders' different perception of place and boundaries. Although they can't have an active role in making decisions with regards to its management, residents have a very strong sense of ownership and feelings of attachment, and with these, strong opinions about what happens in the park and how it should be managed.

*"...because these is not the government's park, it is our park. We are the government."*

*"I would like if there was more water, like they used to have in the old days.*

*That they had the mot more like before with the water. Like when they used*

*to think that the pirates were coming. That is one of the things I would like to see.”*

The participants in the study are people who live in the neighboring county of St. John, are not originally from there. They moved there from many different places. Some retired there, some decided to relocate and start businesses or get jobs. All of them shared on thing in common, in their own words, “they fell in love with this area” after a visit.

People discussed historical facts of the city; they are very knowledgeable and passionate of St. Augustine’s history and evolution, and its importance for the building of the United States, and the conquest of the Americas in general. People contrasted different cities with St. Augustine, to live in and to visit. They would mention why they wouldn’t like other cities and why they chose St. Augustine over others. St. Augustine made them think about how Hispanic people lived there before there was any development. How they survived and thrived. How spending time in St Augustine made them feel like if they were in an old city in Latin America, how the architecture and ambiance made them feel home or nostalgic. There is a sense of being away, that can be achieved for them in this area. Not only to places where they have been before, where they grew up, or read on books, but also a different time. This feeling of being away, or in a “whole different world” is one of the four characteristics that allow for restoration to happen.

*“When you are walking around St Augustine you feel that many countries are re-living a history in this moment in time. “*

*“Every time you fire the cannons you can smell the powder and is like smelling history itself and a lot of nature, right there next to the marine life”.*

*“I really like that St. Augustine represents the Hispanic heritage and that has been preserved here. However, I would like even better if the culture would have been established here if we could say let's go to the tavern and have a beer with Pedro, José, and Juan; but that doesn't exist here.”*

There is a sense and appreciation that the history, historical artifacts, structures, and sites have been preserved adequately and passionately. However, there is also a sense that the city itself is not Hispanic. The following are some quotes that represent some of the common feelings.

*“Unfortunately, the Spanish culture was left behind only in the monuments and historic sites. The locals here have done a huge effort to preserve, repair, and maintain in good standing, well taken care of.”*

This is shared by someone else, who talked about the little options in authentically Hispanic restaurants in the area. The chef and owner of this Hispanic restaurant in downtown explains how there is an interest in learning about the different kinds of food, but how their clients are mainly Anglo-Americans.

*"...people ask, what is a "picadillo" (sounds like P-cah-d-joh), what is "Ropa Vieja" (Roh-pah Ve-eh-ha) and you have to explain to them and now they know all about it... the Hispanic women and people who lived here didn't have the option of having Hispanic food before now. So they are really glad to have that now and come all the time."*

*"The Latino community has grown very much. But everybody is spread out in different places. It is not that there is a place where most people live or that. But on Sunday at mass is when you see how much it has grown the Latino community."*

4.5.B. S1. Hispanic visitors have high knowledge of history.

Hispanics know the history of the Americas well and they engage in deeper questions. While the common visitor wants to know the basics of the sites while they are assimilating the idea of Spaniards being the first in occupying North America, and their roles in establishment of cities and commercial routes, Hispanics usually already know about these basics and engage in more elaborate conversations. They want to know how these sites fit within the general history and compare different sites with CASA-FOMA.

There are two other forts built following the exact same architectural design as Castillo de San Marcos, but in a larger scale. One in Puerto Rico, “El Morro” and “San Felipe” in Cartagena, Colombia. Many times, visitors have already visited one or both of these other sites, and want to know better the relationships between the different places and the timeline of events.

4.5.C. A language barrier limits opportunities for creating connections through interpretation and education and for all members of a visitors group.

4.5.C.1. S2. A language barrier limits opportunities for creating connections through interpretation and education.

Members of the management team are very passionate about the park they work at, the history that surrounds this place, and very engaged in the protection of the different resources in it.

Additionally, they are very interested in providing through interpretation, education, and their interactions, opportunities for people to enjoy the park and create emotional and intellectual connections between the resources that are preserved here and the visitors regardless of their ethnicity, race, or nationality. Staff members mentioned that there is a language barrier that hinders the way in which they normally facilitate these opportunities for connections.

When the interpretation rangers give their talks and interact with the visitors, there are reactions that they, in their own words, “read” the visitors and this allows them to see if visitors are understanding or reacting in positive ways to the stories they are telling them. When there is a language barrier, the rangers feel that they are unable to “read” the visitors reactions. They are not sure if the reactions are due to not understanding the information due to language barriers or due to the information not making sense through that specific media.



They also reported that groups of Hispanics do not always participate in the ranger talks. Some groups do, and there is often a person that translates what the ranger is saying. Rangers try to give time for them to translate but are often feeling pressured by having to tend to the rest of the group who doesn't need to get the content translated. It would be valuable to observe when this happens, if the other participants in the ranger talk are anxious about this situation or if they are amiable to the idea of taking time for the content to be translated, so everybody understands what is going on.

Many rangers expressed the interest in knowing Spanish so they can communicate better with the visitors who don't speak English. They also said that people take time to try and communicate with them even when they don't speak English well. People get excited and want to share stories and experiences with them.

4.5.C.2. H2. There is a language barrier that impedes engagement in activities for all members of their group.

When a NP provides interpretation related to their components with signs and programs in more than one language, they are able to communicate to a wider audience who wouldn't be able to receive the message if delivered only in English. Family is an important value for Hispanic people and their visits to the parks need, according to the interviewees, to include people from many different ages, generations. The older members of the family and people who come visit more often than not, don't speak English. And this is one of the barriers that the participants mentioned. National parks are iconic. More than just a place to entertain out of town guests, is

a place that is iconic, representative and special in the city or the region. They all use parks as attractions to show their visiting relatives what the place they live in is, and means. However, language was a key barrier for people to engage in the interpretation activities or ranger programs. This hinders the connection and true appreciation of what these places have to offer, and the management objectives the park has related to visitor behavior. The following quotes represent examples of this obstacle for visitor experience and satisfaction.

*“This city has changed a lot. The first time I came with my grandma there was not even one tour in Spanish. And my grandpa spoke perfect English but my grandma if, they spoke too fast, she wouldn’t get it. So my grandpa who had money told the people in the trolley, there was not a manual, not a guide, nothing in Spanish for my grandma. So that is a problem. So every time we wanted to come but my grandma .... So I also think that Latinos will not go to places where they can’t understand. It makes it really difficult for them. If I am going to spend money and bring my whole family, take time off work, and plan everything I want to go to a place where my whole family can enjoy. So I would like to go to a place where there are these things for the Latinos. It is not that we don’t travel, Latinos, but we don’t go to places that are not convenient for us. I will not take my mother to a place where they only speak German, and she will not be able to talk to anybody or learn any history from a place and there isn’t one paper that tells us why or what is the meaning of this place, what happened here who died here. There is nothing. So it is hard.”*

*“In families, a lot of churches. It is easier, because there is a person that maybe speaks English and can make all those connections for everybody. So a lot of groups. Right now, there a group of 100 Latinos and Ripley’s couldn’t help them, the trolleys couldn’t help them. So when they finally let me know about this, they were already leaving. That is such a shame and reminds me of my grandma because ok there are 100 people here that wants to know about the history of this place, this is not the history of only the US is the history of the whole world including the Spaniards who were here. So they had to leave and they will probably not bring their money to this town that is theirs, it is the whole worlds because there is no one who would help them in Spanish... Ripley’s didn’t; have the resources to attend to a group like that.”*

*“Sometimes, you also learn new things, not only the kids. All parks have plants identification and while you are walking you read what the plant is. It is not that I love plants and I go looking for it, but if I am walking and find an informational sign, I read it and right there I learned something.”*

#### 4.5.D. Group composition patterns and diversity in experiences

4.5.D.1. H3. If there is diversity within parks and protected areas such as different components, possible experiences, and available languages makes them more enjoyable and attractive for Hispanic visitors.

*“Those places you can really relax, the environment, and mainly because I go with my family with my grandchildren, you can really enjoy with them.”*

Participants in the study traveled in groups or as a couple, with their significant other. The groups were usually, core family, extended family, and/or friends who ranged in age, ability to speak English, and taste. This group composition represents a challenge when the hosts want to achieve satisfaction of as many individuals in the group as possible. There are three main patterns in PPA that were most valuable for participants: a. diversity of components preserved and showcased in the park (i.e. historical/cultural and natural components), b. diversity of activities, programs, experiences for different ages, and c. diversity of languages in which these were offered. These three sub-themes will be described in more detail below.

For many of the participants it was important to have options within the park to go visit. They appreciate that the park has a natural area to spend time in as well as cultural/historical components to experience. For example, in CASA-FOMA there are forts or other historic

components of a park, which would provide learning opportunities, but also the chance to go spend time in nature, either in the mountains or the beach side. They explained how this helps satisfy, in terms of taste and interests, different people in their party who might be inclined to visit one thing while the others want something else. One person might be very interested in history but someone else is more interested in spending time at the beach or enjoy nature walks.

*“I like both things. I like when they combine both things. History with natural things. I would like them to have both things, historical as well as natural.”*

*“What I like is that they combine history with different kinds of recreation. For example, I have been to the fort north of Jacksonville, where the French were stationed, Fort Caroline. There they have the beach, so you can stay at the beach for a little bit and then go to the fort and see the history too. We went to the one in Tampa, during the summer, the park is very similar in which you have the historic part, it was a fort during Second World War and they also have the beach section. That one is the last one we have been to, in Tampa. It has recreation but also educative part.”*

Particular programs for kids are most appreciated by parents. It was mentioned often, how important it is for the interviewees to be able to visit these places with their kids and for them

to also enjoy instead of the kids “just been dragged along”. When a NP provides activities, programs and/or interpretation signs that targets different generations (i.e. older, adults, teenagers, children, etc.), the chances of engaging the different age layers in a group increase. For example, the Not-so Jr. Ranger program, the Jr. Ranger program, interpretive talks, firing of cannons (like in CASA-FOMA), etc. Parents love the Jr. Ranger programs and they say that the kids always look forward to participate in these.

*“We love to travel with my family and we have seen until now we've been here for almost 3 years most of the east coast we've been to New York Washington all that historical parks and I really like here how the children get to learn history through games and then they give you a little badge when you finish it. It is a motivation for them to fill out the booklets and a motivation for us. It is a way of teaching them history but also a way of teaching them that there is a reward at the end, if you follow the right path.”*

4.5.D.2. S3. CASA-FOMA staff members are aware of general patterns related to group composition and kinds of visitors.

Regardless of race or ethnicity, staff have a general understanding of the different kinds of visitors to the park. The first kind of visitors are the ones who frequently visit areas that are less obviously part of the NPS unit. These are frequented by the locals and are the ones in which people engage in water recreation activities such as kayaking, fishing, relaxing on the beach, walking, swimming, etc. The second group are the tourists which are generally, divided into two

groups as well. First people who are staying in Orlando with the main purpose of spending their time in Orlando's amusement parks, and want to do something else during their vacation time, and second, the ones who purposefully come to St. Augustine and spend most of their time there. In general terms, this is not particular to Hispanics, but inclusive of Hispanics. According to the park staff, Hispanics stand out because they come in larger groups. They seem to be composed of extended family members as well as different generations. For example, children, adolescents, adults, and older adults.

#### 4.6. Chapter 4. Discussion

This research aimed at determining, what values Hispanics living adjacently to CASA-FOMA assign to the park and how the views of park's staff about these differ or overlap. Understanding of Hispanic as communities neighboring the PPA or performing roles as visitors are factors that help the management consider when participating in opportunities to build relationships with the community and when designing programs that aim at increasing relevance or building connections with the resources in the park.

The interviews with the management team at CASA-FOMA revealed that there are some characteristics that are particular to the ways in which different ethnic groups experience protected areas. Many years of observation and working with people give staff a sense of visitation patterns, seasons, and the different needs that people express to them. Staff might be a source of information which needs to be listened to and asked about their input. Many times these views are interpreted through a lens of their own upbringing and previous experiences,

but when analyzed with caution and with the understanding that these are personal opinions, there might be great insight on how different people visit and experience protected areas. Future research should further investigate staff perceptions of different visitation patterns and what may be some specific opportunities for improving relevance, connections, and visitor experiences.

It is important to inquire in more detail and more specifically the discourse of members of the staff and the way those different general characterizations or stereotypes might affect the visitors experience in the park. If there are differences in the ways that groups are perceived, and there might be differentiation in the ways that they are treated and in doing so, limitations on freely experiencing opportunities for connecting with the valuable characteristics of these sites, and ultimately their long-term protection may be at risk.

In terms of particular needs, we found that Hispanics assign important value on attending to the needs of everybody in their group, when visiting PPA. The composition of their groups are diverse in terms of age and English proficiency levels. There is a need to address both activities that cater to different ages, as well as addressing language barriers (Le, 2012) that hinder the experiencing of what the NPS units have to offer and the opportunity to connect through education and interpretation programs.

These collective way of tending to the needs of the different people in their groups is also consistent with being taken to the parks by their friends and relatives. Many times the first time that they experienced the park was because their friends had taken them. This is consistent with



the use of word of mouth communication and other informal channels for dissemination of information related to activities and places to visit presented by Le (2012).

This research serves as a foundation for future inquiries that involve larger numbers and quantitative analysis generalizable to the Hispanic population in the US. Such as assessing how these assigned values change with acculturation, and if there is a significant difference between socio-economic status, racial differences within Hispanics as a demographic group, countries of precedence, and heritage.

Castillo de San Marcos and Fort Matanzas National Monument, the City of St. Augustine in Florida, and their neighboring residents, present characteristics that are very particular to this place. The results in this paper present an overview of the relationships between the three of them which are characterized by a strong sense of ownership and the appreciation of the protected area for the preservation of cultural and historical heritage, and the opportunities for learning and experiencing the resources preserved in the protected area. These insights, are valuable for PPA management to better focus their outreach and communication strategies, as well as directing future research efforts into understanding Hispanic members of the community as strong stakeholders who need to be included in open fora and engagement activities.

The interviews with the management team at CASA-FOMA reveal that there are some characteristics that are particular to the ways in which different ethnic groups experience protected areas. Many years of observation and working with people give staff a sense of

visitation patterns, seasons, and the different needs that people express to them. Staff might be a source of information which needs to be listened to and asked about their input. Many times these views are interpreted through a lens of their own upbringing and previous experiences, but when analyzed with caution and with the understanding that these are personal opinions, there might be great insight on how different people visit and experience protected areas. Future research should further inquire Staff perceptions of different visitation patterns and what may be some specific opportunities for improving relevance, connections, and visitor experiences.

#### 4.7. Chapter 4. Acknowledgements

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## 5. Chapter 5. Discussion

The aim of this research was to better understand how Hispanic people value and use units of the National Park Service (NPS) system, most particularly the research focused on members of the Hispanic community living adjacent to these units. A driver for this study was the Call 2 Action, an updated vision for the National Park Service released in 2011 by the U.S. Department of the Interior and National Park Service (NPS). The C2A has four target areas: (i) Connecting people to parks, (ii) Advancing the NPS education mission, (iii) Preserving America's Special Places, and (iv) Enhancing Professional and Organizational Excellence. The theme of (v) "Welcome and engage diverse communities through culturally relevant park stories and experiences that are accessible to all" (Call2Action NPS, 2011) was the main driver for this research, however, the results exceeded the scope of this theme and expanded to include the themes of: (iii) "Connect urban communities to parks, trails, waterways, and community green spaces that give people access to fun outdoor experiences close to home, and (iv) Expand the use of parks as places for healthy outdoor recreation that contributes to people's physical, mental, and social well-being" (Call2Action NPS, 2011).

The findings call into question the concept of separating out minority groups for a specific theme rather than incorporating them into each theme. The results of the data collected regarding assigned values led the research to a focus on the restorative nature of parks due to the heavy saturation of this topic in the data. Data were re-analyzed and people's need for to restore from the pressures and stress in their lives was a common trend among participants and

the data they shared in the interviews. Therefore, the implication for park staff and management is to learn possible differences that are evident for particular groups, but to also focus on what interests and needs are common to different groups regardless of race, ethnicity, age, or disability.

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When we re-visited the first theme: (v) "Welcome and engage diverse communities through culturally relevant park stories and experiences that are accessible to all" (Call2Action NPS, 2011), it was addressed especially in the case of CASA-FOMA, FL. Hispanic neighbors are so connected to the park and what the park is preserving, that they moved to this city that is close to the park to be able to visit it often and make it a part of their own and their families' lives. These same participants have traveled extensively including to the GSMNP, and they strongly value this park as well, regardless of the cultural heritage it preserves.

In the case of Great Smoky Mountains NP's neighbors, it is not clear where the boundaries of the NP are to them, and what active roles they can engage in as stakeholders. Most of them have been brought to the park by their friends and relatives when first moved to the area, as one of the iconic things to get to experience in the area. Based on this, "word of mouth" seems to be a good strategy that can be used as a way to spread the word, educate, communicate, interpret, and consequently get them to connect with the national park. The relationships that

their social circles have with the PPA can be used to understand how the culture of conservation, visitation, and uses of PPA are passed along to the new populations in the area. If they have strong connections with the park as users of the park, they might transfer these ethics to the new residents in the area.

#### Relevance to Interpretation and Education programs

As an exploratory phase, fifteen members of the National Park Service were interviewed, for a total of 25 hours of recordings. They were asked among other things, what they would expect this research to provide to them that would help them in their jobs. They expressed their concern that Hispanics may need interpretive programs to have different topics or themes that would be particular to this ethnic group. Determining what Hispanic members of the community living adjacent to the park appreciate, was thought to be a way to provide these topics for the interpretation and education divisions to use. Results from this study suggest that participants in the study assign the same values, included in the literature to the majority of the population. That means that in terms of Hispanics it is possible that if the park interpretation programs are relevant for their White Anglo-American audiences, they might be for their Hispanic audiences. Results also demonstrate a deep care for preservation and conservation, a strong connection to history and the stories of people from a site, whether they are Hispanic or not, and an overarching interest in these sites as places to restore and recover from the stresses of life. There was also an interest in diverse experiences in single site locations for a multi-age group of visitors. These are all very universal themes that could be used by interpretive staff.

## Overcoming language barriers

There is pressure on PPA to diversify their visitors in terms of racial and ethnic groups in an effort to adapt to changing demographics and keep parks relevant for the next century of users. A rationale behind having people visit the park, is to have them experience the resources and use this contact to create a “connection” between the people and the park, assuming this connection will provide political support for the economic sustainability, and consequently conservation of these areas. Programs and signs that are for the most part only in English are hindering the interpretation of the resources, as a strategy to create this connection.

CASA-FOMA does a good job in making permanently available the resources they have in Spanish. The interpretive signs throughout the park are in both English and Spanish, and the movies that they show are subtitled in Spanish, but none of the interpretive ranger programs are in Spanish. If the visitors have to ask for resources as a special accommodation for their lack of proficiency in English, it is very possible that they will not feel comfortable doing that. It is important for the visitors to have these resources regularly and readily available. If there are movies that are available in Spanish, they need to be part of the regular schedule in which they are showed no matter if there are Hispanic visitors or not. Especially in areas where the Hispanic populations and visitors are very high, such as Florida, and the previous Mexican territories such as California, New Mexico, Texas, etc. in which the first European settlers were Hispanic and the Hispanic populations stayed, as well as parks near urban areas.

Results from the interviews with the NPS staff at CASA-FOMA, revealed that there are many groups of Hispanics that don't like to participate in the ranger programs. This could mean different things. There may be particular reasons why they don't like to participate in the ranger programs, such as a language barrier, or a particular cultural difference that doesn't appeal to them. However, staff also mentioned that there are groups of Hispanics that participate in the ranger programs, and sometimes one person in the group will translate what the ranger is communicating. Rangers don't have a defined action or strategy to deal with this. They tend to give the translator some time to continue with the translation, but then they can get tired or start to lose their flow or lose the attention of the other participants and they stop allowing for this to happen. Allowing for this in the time a program can take provides a free translation to happen, without disrupting the flow of the program. This needs to be discussed with anticipation, in a way that the rangers feel comfortable working with these groups needing translation, and also as part of the common policy of embracing and inclusion of these voluntary "free" assistants.

In the Great Smoky Mountains National Park some of the education programs are conducted in the communities' schools, they use a set of flashcards that contain vocabulary in both English and Spanish with illustrative images and pictures of the main ideas of the program. They also have flashcards for the instructors, in which they have the vocabulary in Spanish and a description of how to pronounce the words. This way, if they are not able to get any training previously to the program, they still have key words they can use to help their Spanish speaking

students to understand basic concepts of the program. With the images they can also help students who don't speak Spanish or English, or can't read yet.

This strategy of flashcards with basic concepts, facts, and other key themes from the ranger talks could be made available to different groups and support the effort of translating what the rangers are communicating. This will make the volunteer translator's job easier, and would be a gesture of embracing their effort and that their visit is appreciated and welcomed. It might be useful to increase a sense of ownership and connection, if not from the interpretation of the resource, at least from the gesture of welcoming and appreciation.

Even with these efforts much of the park signage is in English only. Most evident of course are the visitor centers, but a systematic approach will mean a shifting to bilingual or multilingual weather data at the campgrounds, information signs at roadsides or in buildings, and information at trailheads about a route to hike, and special information. Only when this happens can a park communicate freely, and visitors can understand important messages related to their safety, wildlife, norms of behavior and special places to see while in the park.

A language barrier seems to be one of the obstacles for access to opportunities for interpretation and education in the park, as well as messages related to safety and regulations. This was brought up by the Hispanic participants and by the NPS staff interviewed for this research. Strategies in which this can be addressed are of interest for the NPS management of

the units in the study. The language barrier is also a way to strengthen the sites as restorative areas by making them more “compatible” for the visitor. It will also lead to less confusion; confusion can result in threats to the natural or cultural heritage of an area from visitors not understanding rules and norms of behavior regarding the site.

In terms of the theme (iii) “Connect urban communities to parks, trails, waterways, and community green spaces that give people access to fun outdoor experiences close to home” (Call2Action NPS, 2011), participants in CASA-FOMA take these opportunities, and are avid users of not only the NPS units such as CASA-FOMA, but PPA with different designations such as state parks and city parks. When it comes to experiencing parks for different recreation and leisure purposes, the category, designation, or jurisdiction is not a deciding factor.

However, the participants in GSMNP have different relationships with that park. They visit and use these open spaces as a special activity that requires preparation and planning. It is not something that they do often and as part of their everyday lives. Demographic differences among Hispanics were not addressed in this research, but they need to be taken into account in future research. The differences between different regions of Latin-America where people come from or where their heritage is from are important factors that need to be differentiated when studying this cultural group, as well as demographic characteristics such as economic and education levels and the amount of time since they have moved to the United States or if they are US born citizens.

Finally, the theme of (iv) “Expand the use of parks as places for healthy outdoor recreation that contributes to people’s physical, mental, and social well-being” (Call2Action NPS, 2011) was strongly addressed for CASA-FOMA participants only, and not at all by GSMNP neighbors. CASA-FOMA participants, have a strong connection with different PPA in the area, regardless of the jurisdiction, (i.e. state parks or national park). They seem to have favorite places where they seek relaxation and restoration benefits on a regular basis and they visit them with the specific purpose of increasing their well-being. National parks that are connected spatially to cities or urban areas are a great opportunity for facilitation of experiences conducive to restoration and increasing well-being. Chapter 2 and 3 address restoration benefits that participants in the research pointed out as PPA appreciated characteristics.

As the demographic composition of neighboring communities change, the way in which the management relates to them should change as well. Management’s awareness of who their neighboring communities are, and how their needs are different from previous cultural compositions, has a strong potential to help management create relationships that are bilateral. In a top-down approach outreach programs aim at educate the un-knowledgeable communities. Building relationships with park neighbors aims at engagement that requires management to listen and adapt accordingly. Increasing diversity does not mean, a strategy to communicate “to” them the management’s message in ways that are relevant for them, it could instead, communicate “with” them in ways that the managements’ message is also received and understood. If there is honest and open discussion, there will be cultural clashes and intense debates. None the less, if there is a respectful understanding of differences and similarities, a

relationship will be able to be established, and a sense of ownership, participation, and relevance might be increased.

In many ways Anglo-Americans and Hispanics are very similar in the way they value PPA, but there are many other cultures that are considerably different and their valuation process might be very different as well. Just because ethnicity in this case seems not to be a factor or differentiation, it doesn't mean that it will not be for other cultural groups. However, the understanding of differences, with a focus on similarities has a high likelihood of connection to a wider audience, expanding the relevance of the PPA.

For Hispanics who are not born in the United States, the way people see national parks in different countries probably influences the way they see national parks when they reside in the US. Their appreciation of PPA might even be higher if in their countries of origin, PPAs are seen as rare opportunities for visitation, instead of something that is easily available or to be enjoyed by all. Further research on what are the different perceptions of NPs in different countries of Latin America, will help understand how it influences the views of PPAs in the US and what roles people expect to participate in as stakeholders.

Hispanic citizens' role as political support and park stakeholders may be influenced by the government systems from their country of origin. If their countries are democratic and they have an understanding that the people are the ones who decide how the government acts, then



they might see the opportunity to influence policy and participate in the democratic system, and their local park.

Parks and protected areas are an extremely important strategy for conservation of biodiversity (Dudley, 2008), and engagement of the civil society as active supporters is vital for their effectiveness (Hockings et al., 2006). *“Values and significance”* are the main reasons why PPA are established (Hockings et al., 2006). Understanding cultural differences related to PPA valuation, use, and visitation patterns are important for specific interpretation and communication strategies that aim at engaging and connecting people with PPA and the resources protected within. However, this understanding should also focus on similarities and not only differences. Restoration as a result from spending time and engaging in experiences in PPA is a framework that might be useful to engage different peoples regardless of cultural heritage or language, but rather as a human need that transcends geographical, political, or cultural boundaries. Management strategies that enable and facilitate experiences conducive to restoration benefits, might be useful to invite and connect with diverse populations, increasing engagement in different capacities: as visitors, users, stakeholders, or active supporters for conservation. Using similarities instead of differences would enable for strategies to be effective when targeting different ethnic groups.

Park support at all scales depends on the level of relevancy for a diverse and changing society, and the ability managers have to connect people with their parks as essential in people’s lives. This clearly happens in CASA-FOMA in particular, where the community experiences the park,

engages in volunteering activities related to the park, and are advocates, and supporters for their neighboring parks and their management staff. The lessons here can inform other park units both within the NPS system and other PPAs planning for changing demographics in areas adjacent to parks and even in communicating how parks are relevant to those people living farther away from these units. Ultimately for conservation to be successful it has to mean something to people, and that cannot be told to people, it has to be discovered through them, their experiences and their stories, and this will create the long-term support for these areas to weather political and demographic change that is inevitable.

The results suggest that the process of valuation of PPA is not always particular to ethnicity. Although, not assessed directly in this research, the way that people experience parks, the way they engage in activities, and the activities themselves, are ethnicity specific for Hispanics. The key point in this is that the things that are important for supporting conservation and the existence of PPA are the same. Strategies for interpretation of the resources, do not need to address particular topics in order for them to be relevant to Hispanics. Topics that could be added to already existing programs are ones that connect history of the Americas with CASA-FOMA. How the structures there are related to the structures in Puerto Rico and Colombia, historically, in size, and architecture, for example. An interpretive sign that connects the different places with maps and comparison of sizes, purposes of the forts, kinds of people who lived there and stayed, and why these other places continued to be Hispanic, and not St. Augustine. Hispanic visitors have high knowledge of history and context of the Americas,

interpretation of the resources in an international context would be well understood and might be appreciated.

## 6. APPENDICES

## Appendix 1. Call 2 Action, NPS Document.

### I. Connecting people to parks:

“A SECOND-CENTURY NATIONAL PARK SERVICE will be relevant and valued by citizens as a source of discovery, economic vitality, renewed spirit, and deepened understanding of our individual and national identity. We will harness the collective power of program and park staffs to better serve communities beyond parks in order to strengthen local conservation, cultural heritage preservation, and recreation efforts. We will invite new publics into the parks, from recent immigrants to those serving in our Armed Forces to young people.” (C2A, 2011)

#### Goals:

DEVELOP and nurture life-long connections between the public and parks—especially for young people—through a continuum of engaging recreational, educational, volunteer, and work experiences.

CONNECT urban communities to parks, trails, waterways, and community green spaces that give people access to fun outdoor experiences close to home.

EXPAND the use of parks as places for healthy outdoor recreation that contributes to people’s physical, mental, and social well-being.

WELCOME and engage diverse communities through culturally relevant park stories and experiences that are accessible to all.

#### Actions:

- 1.Fill in the Blanks
- 2.Step by Step
- 3.History Lesson
- 4.In My Back Yard
- 5.Parks for People
- 6.Take a Hike, Call Me in the Morning

7. Next Generation Stewards

8. Eat Well and Prosper

9. Keep the Dream Alive

10. Arts Afire

11. Focus the Fund

12. Follow the Flow

13. Stop Talking and Listen

14. Value Added

II. Advancing the NPS education mission:

“A SECOND-CENTURY NATIONAL PARK SERVICE will actively engage diverse communities and strengthen partnerships to develop innovative communication and education strategies. We will embrace a larger education role, building an understanding of our country’s shared heritage and preparing American citizens for the duties and responsibilities of citizenship.” (C2A 2011)

GOALS:

STRENGTHEN the Service as an education institution and parks as places of learning that develop American values, civic engagement, and citizen stewardship.

USE leading-edge technologies and social media to effectively communicate with and capture the interest of the public.

COLLABORATE with partners and education institutions to expand NPS education programs and the use of parks as places of learning.

ACTIONS:

15. A Class Act

16. Live and Learn

17. Go Digital

18. Ticket to Ride

19. Out with the Old

20. Scholarly Pursuits

### III. Preserving AMERICA'S SPECIAL PLACES

"A SECOND-CENTURY NATIONAL PARK SERVICE will manage parks as cornerstones in protecting broader natural and cultural landscapes. Threats unforeseen a century ago have emerged beyond park boundaries and demand solutions that are large in scope and require collaboration with partners. We will be recognized as a world leader in integrated resource stewardship and sustainability of our facilities and operations using the latest technology." (C2A, 2011)

#### GOALS:

MANAGE the natural and cultural resources of the National Park System to increase resilience in the face of climate change and other stressors.

CULTIVATE excellence in science and scholarship as a foundation for park planning, policy, decision making, and education.

ACHIEVE a standard of excellence in cultural and natural resource stewardship that serves as a model throughout the world.

COLLABORATE with other land managers and partners to create, restore, and maintain landscape-scale connectivity.

#### ACTIONS:

21. Revisit Leopold
22. Scaling Up
23. Go Green
24. Invest Wisely
25. What's Old is New
26. Back Home on the Range
27. Starry, Starry Night
28. Park Pulse
29. Posterity Partners

#### IV. Enhancing Professional and Organizational Excellence

“A SECOND-CENTURY NATIONAL PARK SERVICE will develop a workforce that can adapt to continuous change, think systemically, evaluate risk, make decisions based on the best science and scholarship, work collaboratively with all communities, and maintain our characteristic esprit de corps in the face of new challenges. We will create an environment where every employee can reach his or her full potential.” (C2A, 2011)

##### GOALS:

DEVELOP and recruit NPS leaders at all levels with the skills to lead change, work with partners, ensure employee safety, and seek new ways to accomplish goals.

BUILD a more flexible and adaptive organization with a culture that encourages innovation, collaboration, and entrepreneurship.

RECRUIT and retain a workforce that reflects the diversity of the nation, from entry level employees to senior leaders.

MODERNIZE and streamline NPS business systems and use leading edge technology to enhance communication.

##### ACTIONS:

30. Tools of the Trade

31. Destination Innovation

32. Play it Safe

33. Home Grown

34. Team Buyin’

35. Welcome Aboard

36. Value Diversity

##### Acknowledgments

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Deputy Regional Directors  
Healthy Parks Steering Committee  
National Education Council  
National Interpretation and Education Leadership Council  
National Leadership Council  
National Park Foundation  
National Park System Advisory Board  
National Partnership Council  
Natural Resources Advisory Group  
Network for Innovation and Creativity  
Regional Chief Rangers

Servicewide Maintenance Advisory Committee  
Superintendents Focus Group  
Tourism Council  
Wilderness Leadership Council  
Workplace Enrichment Team

## Appendix 2. Figures 4 and 5. Maps of Castillo de San Marcos and Fort Matanzas

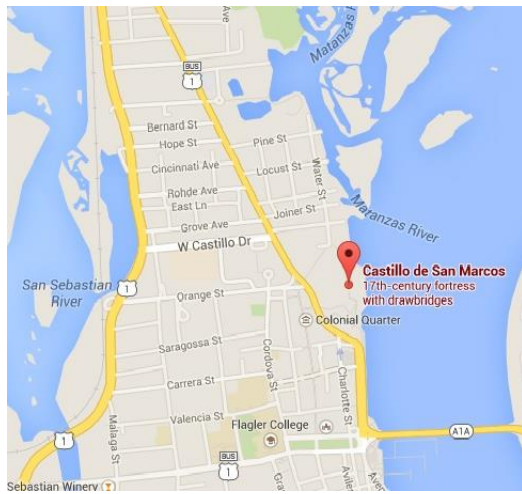


Figure 4. Map of St Augustine with the specific location of Castillo de San Marcos and an aerial view of the fort. (Google maps, 2015 and <http://staugustine.com/news/local-news/2013-10-17/castillo-de-san-marcos-fort-matanzas-open-after-shutdown>)

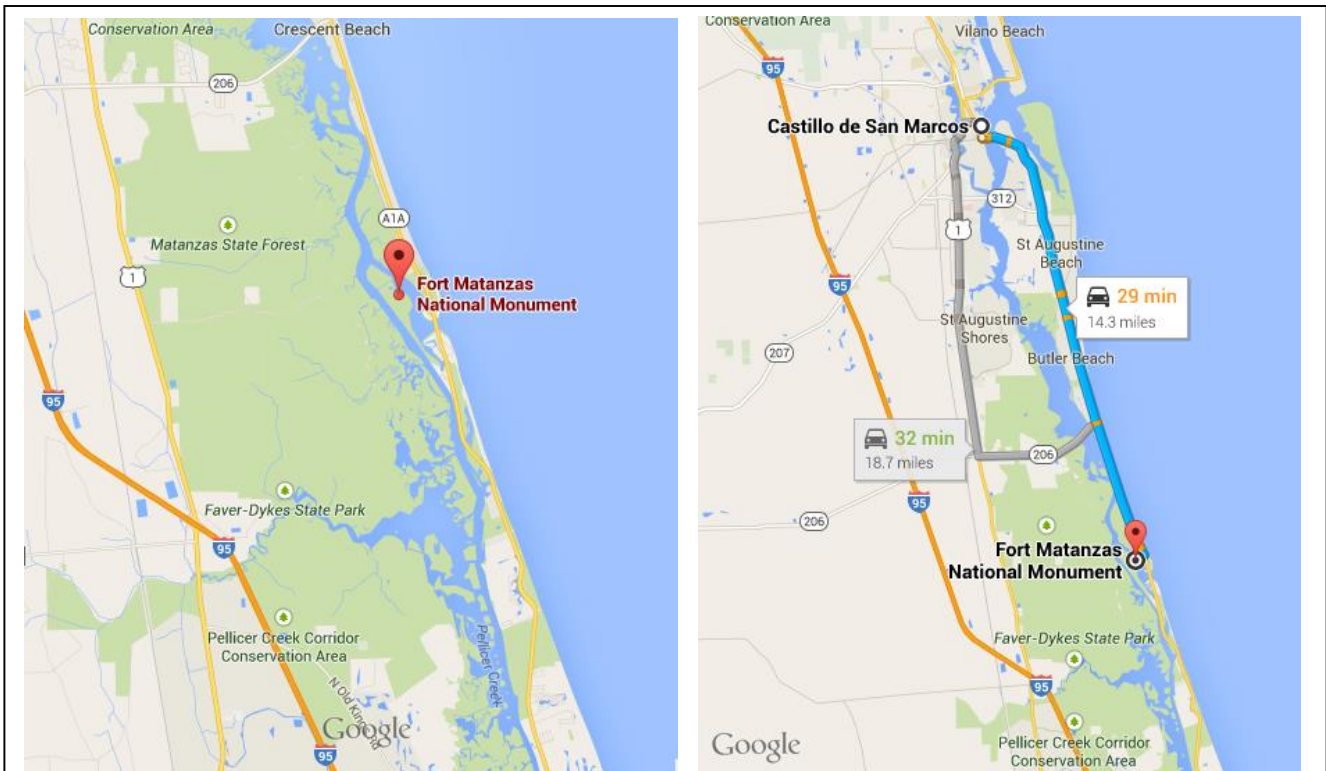


Figure 5. Map of Fort Matanzas (FOMA) National Monument, a map with directions from CASA to FOMA pictures of the fort, and a picture of the fort.  
 (Google maps, 2015 and Photograph by: Carla Mora-Trejos, 2013)

## Appendix 3. USGS National Gap Analysis Program (GAP) Maps of Castillo de San Marcos and Fort Matanzas

### 3.1. USGS MAP of Castillo de San Marcos

**USGS**  
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**USGS Home**  
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**National Gap Analysis Program (GAP) | Protected Areas Data Viewer**

GAP HOME PAD-US HOME Contact Us

Select a Protected Land View

By Owner  
By GAP Status

Search for a location

**Legend**

**OWNER NAME**

- Bureau of Land Management (BLM)
- Forest Service (USFS)
- National Park Service (NPS)
- Fish and Wildlife Service (FWS)
- Bureau of Reclamation (BOR)
- Department of Defense (DOD) and Department of Energy (DOE)
- Other Federal (TVA, NRCS, NOAA, etc.)
- Tribal Land
- State Fish and Wildlife
- State Parks and Recreation
- State Trust Land

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Although it is recognized as a National Monument and is in the list of units in the NPS, in the USGS database it is classified as Gap Status – 4 No known public/private institutional mandates/legally recognized easements.

### 3.2. USGS MAP of Fort Matanzas National Monument

**USGS**  
science for a changing world

**USGS Home**  
Contact USGS  
Search USGS

**National Gap Analysis Program (GAP) | Protected Areas Data Viewer**

GAP HOME PAD-US HOME Contact Us f t s

Select a Protected Land View

- By Owner
- By GAP Status

**Legend**

**OWNER NAME**

- Bureau of Land Management (BLM)
- Forest Service (USFS)
- National Park Service (NPS)
- Fish and Wildlife Service (FWS)
- Bureau of Reclamation (BOR)
- Department of Defense (DOD) and Department of Energy (DOE)
- Other Federal (TVA, NRCS, NOAA, etc.)
- Tribal Land
- State Fish and Wildlife
- State Parks and Recreation
- State Trust Land

Search for a location

Fort Matanzas National Monument  
Rattlesnake Island  
National Oceanic and Atmospheric Administration (NOAA)

0 0.3 0.6mi

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### 3.3. USGS MAP of Fort Matanzas in terms of its GAP Status (<http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>, 4/22/2015)

**USGS**  
science for a changing world

**USGS Home**  
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Search USGS

**National Gap Analysis Program (GAP) | Protected Areas Data Viewer**

GAP HOME PAD-US HOME Contact Us f t s

Select a Protected Land View

- By Owner
- By GAP Status

**Legend**

**GAP STATUS**

PERMANENT PROTECTION

- 1 Disturbance Events Permitted
- 2 Disturbance Events Suppressed
- 3 Extractive or Multiple Uses Permitted

NO KNOWN PROTECTION

- 4 No Known Mandate for Protection

Select a Base Map

- Streets
- Basic Reference

Search for a location

Fort Matanzas National Monument  
Rattlesnake Island

0 0.3 0.6mi

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U.S. Department of the Interior | U.S. Geological Survey  
URL: <http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>  
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Fort Matanzas National Monument is under the Guana Tolomato Matanzas National Estuarine Research Reserve

This is the information contained in the USGS-GAP Status database for Guana Tolomato Matanzas National Estuarine Research Reserve.

“Guana Tolomato Matanzas National Estuarine Research Reserve

Category: other

Ownership type: jointly owned

Owner name: state department of conservation

GAP status: 2 - managed for biodiversity - disturbance events suppressed

Designation type: marine protected area

State name: Florida

GIS acres: 64,106

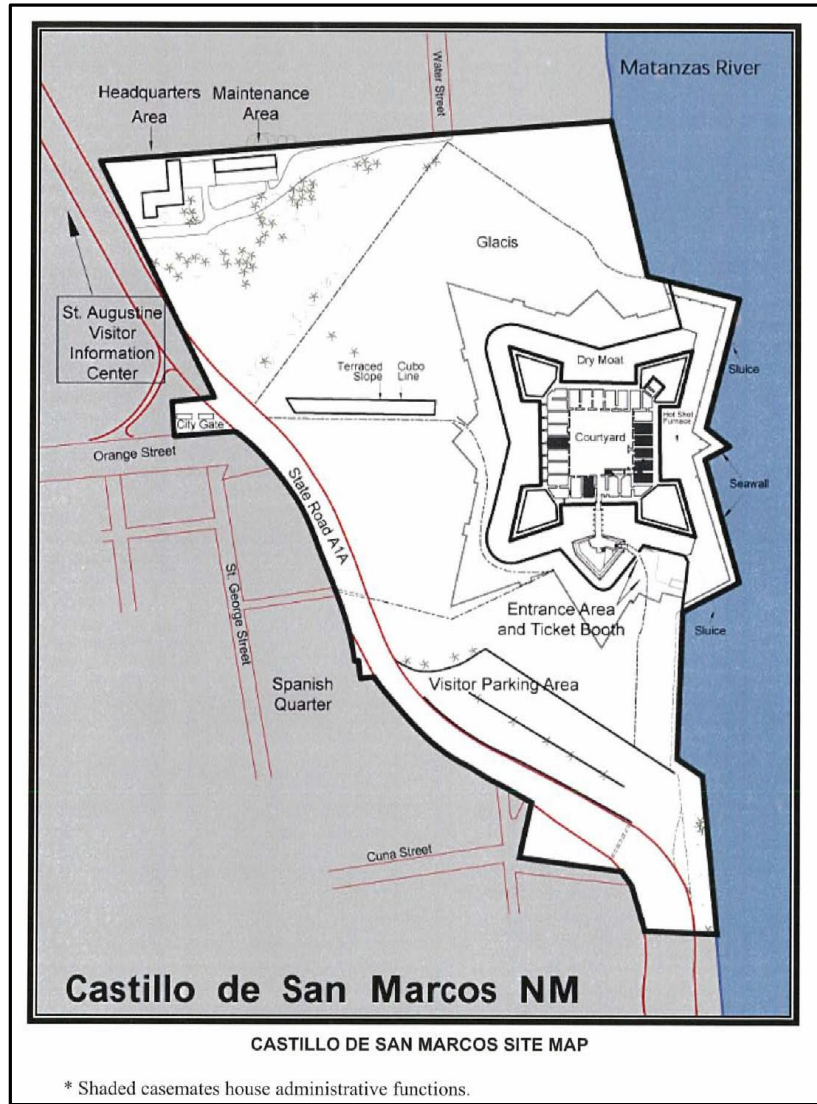
IUCN category: V: protected landscape / seascape

Aggregator Source: noaa\_mpa\_inventory\_2011\_public\_93.gdb”

(<http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>, 4/22/2015)



Appendix 4. Blueprint of Castillo de San Marcos from the Final General Management Plan and Environmental Impact Assessment (NPS, 2007)





Appendix 5. Figure 6. Map and pictures of Great Smoky Mountains NP.

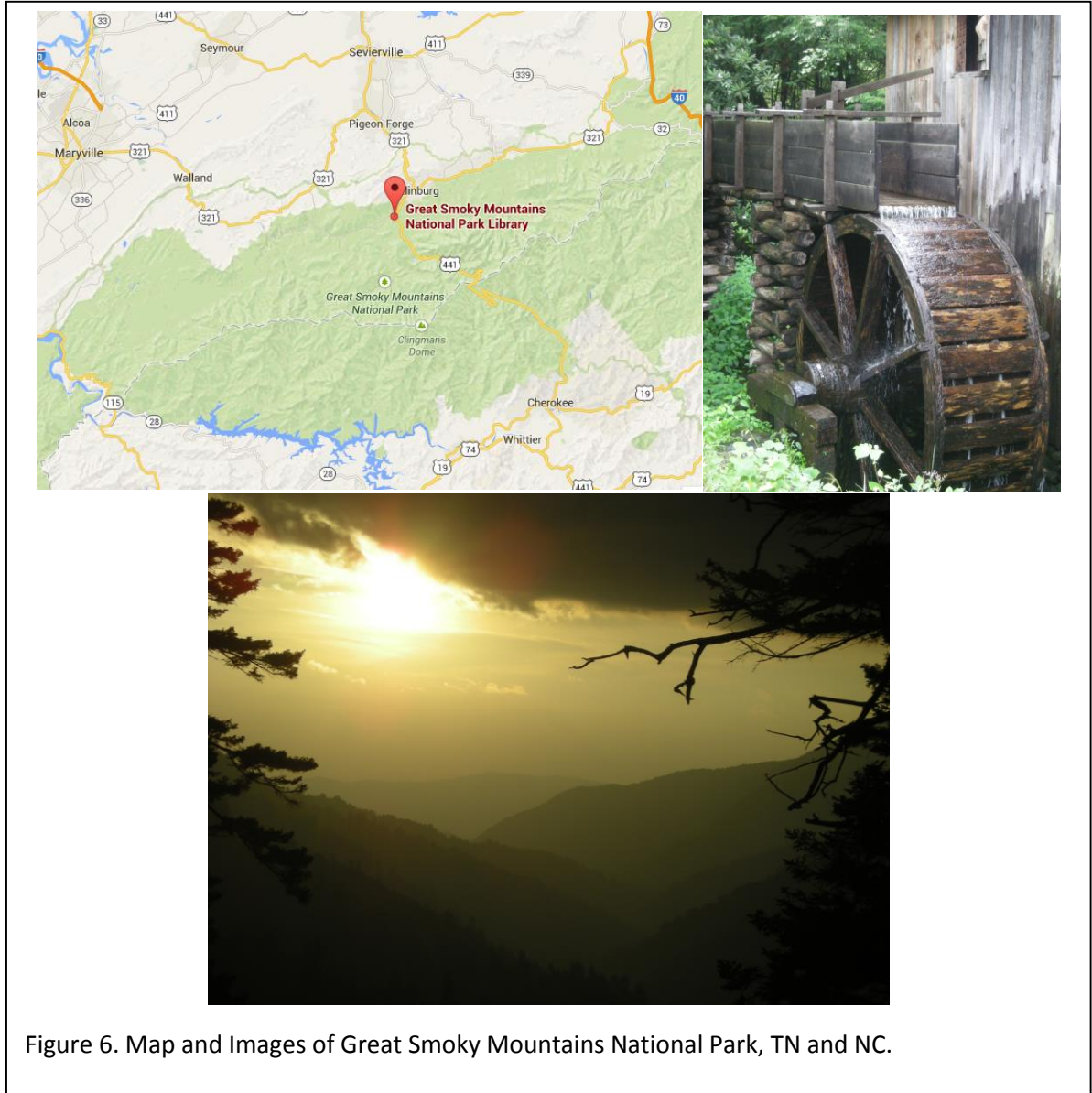


Figure 6. Map and Images of Great Smoky Mountains National Park, TN and NC.

## Appendix 6. USGS National Gap Analysis Program (GAP) Maps of Great Smoky Mountains National Park

### 6.1 Map of Great Smoky Mountains National Park

(<http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>, 4/22/2015)

The screenshot displays the USGS National Gap Analysis Program (GAP) Protected Areas Data Viewer interface. The top navigation bar includes the USGS logo, the text "science for a changing world", and links for "USGS Home", "Contact USGS", and "Search USGS". Below this is the title "National Gap Analysis Program (GAP) | Protected Areas Data Viewer" and sub-navigation for "GAP HOME" and "PAD-US HOME".

The main interface is divided into several sections:

- Build a Map:** Includes a search bar for "Search for a location" and a "Reset" button.
- Select a Protected Land View:** Offers options to filter by "By Owner" or "By GAP Status".
- Legend:** Details the "GAP STATUS" categories:
  - PERMANENT PROTECTION:**
    - 1 Disturbance Events Permitted (dark green)
    - 2 Disturbance Events Suppressed (medium green)
    - 3 Extractive or Multiple Uses Permitted (light green)
  - NO KNOWN PROTECTION:**
    - 4 No Known Mandate for Protection (yellow)
- Select a Base Map:** A dropdown menu for choosing the map style.

The central map shows the Great Smoky Mountains National Park area, with various land status zones color-coded according to the legend. Major roads like US-411, US-71, and US-15 are visible. The map is powered by Esri. At the bottom, there are links for "Printable Map", "Report", "Download Data", and "Metadata".

Footer information includes: "Accessibility", "FOIA", "Privacy", "Policies and Notices", "U.S. Department of the Interior | U.S. Geological Survey", "URL: <http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>", "Page Contact Information: [Support](#)", and "Page Last Modified: 04/22/2015 21:06:17". Logos for "USA.gov" and "Take Pride in America" are also present.

## 6.2 Maps of Great Smoky Mountains National Park in terms of its GAP Status (<http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>, 4/22/2015)

**USGS**  
science for a changing world

USGS Home  
Contact USGS  
Search USGS

National Gap Analysis Program (GAP) | Protected Areas Data Viewer

GAP HOME PAD-US HOME Contact Us

Build a Map

Select a Protected Land View

By Owner  By GAP Status

Legend

OWNER NAME

- Bureau of Land Management (BLM)
- Forest Service (USFS)
- National Park Service (NPS)
- Fish and Wildlife Service (FWS)
- Bureau of Reclamation (BOR)
- Department of Defense (DOD)
- and Department of Energy (DOE)
- Other Federal (TVA, NRCS, NOAA, etc.)
- Tribal Land
- State Fish and Wildlife

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Accessibility FOIA Privacy Policies and Notices

U.S. Department of the Interior | U.S. Geological Survey  
URL: <http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>  
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"Great Smoky Mountains

Category: Unknown

Ownership Type: Federal

Owner Name: National Park Service (NPS)

Gap Status: 1 - managed for biodiversity - disturbance events proceed or are mimicked

Designation type: National Park

State name: North Carolina

GIS Acres: 279,570

IUCN Category: II: National park

Aggregator Source: NPS\_Lands\_nps\_boundary.shp"

(<http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>, 4/23/2015)

"Great Smoky Mountains

Category: Unknown

Ownership Type: Federal

Owner Name: National Park Service (NPS)

Gap Status: 1 - managed for biodiversity - disturbance events proceed or are mimicked

Designation type: National Park

State name: Tennessee

GIS Acres: 238,902

IUCN Category: II: National park

Aggregator Source: NPS\_Lands\_nps\_boundary.shp"

(<http://gis1.usgs.gov/csas/gap/viewer/padus/Map.aspx>, 4/23/2015)

## Appendix 7. Study Sites' Demographic Information.

**Table 2. Demographic information related to Study Site A. Castillo de San Marcos and Fort Matanzas NM and St. Johns County, FL.**

Demographic Information	St. Johns County	Florida	USA
Population, 2011 estimate	195,823	19,057,542	311,591,917
Population, 2010 (April 1) estimates base	190,039	18,801,311	308,745,538
Population, 2010	190,039	18,801,310	308,745,538
Persons under 5 years, percent, 2011	5.10%	5.60%	6.50%
Persons under 18 years, percent, 2011	22.70%	21.00%	23.70%
Persons 65 years and over, percent, 2011	16.10%	17.60%	13.30%
Female persons, percent, 2011	51.40%	51.10%	50.80%
White persons, percent, 2011 (a)	89.80%	78.50%	78.10%
Black persons, percent, 2011 (a)	5.90%	16.50%	13.10%
American Indian and Alaska Native persons, percent, 2011 (a)	0.30%	0.50%	1.20%
Asian persons, percent, 2011 (a)	2.30%	2.60%	5.00%
Native Hawaiian and Other Pacific Islander persons, percent, 2011 (a)	0.10%	0.10%	0.20%
Persons reporting two or more races, percent, 2011	1.60%	1.80%	2.30%
Persons of Hispanic or Latino Origin, percent, 2011 (b)	5.50%	22.90%	16.70%
White persons not Hispanic, percent, 2011	84.80%	57.50%	63.40%
Foreign born persons, percent, 2006-2010	6.30%	19.20%	12.70%
Language other than English spoken at home, pct age 5+, 2006-2010	8.00%	26.60%	20.10%
High school graduates, percent of persons age 25+, 2006-2010	92.80%	85.30%	85.00%
Bachelor's degree or higher, pct of persons age 25+, 2006-2010	38.70%	25.90%	27.90%
Per capita money income in past 12 months (2010 dollars) 2006-2010	\$36,027	\$26,551	\$27,334
Median household income 2006-2010	\$62,663	\$47,661	\$51,914
Persons below poverty level, percent, 2006-2010	9.10%	13.80%	13.80%
Private nonfarm establishments, 2010	4,933	491,150	7,396,628
Private nonfarm employment, 2010	43,594	6,626,558	111,970,095
Private nonfarm employment, percent change, 2000-2010	15	6.6	-1.8
Non-employer establishments, 2010	16,021	1,686,142	22,110,628
Total number of firms, 2007	19,871	2,009,589	27,092,908

Black-owned firms, percent, 2007	2.30%	9.00%	7.10%
American Indian- and Alaska Native-owned firms, percent, 2007	0.50%	0.50%	0.90%
Asian-owned firms, percent, 2007	2.70%	3.20%	5.70%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.10%	0.10%
Hispanic-owned firms, percent, 2007	4.90%	22.40%	8.30%
Women-owned firms, percent, 2007	26.10%	28.90%	28.80%
Land area in square miles, 2010	600.66	53,624.76	3,531,905.43
Persons per square mile, 2010	316.4	350.6	87.4
Metropolitan or Micropolitan Statistical Area	Jacksonville, FL Metro Area		

**Table 2. Demographic information about St. Johns County, Florida, and the United States, according to the Census, 2010.**

**Table 3. Demographic information related to Study Site B. Great Smoky Mountains NP and Sevier County, TN.**

<b>Demographic Information</b>	<b>Sevier County</b>	<b>Tennessee</b>	<b>USA</b>
Population, 2011 estimate	91,466	6,403,353	311,591,917
Population, 2010 (April 1) estimates base	89,887	6,346,110	308,745,538
Population, 2010	89,889	6,346,105	308,745,538
Persons under 5 years, percent, 2011	5.80%	6.30%	6.50%
Persons under 18 years, percent, 2011	21.90%	23.30%	23.70%
Persons 65 years and over, percent, 2011	15.90%	13.70%	13.30%
Female persons, percent, 2011	50.80%	51.30%	50.80%
White persons, percent, 2011 (a)	96.10%	79.50%	78.10%
Black persons, percent, 2011 (a)	1.30%	16.90%	13.10%
American Indian and Alaska Native persons, percent, 2011 (a)	0.50%	0.40%	1.20%
Asian persons, percent, 2011 (a)	0.90%	1.50%	5.00%
Native Hawaiian and Other Pacific Islander persons, percent, 2011 (a)	Z	0.10%	0.20%
Persons reporting two or more races, percent, 2011	1.20%	1.60%	2.30%
Persons of Hispanic or Latino Origin, percent, 2011 (b)	5.30%	4.70%	16.70%
White persons not Hispanic, percent, 2011	91.30%	75.40%	63.40%
Foreign born persons, percent, 2006-2010	3.90%	4.40%	12.70%
Language other than English spoken at home, pct age 5+, 2006-2010	5.40%	6.20%	20.10%
High school graduates, percent of persons age 25+, 2006-2010	80.90%	82.50%	85.00%
Bachelor's degree or higher, pct of persons age 25+, 2006-2010	15.20%	22.70%	27.90%
Per capita money income in past 12 months (2010 dollars) 2006-2010	\$22,047	\$23,722	\$27,334
Median household income 2006-2010	\$41,476	\$43,314	\$51,914
Persons below poverty level, percent, 2006-2010	13.50%	16.50%	13.80%
Private nonfarm establishments, 2010	2,536	131,582	7,396,628
Private nonfarm employment, 2010	31,022	2,264,032	111,970,095
Private nonfarm employment, percent change, 2000-2010	12.2	-5.3	-1.8
Non-employer establishments, 2010	7,628	465,545	22,110,628
Total number of firms, 2007	11,287	545,348	27,092,908
Black-owned firms, percent, 2007	S	8.40%	7.10%
American Indian- and Alaska Native-owned firms, percent, 2007	S	0.50%	0.90%
Asian-owned firms, percent, 2007	2.60%	2.00%	5.70%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.10%	0.10%
Hispanic-owned firms, percent, 2007	S	1.60%	8.30%
Women-owned firms, percent, 2007	21.80%	25.90%	28.80%
Land area in square miles, 2010	592.5	41,234.90	3,531,905.43
Persons per square mile, 2010	151.7	153.9	87.4
Metropolitan or Micropolitan Statistical Area	Sevierville, TN Micro Area		

**Table 3. Demographic information about Sevier County, Tennessee, and the United States, according to the Census, 2010.**



## Appendix 8. Vocabulary List from Restorative Environments Literature.

absorbing	collecting firewood	finding my way	noticing different
access	colors	fire	color leaves in Fall
access	comfortable	fire building	novel
activities	compatibility	firewood	novelty
aloneness	compatible	first time visitors	observation
alternatives	compelling	fishing	obstacles
angry	complex	foggy	obstacles
another place		food supply	old
answer	elements	for "all"	opportunities
answers	encourage	freely	opportunities for
appropriate	encourage	frightening	participation
attention	exploration	frustrated	options
Being away	enjoy	frustration	organized
bird	enjoyable	fun	orientation
bird watching	enter	garden	oriented
blocked view	enticing	gardening	own rules and
book	escapism	get in	properties
bored	everybody	glimpse	participation
boring	everyday stuff	go	passive involvement
boundaries not	exciting	go somewhere else	peek in
evident	exit	natural environment	people's needs
cared for	experience	natural materials	requirements
caring for pets	experiment	natural processes	pets
change of	Exploration	natural setting	physical relaxation
environment	explore	natural trail	place
change of place	extensive	nature	planting
charm	Extent	needs	pleasurable
check out	familiar	Never-ending	politically correct
clean	family	no boundaries	positive
clear	fantasy	not limited in scope	positive adjectives
closed	fascination	or extent	predation
clouds	fear	not lost	predict
Coherence	fearful	nothing	predicting
coherent	figure out	nothing is going on	preferences
collect	figuring out	there	pride
collecting	find out	noticing	processes

promise to find out more as one keeps going	undifferentiated land covers	distinctive	Large
shelter	unfamiliar	distinctive landmarks	large enough
similar in the landscape	unique	distinctiveness	leave
similarity	unlimited	distinguishable	leaves
small spaces	various viewpoints	distraction	Legibility
smooth	view from a window	diverse	Legible
smooth ground	viewing nature	diversity	like
source of concern	views	doing	listening to the wind
spaced trees	visiting zoos	domestication	locomotion
special features	visitors	drives people to get info	lost
stone	vistas	easy	making a living
suggestive	visual access	easy to hide	memorable
survival	visual relief	easy to see	memorable components
tame	walk	easy to understand	mental relaxation
taste	Complexity	echoes of quietude	messages
there's nothing there	components	effort	mind's eye
Think	concern	effortless	move
thinking	concerned	hard to resist	move around
threat	confidence	hide	move easily
threatened	confusing	hiking	move out
threatening	congenial	human care	moving
to be away	connection	human influence	moving around
too familiar	constructing shelter	human presence	mowed
total immersion experience	contents	hunting	mowed edges
trails	cues	immersion	Mysterious
transported to a different world	culturally	inclination	Mystery
traverse	culturally "sensitive"	information	natural
uncertain	dangers	interesting	pruning trees
uncertainty	delighting	intriguing	purpose
uncomfortable	depth	invite to wonder freely	quality
under microscope	destination	inviting	question
Understand	destructive	inviting entry	quiet
Understanding	different	involvement	quiet fascination
undifferentiated	Different world	it's all the same	quietude
	differentiated	knowledge	read
	difficult	landmarks	reading
	difficulty	language	real
	direct attention		reasonable

reassuring	walking in an urban forest
recall	wander
recognize	wandering
recognizing	watching
recover	watching birds
recovery	watching squirrels
relax	we know
relaxation	what's around the bend
relief	whole different world
remember	why
reminds of another place	wild
repeat visitors	wilderness
rest	wildlife
restoration	wildlife watching
restorative characteristics	winding path
retain	window
rich	wonder
richness	wondering
rough	wonderment
safe	wood
safety	zoo
same	
sameness	
scenery	
scenic	
scope	
secluded	
secure	
security	
see	
seek	
seems never ending	
self-guiding	
sense of depth	
separate from distraction	
serenity	

## Appendix 9. Terminology.

One word can have different meanings depending on the sense in which this word is used. For example, Brown (1984) describes the term value, as being able to be sorted out into 3 realms: conceptual, attributive, and relational. Words and terms used in literature have strong connotations related to different paradigms and philosophies. Najder (1975) explains how value can be used as a term to refer to the concept of economical or financial value of nature or ecosystem services. This is an example of the quantitative sense of value (Daily, et al. 2000). Therefore, for clarification, the following section describes some terms that are used throughout the research and the sense in which these are used.

### **Asset**

In certain literature the word asset has been used to refer to elements or characteristics of a park that are of value for people. However, this term has a strong connotation of the quantitative sense of a value. This means that is very often used in the quantitative sense, in which an element or characteristic has a monetary or economic value for people. For this reason, the word asset will not be used in this paper as a way to refer to elements or characteristics of a NP.

### **Component, element or characteristic of a NP**

Elements of a NP: They are concrete components present in a NP that are valuable for people.

Characteristic of a NP: this is a characteristic that is not concrete at a NP and is valuable for people.

Even though in certain circumstances in the literature the term value of a NP is used to represent concrete and abstract elements and characteristics of a park that are valuable for people, for this particular research the terms used are components, elements or characteristics, not values.

For this research, components, elements and characteristics will be divided into two categories: (i) Natural and (ii) Historical & Cultural. These words will not represent how components of a NP are used, or which values people assign to them; they rather represent the concrete objects or characteristics present in the NP. For example: the sea is the element, swimming and fishing are uses, and the values can be recreational or ecosystem services such as food. Table 4. shows examples of the concrete elements and characteristics of a NP that are valuable for people, divided into two categories: natural and historical & cultural.

Table 4. Examples of components, elements, and characteristics of a NP divided into two categories: (i) natural and (ii) historical & cultural.

Natural	Historical & Cultural
<p>Concrete natural elements and characteristics present in the park. They may or may not have a value assigned to it.</p> <p>Coastal <sup>7</sup>:                      Beach                      Coastal wildlife                      Marine wildlife                      Scenery</p>	<p>Concrete manmade, non-natural, elements and characteristics present in the park. They may or may not have historical &amp; cultural value assigned to it.</p> <p>The Fort at Castillo de San Marcos                      The Fort Matanzas                      Schools in GSMNP                      Churches in GSMNP                      Old Cabins in GSMNP</p>

<sup>7</sup> This is a subcategory related to its geographical location which sole purpose is to help organize the examples in the table.

Sea	
Mountainous <sup>8</sup> : Forest Rivers Waterfalls Trails in the forest Agricultural fields	Historical Artifacts
Concrete elements with potential for recreation: Rocks - for rock climbing Activities and Uses Rivers for swimming Sea for swimming or other recreational uses	A section of land where a battle took place – a battlefield Agricultural land fields, which are kept in an unnatural way to preserve the way it looked in a particular moment in time.
Concrete natural elements with historical/cultural value attached to it, for example: a cave that has a spiritual significance for a people.	

**Table 4. Examples of elements and characteristics of a NP divided into two categories: (i) natural and (ii) historical & cultural.**

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<sup>8</sup> This is a subcategory related to its geographical location which sole purpose is to help organize the examples in the table.

Appendix 10. Pictures included in the photo-elicitation section of the interviews.

10.1. CASA-FOMA Pictures



























## 10.2. GSMNP Pictures





