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PTRM 141Y.R01: National Parks and American Culture

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PTRM 141Y: National Parks and American Culture
Spring 2020
Mon/Wed/Fri 10-10:50am

Instructor Info:

Instructor: Ada Smith, MA, Ph.D. Candidate (Dept. of Society & Conservation).

Office: CHCB

Email: ada.smith@umontana.edu

Office Hours: By appointment via Zoom

About Me, Your Instructor:

Hello! Welcome to PTRM 141Y! I am looking forward to getting to know you and learning together as we venture through this course. I am a PhD Candidate in the Department of Society & Conservation working in the Human Dimensions Lab with Dr. Libby Metcalf. My research interests focus on climate change and adaptive rangeland management for farmers and ranchers in Montana. I have a background in community-based participatory research focused on Indigenous food sovereignty and decolonizing food systems education from my MA research at the University of British Columbia, and earned my B.A. in Anthropology and Environmental Studies at Wellesley College. Growing up on a small farmstead in rural Wisconsin and summers on my grandparents ranch in Montana were formative in developing my interest in food systems that connect and sustain people and places.

Required Readings:

Runte, A. (2010) National Parks: An American Experience. 4th Edition. New York: Taylor Trade Publishing.

Manning, R., Diamant, R., Mitchell, N. & Harmon, D. (2016) A Thinking Person's Guide to America's National Parks. New York: George Braziller Publishers.

Additional readings will be posted on Moodle.

Course Description:

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

Course Objectives:

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

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

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

Course Policy & Conduct:

A ‘Community of Learners’ Environment: In this course, all participants - students, teaching assistants, instructors, guest lecturers, and community partners - bring a unique perspective that helps illuminate a particular aspect of complex food system issues. I refer to this environment as a ‘Community of Learners’ where I expect everyone to strive to create a respectful and safe learning environment that promotes inclusion and encourages dialogue.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406 243 2243. I will work with you and DSS to provide an appropriate accommodation.

A Note on Late Assignments: All assignments are due by midnight on the due date and to be submitted through Moodle. Any assignments submitted later than midnight will be reduced half a letter grade for each day it is late. If there are legitimate reasons (e.g. medical illness proven through a doctor’s excuse) which prevent an assignment from being completed on time, then please contact me and we will discuss a revised schedule for completing that assignment.

A Note on Academic Honesty: Academic misconduct is subject to an academic penalty by myself or a disciplinary sanction by the University. Plagiarism: Please ensure that you understand what qualifies as plagiarism before you hand in your paper. Never use another author’s ideas or phrasing without indicating a source, and use quotation marks when quoting. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: [Student Conduct Code Web Page](http://www.umt.edu/vpsa/policies/student_conduct.php) (http://www.umt.edu/vpsa/policies/student_conduct.php)

Also to note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option.

Overall Class Grading	Percentage
Exams	60%
Guest Speaker/Reading Responses	25%
National Park Project	15%

Grading scale: Note all grades will be tracked through Moodle

Grade	Percentage
A	> 93
A-	90 - 93
B+	88 - 89
B	83 – 87
B-	80 - 82
C+	78 - 79
C	73 - 77

C-	70 – 72
D+	68 - 69
D	63 - 67
D-	60 - 62
F	<60

Assignments:

Exams (60%):

There will be three exams over the course of the semester. Each exam covers the material from that section of the course. Exams will cover material from class discussions, readings, and guest speakers. There will only be make-up exams for excused absences and it is the responsibility of the student to notify the instructor prior to the exam of the absence and a time to reschedule taking the exam.

Guest Speaker and Reading Responses (25%):

Our class will have several guest speakers who will join the class live via Zoom or pre-record their presentation. Students will be asked to complete questions for guest speakers based on the content of the speaker via Moodle. Additionally, students will be assigned readings each week. Students are responsible for the readings and will be asked to submit reading responses via Moodle.

National Park Project (15%):

At the beginning of the semester, each student will select one National Parks Service unit (over 400 NPS units). Students will develop a profile for their park unit outlining the major resources/attractions, visitation and activities, challenges and opportunities, etc. This will include images and other materials. Details on the assignment will be provided in class. Note, only one NPS units can be assigned per student, so if you have one in mind, reserve it soon!

Attendance and PowerPoint Access:

Due to the remote structure of the course, attendance will not be taken every class period. However, participation will be noted during every session, so it is in your best interest to attend. When possible, lectures will be recorded and posted on Moodle through a YouTube link. It is important that everyone take part in the classroom activities and are respectful of other students, faculty or guest speakers.

Important Dates Restricting Opportunities to Drop a Course Spring 2021:

Description	Date Range
Last day for students to add classes via CyberBear without consent of instructor.	January 20
Last day for students to drop classes on CyberBear with a refund.	February 1
Drop requires form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W'.	February 2- March 18
Drop requires form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'WP' or 'WF' on transcript.	March 19- April 23
Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those circumstances.	April 23 (after 5:00 pm)

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

Section 1: Influential Movements of the National Park System		
Date	Class Format and Topic	Readings/Assignments Due
Week 1: Mon, Jan 11	<i>Live Zoom:</i> Introduction to course and topics; keys to success; Moodle	Purchase Book & access Moodle site
Week 1: Wed, Jan 13	<i>Live Zoom:</i> History & Major Milestones in the NPS	Runte Prologue & Chapter 1
Week 1: Fri, Jan 15	<i>Live Zoom:</i> History & Major Milestones in the NPS Pt II	Story of Self/National Park Reflection Due
Week 2: Mon, Jan 18	MLK DAY – NO CLASSES	
Week 2: Wed, Jan 20	<i>Live Zoom:</i> American West & Diverse Units of the NPS	Runte Chapter 3
Week 2: Fri, Jan 22	<i>Live Zoom:</i> American West & Diverse Units of the NPS Pt II	Runte Chapter 5 Moodle Assignment 1 Due
Week 3: Mon, Jan 25	<i>Live Zoom:</i> Role of Art & Photography in the History of National Parks	Runte Chapter 4
Week 3: Wed, Jan 27	<i>Live Zoom:</i> Photography in the National Parks	Readings on Moodle
Week 3: Fri, Jan 29	<i>Live Zoom:</i> Wilderness vs. Frontcountry: Managing for Diverse Experiences	Runte Chapter 8
Week 4: Mon, Feb 1	<i>Recorded Lecture:</i> An Introduction to Visitor Use Management Guest Speaker: Dr. Will Rice	Readings on Moodle Pick National Park Unit
Week 4: Wed, Feb 3	<i>Live Zoom:</i> Native American Displacement: Yosemite Indians and the National Park Idea	Spence (1996) on Yosemite
Week 4: Fri, Feb 5	<i>Live Zoom:</i> Native American Displacement: The American Wilderness Ideal and Blackfoot Exclusion from Glacier National Park	Spence (1996) on Glacier
Week 5: Mon, Feb 8	<i>Live Zoom:</i> The Tribal Parks Concept & Opportunities for the Blackfoot Nation Guest Speaker: Iree Wheeler	Wheeler (2020)
Week 5: Wed, Feb 10	Recap & Review for Exam	
Week 5: Fri, Feb 12	Section 1 Exam on Moodle	Section 1 Exam
Section 2: Sustaining & Managing National Park Resources		
Week 6: Mon, Feb 15	PRESIDENT’S DAY – NO CLASSES	
Week 6: Wed, Feb 17	<i>Live Zoom:</i> Wildlife and ‘Complete Conservation’	Runte Chapter 6
Week 6: Fri, Feb 19	<i>Live Zoom:</i> Wildlife Management at Glacier National Park Guest Speaker: John Waller , wildlife biologist, Glacier National Park	Readings on Moodle
Week 7: Mon, Feb 22	<i>Live Zoom:</i> ‘Ecology Denied’	Runte Chapter 7 & 11
Week 7: Wed, Feb 24	<i>Live Zoom:</i> Protecting and Restoring Nature	Manning Ch. 6 and 8
Week 7: Fri, Feb 26	<i>Recorded Lecture:</i> Bison Management without Borders Guest Speaker (recorded): Dr. Libby Metcalf	Moodle Assignment 2 Due

Week 8: Mon, March 1	<i>Live Zoom:</i> Storied Landscapes	Manning Ch. 14
Week 8: Wed, March 3	<i>Live Zoom:</i> Indigenous Perspectives	Manning Ch. 10
Week 8: Fri, March 5	NO CLASS -- please take this time to work on your NPS Project and sign up to meet with me if needed	
Week 9: Mon, March 8	<i>Live Zoom:</i> Urban National Parks and Museums	Manning Ch 16
Week 9: Wed, March 10	<i>Live Zoom:</i> Urban Matters: The Call to (Urban) Action	Readings on Moodle
Week 9: Fri, March 12	<i>Recorded Lecture:</i> Social Media & Technology Guest speaker (recorded): Dr. Zach Miller	Moodle Assignment 3 Due
Week 10: Mon, March 15	<i>Live Zoom:</i> Cultural and Heritage Resources Guest Speaker: Laura Stelson	Runte Chapter 9 Stelson et al (2020)
Week 10: Wed, March 17	<i>Live Zoom:</i> Soundscapes & Night Skies	Readings on Moodle
Week 10: Fri, March 19	Section 2 Exam on Moodle	Section 2 Exam
Section 3: New Challenges & Opportunities for the National Park System		
Week 11: Mon, March 22	<i>Live Zoom:</i> Xanterra Concessions & National Parks Guest Speaker: Andy Stiles	Readings on Moodle
Week 11: Wed, March 24	<i>Live Zoom:</i> Community Conservation	Manning Ch 17
Week 11: Fri, March 26	<i>Live Zoom:</i> Parks in Partnership	Manning Ch 18 Moodle Assignment 4 Due
Week 12: Mon, March 29	<i>Live Zoom:</i> Human-Wildlife Interactions Guest Speaker: Josh Elliott	Readings on Moodle
Week 12: Wed, March 31	<i>Live Zoom:</i> Recreation Communities: Thru-hiking and long-distance trails	Readings on Moodle
Week 12: Fri, April 2	STUDENT BREAK - NO CLASSES	
Week 13: Mon, April 5	<i>Live Zoom:</i> Diversity, Equity & Inclusion in the NPS	Manning Ch 22
Week 13: Wed, April 7	<i>Live Zoom:</i> Historic Monuments and Racism Guest Speaker: Dexter Armstrong	Readings on Moodle
Week 13: Fri, April 9	<i>Live Zoom:</i> Perspectives on Inclusivity and Law Enforcement in the NPS post-2020 Guest Speaker: Sanobar Mirza	Hicks et al (2020) Moodle Assignment 5 Due
Week 14: Mon, April 12	<i>Live Zoom:</i> Parks Beyond Borders/International Park & Protected Areas	Manning Ch 19
Week 14: Wed, April 14	<i>Live Zoom:</i> Sustainability in the NPS & Conclusions	Manning Ch 23 & Runte Chapter 13
Week 14: Fri, April 16	NO CLASS – time to finish and submit your NPS project	NPS Project Due
Week 15: Mon, April 19	Exam Review	
Week 15: Wed, April 21	Section 3 Exam on Moodle	Section 3 Exam
Week 15: Friday, April 23	Recap! Evals, feedback	