

Advanced Topics in Environmental Studies  
**National Parks and Public Lands**

GEOG 5301 **Spring 2022**

California State University – San Bernardino



<b>Instructor:</b>	<b>Dr. Youngs</b>
<b>Office Hours</b>	Online, see Canvas for Zoom link Wednesday 1:30 to 3:30pm & Thursday 1:00 – 3:00 pm
<b>Email:</b>	YYoungs@csusb.edu (see email policy below) *I check and respond to emails <b>Monday through Friday</b> between 9:30 am to 6:00pm (PST)
Course times:	Hybrid Course** <b>Thursdays, 4:00pm to 5:15pm. Room SB 361 – In Person + Weekly Asynchronous Online Activities &amp; Instruction</b> **Note CSUSB will hold classes <i>ONLINE</i> at least from January 24 – Feb. 18

**Course Description:**

Advanced Topics in Environmental Studies: Provides an in-depth analysis of a current topic being examined by environmental studies. This course is intended to allow students to apply knowledge gained in other geography and environmental studies courses to explore a current topic in a critical manner. The course is open to both undergraduates and graduate students. Semester Prerequisite: Senior or Graduate standing or with instructor consent.

National Parks and Public Lands (this course): This class will provide a survey of the environmental, cultural, and political geography of national parks and public lands of the United States. We will explore how the U.S. national park model developed and how it informed and shaped public lands policy and management in the United States and, more broadly, the world. Class topics will include the history and organization of national and state public lands agencies, environmental policy & management, emerging topics in parks and public lands research, environmental and social justice, cultural heritage and historic preservation, economic impact of public lands on gateway communities, and tourism and outdoor recreation. Case studies and contemporary events will draw on examples from the United States as well as international locations (UNESCO World Heritage Sites).

## **HOW DO I CONTACT THE INSTRUCTOR FOR THIS CLASS?**

Visit me during office hours online or contact me by email if you have any questions about the course. My email address is **YYoungs@csusb.edu**

Email Policy – Required Information:

- **Subject = GEOG 5301** (course number)
- Salutation: **Dear Dr. Youngs**
- Include **your first and last name**
- **csusb.edu EMAIL ONLY.** Do not use Canvas “inbox”

\*\* Failure to follow these procedures may result in delayed responses.

\*\*I consider emails to be a form of professional correspondence. Please use correct grammar, punctuation, and spelling in your emails.

## **COVID-19 and CLASSROOM SAFETY**

- Students **must wear appropriate face coverings** while indoors.  
(Limited exceptions can be obtained by contacting the Office of Services for Students with Disabilities.)
- Students unwilling to wear a mask will be asked to leave immediately and appropriate security protocol (including class cancellation) may occur at the discretion of the faculty, who may then assign additional work due to non-compliance.
- Students who are positive or are exhibiting COVID-like symptoms, must leave the space immediately and faculty will follow up regarding make-up work and accommodations at a later time.
- For additional details please check the Return to the Pack website at <https://www.csusb.edu/covid-19/face-coverings-campus>

### **Face Coverings**

The Center for Disease Control and Prevention recommends that face coverings:

- Have two or more layers of washable, breathable fabric or KN95 or N95
- **Cover the nose and mouth**
- Fit snugly against the sides of your face and don't have gaps
- Have a nose wire to prevent air from leaking out of the top of the mask
- Masks that have venting valves, bandanas, neck gaiters, and scarfs are **not acceptable**

### **Additional health and safety suggestions:**

- Wear face coverings in public places - including interactions within six feet or when indoors and in common areas or classrooms.
- Engage in physical distancing of at least six feet - while working, learning/teaching, or visiting campus.
- Stay home if you are sick.
- Wash hands regularly with soap and water - Practice good hand hygiene
- Cover coughs and sneezes with your arm or a tissue
- Disinfect surfaces and objects regularly

## **COURSE LEARNING OBJECTIVES**

Students that successfully complete this course will be able to:

1. To critically analyze clashing ideas and values about the process of creating, experiencing, and managing national parks and public lands in a variety of environmental, cultural, historical, and economic contexts.

2. Relate environmental issues in national parks and public lands to cultural, historical, social, and geopolitical forces that shape public lands policies, visitor use, land management, and land ownership.
3. Apply ecological principles and concepts to the conservation, preservation, and management of national parks and public lands.
4. Contrast environmental issues and policy choices associated with national parks and public lands management from local to global scales.

## **PROGRAM LEARNING OUTCOMES (PLO) AND STUDENT LEARNING**

### **OUTCOMES (SLO) – B.A. Environmental Studies & B.A. Geography**

PLO 4. Integrate scientific, social scientific, and humanistic approaches to address complex environmental issues. (Complexity)

SLO J. Define and describe critical (threshold) concepts that shape policies to protect the environment, including sustainability, ecosystem services, political economy, and globalization.

SLO K. Explain and assess threshold concepts in regional issues of natural resource management, regulation of land use practices, pollution control, habitat conservation, and species protection.

SLO L. Deconstruct and analyze multiple perspectives in case study debates over environmental policies for underlying factors of resource cognition and value by stakeholders with diverse interests.

PLO 5. Students will apply diverse methods to collect, analyze, and communicate information about the environment. (Data literacy)

SLO M. Identify basic research questions and describe common methods and techniques used to collect quantitative and qualitative data from a variety of documentary records and field sources.

SLO O. Formulate a research question and utilize the appropriate method of data collection to test a hypothesis after identifying and explaining ethical and legal issues involved by the methods of collecting, analyzing, and disseminating information about the environment and stakeholders.

## **CANVAS**

This course will use the CSUSB Canvas system to distribute course assignments, grades, readings, and other materials. I will contact the class regularly about course assignments, exams, and other events through the CSUSB email system.

## **REQUIRED TEXTS**

1. **Keiter**, Robert B. 2013. *To Conserve Unimpaired: The Evolution of the National Park Idea*. Island Press. Paperback ISBN: 9781597266604  
The CSUSB Pfau Library owns this textbook as an e-book with unlimited PDF-chapter download license. I suggest you download chapters that you need for offline reading and/or printing. Here is the link:  
[https://csu-sb.primo.exlibrisgroup.com/permalink/01CALS\\_USB/6rdjcv/ alma991011133248902916](https://csu-sb.primo.exlibrisgroup.com/permalink/01CALS_USB/6rdjcv/ alma991011133248902916)
2. **Readings posted to the course Canvas page** (journal articles and chapters)  
See the Course Schedule at the end of this syllabus for individual reading titles and due dates for reading completion.

## **ASSIGNMENTS\*\***

\*\*Details about all assignments, exams and other graded items will be posted to Canvas and discussed in class.

**Weekly Quiz/Reflection (10 x 6 points each = 60 points each)** Students will complete brief quizzes about the week's class content and reading and/or a short written reflection to reinforce and support understanding of key concepts in the class lecture, readings, and other assignments.

**Event Notes (2 x 20 points each = 40 points total)** Over the course of the semester, students will attend (either virtual or in-person) a special lecture or event selected by the instructor as a way to extend course discussion and learning. Student should take notes on the event and submit a brief written summary of the topics discussed and answers to questions about the event posted to Canvas.

**Mid Term and Final Exams (80 points each)** Study guides will be posted to Canvas before the exam. All exams are online, through the class Canvas site. See the Class Schedule for dates and open and close times.

**Term Project & Presentation (100):** All students will complete an individual, term project for this course and present their findings in an oral presentation to the class. Additional details and instructions will be posted to Canvas and discussed in class.

## **GRADING POLICY & ASSESSMENT**

Weekly Quiz/Reflection (10)	60
Event Notes (2)	40
Midterm (Exam 1)	80
Final Exam	80
Term Project & Presentation	100
<b>Total points</b>	<b>360 total points</b>

Course grades will be determined as follows:

360 – 333	total points =	A
332 – 323	total points =	A-
322 – 312	total points =	B+
311 – 297	total points =	B
296 – 287	total points =	B-
286 – 276	total points =	C+
275 – 261	total points =	C
260 – 251	total points =	C-
250 – 240	total points =	D+
239 – 229	total points =	D
228 – 215	total points =	D-
214 – 0	total points =	F

Final course grades will be determined based on each student's earned total point value for the course with plus and minus letter grade (for example, A, A-, B+, etc.). Each student begins the course with 0 points. Students may earn points in this class based on submitted assignments and class activities.

NOTE: In order to maintain confidentiality, I do not give out grades over the phone or via email. Check Canvas for your scores on each assignment in each module. >There are no extra credit or bonus points available for this course.

## **Attendance**

Students are expected to attend and participate in class meetings, actively engage Canvas online resources and activities, and complete all assignments and projects as schedule. Attendance is key to your success in this course. If you cannot attend class for a health or emergency situation, please contact me ASAP, either beforehand if an absence is planned or afterward if due to an unplanned emergency or illness. You are responsible for understanding policies and procedures for enrollment, add/drops, withdrawals, and other policies discussed in the CSUSB Bulletin.

## **NOTE: ALL CURRENT AND PROSPECTIVE GEOGRAPHY MAJORS**

If you are a current or prospective geography major, you must **retain graded copies** of written work produced in this course (and all your other geography courses) for later inclusion in a portfolio of your work that you will be required to submit to the instructor of Geography 5000 (Senior Seminar) when you take that course. (GEOG 5000 is a required course for all geography majors.

## **ADDITIONAL UNIVERSITY POLICIES**

### **Statement on Inclusion, Diversity and Equity (University Core Values)**

At all times during class, students should adhere to the University's core values of inclusion, diversity, and equity, as well as the other values listed here.

### **Undocumented Student Support**

All students are welcome and belong in this class regardless of their citizenship, residency, or immigration status whether the status is documented or undocumented. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Undocumented Student Success Center (<https://www.csusb.edu/undocumented-student-success-center>) at both San Bernardino and Palm Desert Campuses (Dreamers@csusb.edu; 909.537.5937). Making use of these resources will not jeopardize your student status, your financial aid, or any other part of your residence. Please visit <https://www.csusb.edu/admissions/apply-csusb/establishing-residency/csu-resources-undocumented-students>.

### **Support for Students with Disabilities:**

If you need an accommodation for a disability in order to participate in this class, **please see me ASAP** and contact Services to Students with Disabilities at (909) 537-5238. If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

### **Academic regulations and procedures:**

All students must be aware of CSUSB's regulations and procedures found here. Students should be particularly aware of the section on **plagiarism and cheating**.

### **University emergency and safety guidelines:**

Please refer to the CSUSB "Preparedness Reference Guide" for up-to-date campus safety and emergency guidelines. <https://www.csusb.edu/emergency-management/preparedness/preparedness-reference-guide>

## **CSUSB Distributed Learning Policy**

A. The University will not provide technical support for those resources that the University does not endorse, or any products which may be advertised through those resources. B. All information about hardware, software, and technical support for this class can be found at Information Technology Services website at <https://www.csusb.edu/its>  
C. In the event of a technical breakdown at CSUSB, we will postpone all assignment due dates until the breakdown is resolved.

## **Plagiarism and Cheating**

Students should refer to the "General Regulations and Procedures" in the CSUSB Bulletin of Courses for the university's policies on course withdrawal, cheating, and plagiarism. Students are expected to be familiar with the University's Policy on cheating and Plagiarism. Please review this at (CSUSB Bulletin, pages 51-52). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

## **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at (CSUSB Bulletin, pages 46-48).

## **HOW DOES THIS COURSE WORK?**

>**Each week, on Monday**, check this Course Schedule for planning your week.  
>Specific dates, times, and format for all exams, quizzes and assignments are noted in the Course Schedule.

- **Lectures And Assignments Will Be Posted in 1 To 2 Week Blocks**  
This will help you pace yourself in the class and keep up with the material. We have a lot to cover this semester! Please listen and/or read each lecture the week it is posted and complete the readings and assignments for each week. It is your responsibility to keep up with the material and cover each week's work in a timely basis. Do not make the mistake of missing a week or delaying work. It will be very challenging to catch up.

> On **Tuesday**  
- Check the **Canvas site** for that week's Module content and **Announcements**.  
-Check Canvas for a new online, asynchronous activity posted for that week  
-You will have a reading assignment to complete each week.

>On **Thursday**  
- We will meet as a class either virtually (on Zoom) or in-person (per health/Covid campus guidelines). - Sessions will include lecture, content review, and class activities. Plan to attend these **live sessions from 4pm to 5:15pm**.

> **Due on Sundays**  
-**Weekly quiz/reflection** will be posted on Canvas most weeks & due on Sundays.  
-You may complete these assignments **earlier** (if you prefer a weekday schedule for your coursework)

>All Exams, Quizzes, and Assignments are posted on Canvas and due on Canvas.  
Detailed instructions will be posted on Canvas & discussed in class.

> **Readings:** Textbook is available as a free e-Book through CSUSB Pfau Library. All other readings will be posted and free to you on Canvas.

## COURSE SCHEDULE

**Disclaimer:** The syllabus and course schedule may be subject to change.

Module	Date	Module Topics	Readings & Assignments
<b>"Start Here" &amp; Module 1</b>	<b>Thursday Jan 27</b> (first class meeting)	Introduction to the Course, Canvas tour	Read all the content in "start Here" on Canvas  Read the Syllabus  Read the following 4 short items posted to Canvas in Module 1:  "Find Your Park" NPS.gov website "NPS FAQ" on nps.gov website Overview of the NPS (PDF) UNESCO World Heritage sites
<b>2</b>	<i>Tuesday February 1</i>  <i>Thursday Feb 3</i>	What is a national park?  Introduction to the National Park Service (NPS) & UNESCO World Heritage Sites (WHS)  What is a National Park?  Environment & Cultural Landscapes	<b>Read:</b>  <b>Keiter Ch. 1</b> (Keiter, 2013, To Conserve Unimpaired)  <b>Posted to Canvas</b> - US NPS Designations - US Department of the Interior Organization Chart  Scan & familiarize yourself with - List of All NPS Units in the USA - Timeline of the NPS - Maps of national parks (USA)  <b>Weekly Quiz/Reflection #1</b> Due Sunday Feb. 6 at 4:00PM
<b>3</b>	<i>Tuesday February 8</i>  <i>Thursday Feb 10</i>	History of the National Park Idea  Geographic distribution of NPS sites  Wilderness	- Vale Chapter 4  - <i>Yellowstone NP Protection Act of 1872</i> - <i>Antiquities Act of 1906</i> - <i>NPS Organic Act of 1916</i> - <i>What is the National Park Foundation?</i>  <b>Weekly Quiz/Reflection #2</b> Due Sunday Feb. 13 at 4:00PM
<b>4</b>	<i>Tuesday Feb 15</i>  <i>Thursday Feb 17</i>	Tourism and National Parks	Keiter Chapter 2 Chapter 3  <b>Weekly Quiz/Reflection #3</b> Due Sunday Feb.20 at 4:00PM

<b>5</b>	<i>Tuesday Feb 22</i> <i>Thursday Feb 24</i>	Study/Review <b>Exam 1</b> <b>Thursday Feb 24</b> Opens at 4:00 pm Closes at 6:45 pm	Study Guide posted on Canvas  Exam will take place on Canvas
<b>6</b>	<i>Tuesday March 1</i>  <i>Thursday March 3</i>	<i>Event March 1:</i> Waterways: Valuing Tribal and Indigenous perspectives to Shape Southern California Water Resiliency  Outdoor Recreation in National Parks	<b>Event Notes</b> Due Sunday March 6 at 4:00PM  Keiter Chapter 4
<b>7</b>	<i>Tuesday March 8</i>  <i>Thursday March 10</i>	How are new national parks created?  Political Geography  Focus: Proposed Chumash National Marine Sanctuary (CA)	Dilsaver and Wyckoff. <i>Political Geography of National Parks</i>  <b>Term Project Instructions</b> Posted to Canvas this week  <b>Weekly Quiz/Reflection #4</b> Due Sunday March 13 at 4:00PM
<b>8</b>	<i>Tuesday March 15</i>  <i>Thursday March 17</i>	Seeing the National Parks: Photography, Film, and Visual Representations	<i>Editing Nature</i> , Youngs 2012  <b>Weekly Quiz/Reflection #5</b> Due Sunday March 20 at 4:00PM
<b>9</b>	<i>Tuesday March 22</i>  <i>Thursday March 24</i>	Natural & Cultural Resource Management  Concessions in National Parks	Keiter, Chapter 5  <b>Term Project Topic Due</b> (in class Thursday March 24 & on Canvas)  <b>Weekly Quiz/Reflection #6</b> Due Sunday March 27 at 4:00PM
<b>10</b>	<i>No Class Spring Break! March 28 – April 1</i>		

<b>11</b>	<i>Tuesday April 5</i> <i>Thursday April 7</i>	Environmental Justice and National Parks Parks for All? Race, Class, & Gender in the National Park Visitor Experience Revisit: Proposed Chumash National Marine Sanctuary (CA) Bear Ears National Monument (UT)	<i>Keiter Chapter 6</i> Sanchez and Sanchez-Clark American Latino Heritage (posted on Moodle) <b>Watch:</b> Ken Burns: <i>Untold Stories</i> (3 short videos posted to Canvas) <b>Weekly Quiz/Reflection #7</b> Due Sunday April 10 at 4:00PM
<b>12</b>	<i>Tuesday April 12</i> <i>Thursday April 14</i>	Introduction to UNESCO World Heritage Sites (WHS)	1 World Heritage and UNESCO's World Heritage Mission (2 pages. 900-901) 2 US NPS Office of International Affairs (website) <b>Weekly Quiz/Reflection #8</b> Due Sunday April 17 at 4:00PM
<b>13</b>	<i>Tuesday April 19</i>  <i>Thursday April 21</i>	UNESCO World Heritage Sites (WHS) Global Ideas for Environmental Conservation, Social Resilience, and Cultural Heritage Projection  Case Study Venice, Italy Climate Change, Rising Sea Levels, Lagoon Ecology, Sustainable Tourism	1 UNESCO profile for The Venice, Italy 2 Horodowich Chapter 8 (short) <b>Weekly Quiz/Reflection #9</b> Due Sunday April 24 at 4:00PM
<b>14</b>	<i>Tuesday April 26</i>  <i>Thursday April 28</i>	California State Parks	    <b>Weekly Quiz/Reflection #10</b> Due Sunday May 1 at 4:00PM

<b>15</b>	<i>Tuesday May 3</i> <i>Thursday May 5</i>	The Future of National Parks and Public Lands  Event: Sustainable Parks  <b>Optional Field Trip</b> May 5 Thursday California State Parks Chino Hills SP	Chapter 15  <b>Event Notes</b> Due Sunday May 8 at 4:00PM  Optional Field Trip information & times will be posted to Canvas and discussed in class
<b>16</b>	<i>Tuesday May 10</i> <i>Thursday May 12</i>	<b>Student Presentations of Term Projects</b>	Instructions will be posted to Canvas  Presentations deadline: uploaded to Canvas by <b>Monday May 9 @ 4:00 PM</b>  Paper Due! uploaded to Canvas by <b>Sunday May 15 @ 4:00 PM</b>
<b>17</b>	<b>Final Exam</b> <i>Thursday May 19</i>	<b>Final Exam**</b> Opens at 4:00 pm Closes at 6:45 pm	Study Guide posted on Canvas  Exam will take place on Canvas

\*\* No alternate final exam time or date.