

ORIGINATOR'S SECTION:

1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2018
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2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
("generic" is a placeholder for topics) T-form for course submitted concurrently with this Course form.

4. Course abbreviation and Number:* GEOG 450

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Parks and Protected Areas

6. Abbreviated Title for PeopleSoft:
(no more than 25 characters, including spaces)
Parks and Protected Areas

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Uses U.S. and international parks and protected areas to explore themes of human-environment interaction, sustainability, and conservation. Explores the history of parks and protected areas, including the development of the U.S. National Park system. Examines representative case studies to explain evolving ideas regarding wilderness, public space, principles of multiple use, and sustainability.

9. Why is this course being proposed?

Resource management, including our parks and public spaces, is one of the major challenges facing communities across the globe. This course examines the development of a land ethic, including preservation, conservation, and sustainability, in the U.S. and globally; conflicts in resource management for as a "public good" and an economic resource; and different approaches to land management. The course also discusses the development of urban parks, National Parks and Monuments in U.S. cities, and "new spaces" of human-environment interactions.

10. Mode of Instruction*

For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

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16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*
T-form for course submitted concurrently with this Course form.

20. How often will this course be offered once established?* Once per year.



PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

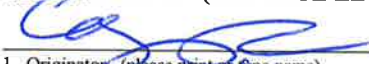
If yes, please specify:
 This course will meet requirements of the Human-Environment track in the upcoming Geography P-form proposal. It is recommended for listing for the Geography and Border and Regional Studies minors, and as an upper-division elective for Environmental Studies.

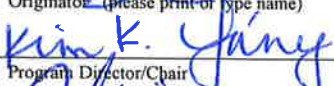
22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No


If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

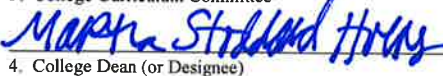
Economics Discipline	 Signature	9/13/17 Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Environmental Studies Discipline	 Signature	9/14/17 Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print of type name)  9/12/2017
Date

2. Program Director/Chair  9/12/17
Date

3. College Curriculum Committee  10/5/17
Date

4. College Dean (or Designee)  10/5/17
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

GEOG 390-XX OR GEOG 450: Parks and Protected Areas
Course meeting times & location

Instructor: Professor Elizabeth (Liz) Ridder
Email: eridder@csusm.edu
Office hours: TIMES

Office: SBSB 4229
Phone: 760-750-8298

Official Course Description

Uses U.S. and international parks and protected areas to explore themes of human-environment interaction, sustainability, and conservation. Explores the history of parks and protected areas, including the development of the U.S. National Park system. Examines representative case studies to explain evolving ideas regarding wilderness, public space, principles of multiple use, and sustainability.

Student Learning Outcomes

Course Learning Outcomes

Upon completion of the course, students will be able to:

1. Describe the development of the U.S. Park System.
2. Provide examples of competing management objectives.
3. Analyze conservation and sustainability approaches in the U.S. and abroad.
4. Discuss parks and protected areas through various theoretical lenses (e.g., coupled systems, political ecology, sustainability).
5. Identify and assess new challenges and opportunities for public spaces.
6. Communicate effectively in writing to various audiences.
7. Find, evaluate, and use information appropriate to the course and discipline.

Required Materials and Technology

Text: Sellars, Richard W. 1997. *Preserving Nature in the National Parks: A History*. Yale University Press.
Free E-text: https://www.nps.gov/parkhistory/online_books/sellars/index.htm.

Technology: Every student must have regular access to a computer with a reliable (and preferably fast) internet connection. All course materials including supplemental readings, lecture slides, and homework assignments, are posted through Cougar Courses.

Course Format

Class meetings: Our class meetings are 75 minutes in length and are broken into lecture, where concepts are initially introduced and examples are discussed through case studies and videos. Student-led discussions at the end of each week are intended to highlight the connections between lecture, video, and reading concepts.

Quizzes: At the end of each week, you will complete a quiz consisting of 5-7 multiple-choice questions. The quizzes are conducted through Cougar Courses, and are closed note, closed book, individual efforts. We will use Safe Exam for quizzes.

Discussion prep: Prior to our first meeting each week, you will submit an annotated bibliography of that week's reading assignments. At the end of the annotated bibliography, you will also include two potential discussion questions that you would like to investigate further with your classmates. We will spend 25-30 minutes during our last meeting of each week discussing your questions, and relationships between lecture and readings. Participation during discussion is graded; everyone is expected to contribute to the week's discussion items. The instructor will moderate and provide input, but you are expected to carry the conversation. The instructor will launch our first week's discussion, which will include expectations of behavior and civil discourse in our classroom.

Poster presentation: For your poster presentation, you will integrate material from the course into a physical or digital poster. Your poster will explore and describe several themes:

- The basis for park or public space designation (e.g., historical, ecological)
- The social issues (e.g., land ownership, justice) surrounding management and how these issues have changed over time
- Drivers of social or ecological change in the selected park or public space (e.g., eminent domain, climate change, land use)
- Opportunities for sustainability or altered management systems

Course Requirements and Graded Components

Plus/minus grading will be used.

Quizzes	40 pts
Discussion participation	20 pts
Discussion prep (annotated bibliographies & discussion questions)	20 pts
Poster presentation	20 pts

Tentative Course Schedule

Week	Lecture Topics	Reading	Activity
1	Wilderness Nature narratives	Cronon "The Trouble with Wilderness" Cronon "A Place for Stories: Nature, History, and Narrative"	
2	Nature, Culture, and History		
3	Catalysts and birth of the U.S. National Parks	Sellers, Chapters 1 & 2 Yosemite Act, 1864 Yellowstone Act, 1872	
4	Birth of other public lands in the U.S. U.S. Land Management Agencies and their directives	Antiquities Act, 1906 Study of Potential National Battlefields, 1926 Wild & Scenic Rivers Act, 1968 Marine Conservation Areas	
5	Global systems of governance: UNESCO, World Heritage Commission, WTO		

6	Preservation, Conservation, Sustainability	Lackey "Seven Pillars of Ecosystem Management" Brockington & Duffy "Capitalism and Conservation"	
7	Land use, cultural change, colonization	Stokowski "Languages of Place and Discourses of Power" Wright "The Spatial Musculature of the American West" Kosek "Smokey Bear is a White Racist Pig"	
8	Public use and private lands	Klyza "Competing Conceptions of the Public Interest" Langholz & Lassoie "Perils and Promises of Privately Owned Protected Areas"	
9	The role of NGOs in conservation and development	Redclift "Sustainable development: An oxymoron comes of age"	
10	The competing requirements of land management	Davis "Energy on Federal Lands" Klyza "Reform at a Geological Pace: Mining Policy on the Federal Lands"	
11	Jobs vs. Environment	Starrs "Let the Cowboy Ride: Cattle Ranching and the American West"	Mind map: Poster concept
12	Water policy		
13	Urban-wildland conflicts		
14	Climate change and protected lands		Poster rough-draft due; peer-critique
15	Urban Parks Memoryscapes	Butler "Memoryscape: How Audio Walks can Deepen our Sense of Place"	
16	Poster presentation session		

All-University Writing Requirement

In this class, the All-University Writing Requirement is met through the submission of reading quizzes, discussion preparation, and a poster presentation. Together, these requirements will meet or exceed the 2500-word minimum.

Student Responsibilities/Course Policies

This syllabus details specific expectations I have about attendance and participation. You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and any instructors or guest lecturers and you will treat them with the courtesy you expect to receive in return. You are expected to help create an environment where others are treated with dignity and to behave in a way that promotes a physically and psychologically safe, secure, and supportive climate. You are expected to allow all members of the class and campus community to engage as full and active participants where the free flow of ideas is encouraged and affirmed. This policy applies to all forms of communication in this course. Any email

correspondence will be conducted via your university email address; thus you are expected to check this email address regularly or forward email from this account to one you regularly use.

Attendance: Attendance in lecture is randomly monitored, and much of the evaluation will be based upon material covered in class. You are responsible for any material covered in lecture regardless of inclusion of that information in the notes posted to Cougar Courses. You are also responsible for any announcements made in class. It is not possible to make-up quizzes or assignments without being cleared in advance or for medical reasons.

- In order to avoid being administratively dropped, attendance is required on the first day of class.

University Academic Honesty Policies: Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy (p. 99, 2016-2018 University Catalog And at http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html). All assignments must be original work, clear, and error-free. All ideas/material that are borrowed or adapted from other sources must have appropriate references to the original sources. Any directly quoted material should give credit to the source and be punctuated accordingly.

Students are responsible for honest completion and representation of their work. There is a zero tolerance policy for infractions. If you believe there has been an infraction by someone in class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade on an exam, assignment, or the class as a whole. In addition, faculty are responsible for reporting all incidents of Academic Dishonesty to the Office of the Dean of Students. The Dean of Students may impose sanctions, which can include a warning, probation, suspension, or expulsion.

Collaboration: In this class, students are not allowed to collaborate with others on quizzes. Do not share your work with others or ask others to see their completed work since both are considered academic misconduct. In the case of in-class activities that allow collaboration, each student is expected to complete a similar amount of work and to contribute equally. Students who misrepresent themselves as equal partners but who are actually letting others do the bulk of the work, are behaving in an academically dishonest manner and are subject to the same penalties as cheating and plagiarism.

You are responsible for communicating with me if you do not understand how the policy applies to particular assignments. Campus resources can help you to understand the differences between a citation, giving credit, original writing, and plagiarism.

- CSUSM (by Sue Thompson): <https://microsites.csusm.edu/plagiarism-tutorial/>
- Purdue University Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/589/1/>

Credit hour policy: For each semester hour of credit that assigned to a Geography course, you should expect to spend minimum of **two** hours per week for each unit of credit, outside the classroom preparing for class sessions. ***In this course, this means you should plan for a minimum of six hours per week outside of class time in preparation.***

Absences: Students who are absent for medical or personal reasons are expected to present evidence to verify the reason. Students should not expect instructors to make adjustments to the class attendance

policy, nor to provide make-up exams, so that students can leave campus before the beginning of a scheduled vacation or at the end of the semester, or to accommodate family or employment activities.

Make-up & Late Work: If you have not provided appropriate evidence or received prior instructor approval, any work submitted late is subject to a 10% grade reduction penalty per day late. No late work will be accepted the final week of class or during finals week. As you are submitting work late, I will grade items as I am able to find time, so they may not be returned to you in the assignment's stated turn-around time. Unless otherwise instructed, do not send assignments through email. Submit according to the assignment instructions.

Technology: Assume that technology will fail at some point. Do not assume that everything will go smoothly when it comes to computers. **Plan ahead.** Do not leave the completion of assignments or projects for the last possible moment. Printer failure or lack of access happens to everyone at some point and is not a valid excuse for work to be turned in late.

Contact the CSUSM help desk for technical assistance with Cougar Courses at sth@csusm.edu or 760-750-6505.

Use of electronic devices is only allowed in the support of your own learning. This means that any cell phone, PC, tablet, or other electronic devices are not to be used during class for social media, web surfing, texting, or other uses that distract you and your fellow students.

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at 760-750-4905, TTY 760-750-4909, and by email at dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours to ensure confidentiality.