Writing Course Review Form (9/10)

I. General Education Review – Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>History</th>
<th>Course # (i.e. ENEX 200)</th>
<th>HSTA 291</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>America's National Parks</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type/print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor: Shawn Bailey</td>
<td>4/24/11</td>
<td></td>
</tr>
<tr>
<td>Phone/Email: 406-529-4578</td>
<td><a href="mailto:shawn.bailey@umontana.edu">shawn.bailey@umontana.edu</a></td>
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<tr>
<td>Program Chair: John Eglin</td>
<td>5-20-11</td>
<td></td>
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<tr>
<td>Dean: Jon Townsend</td>
<td>5-8-11</td>
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III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>X</th>
<th>Change</th>
<th>Remove</th>
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<td>Reason for new course, change or deletion</td>
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IV. Overview of the Course Purpose/Description: Provides an introduction to the subject matter and explains course content and learning goals.

This course is designed, in part, as an intensive introduction to the history of America’s national parks, from the historical antecedents that influenced the founding of the nation’s earliest parks to the twenty-first century issues throughout the National Park Service. In three short weeks, we will cover a semester’s worth of lectures, discussions, writing assignments, and exams. By necessity, this will not be an exhaustive survey of the history of all fifty-eight national parks. Instead, we will use illustrative examples to highlight key moments in national park history, including nineteenth-century intellectual movements that inspired the creation of national parks, the debates over conservation and preservation, legislative acts such as the Antiquities Act and the National Park Service Organic Act, the democratization of tourism in America, the rise of the wilderness and environmental movements, the conservative revolution, and the future of American national parks. The historical knowledge gained through course readings and lectures will be essential for completion of both writing assignments and the final exam.

This class has also been designated a writing course at the University of Montana. The ability to write clearly and effectively is indispensable to the education of budding historians, fundamental to academic inquiry, has been demonstrated repeatedly as important to success, both in academic and professional environments. Upon successful completion of this course, students will be able to write for a variety of situations and audiences, to think critically about both sources and a student’s own writing assignments, and to identify, analyze, and synthesize historical sources into clear, concise historical writing.

V Learning Outcomes: Explain how each of the following learning outcomes will be achieved.
<table>
<thead>
<tr>
<th><strong>Student learning outcomes:</strong></th>
<th><strong>Details</strong></th>
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<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>Students will choose and evaluate primary and secondary sources necessary for historical writing, then write synthetic, argument-driven assignments based on this research.</td>
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<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Students will be pushed to write thesis based, argument-driven essays, to move away from writing that is simply descriptive or narrative-driven.</td>
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<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Students will produce written works targeted at a variety of audiences; in particular a research project geared toward an academic audience of historians, designed to withstand peer review. Class time will be devoted to how to choose a particular audience for each written piece.</td>
</tr>
<tr>
<td>Revise written work based on constructive comments from the instructor</td>
<td>Students will write two drafts of their primary research project. The first draft will be assessed, and then returned with both a grade and detailed notes and suggestions for revisions. Students will then have one week to take this suggestions into account and revise their final paper. Grades on the final paper will include an assessment of how well students revised their papers.</td>
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<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.unt.edu/informationliteracy/">http://www.lib.unt.edu/informationliteracy/</a>)</td>
<td>A good deal of time will be devoted to the evaluation of sources—what is dependable, what to be wary of, etc—as well as how to properly cite these sources in footnotes.</td>
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<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>Students will be pushed to write as professional historians—and produce thesis-driven essays, which analyze both primary and secondary sources, and attempt to offer a unique contribution to historical scholarship.</td>
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<td>Demonstrate appropriate English language usage</td>
<td>Students will be pushed to write in clear, concise English, and to proofread all assignments before turning them in for credit. Writing style will constitute a portion of all graded assignments, particularly the first and final drafts of the research project.</td>
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**VI. Writing Course Requirements Check list**

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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☐ Yes ☑ No On the syllabus, students are directed to the Mansfield Library website on Information Literacy. Additionally, these expectations will be discussed on the first day of class.</td>
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</table>
| Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments? Please attach one example of instructions for written assignment. | ☑ Yes ☐ No A. Students will propose, research, write, and then re-write a substantial essay on national park history. One of the major themes of the course is conflict over natural resource use throughout national park history. This theme can be demonstrated in numerous ways, from the battles over the creation of national parks throughout the country, in the somewhat contradictory language in the National Park Service Organic Act of 1916, in the mid-century battles over dams in several National Park Service locales, in the debates over wilderness and modern environmentalism, and the contemporary issues over proper use of park lands and conflicts over wildlife management. For these assignments, students will pick a national park of interest, choose an historic episode of conflict that impacted that national park, then propose, research, and write an argument-driven essay on this topic. 1. Research Proposal—in this one-to-two page written assignment, students will
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<tr>
<td>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</td>
<td>Students will read, discuss, and put into practice the historical research and writing methods detailed in William Storey's <em>Writing History</em>. Different writing assignments will be geared toward different audiences, purposes, and genres—and students will be evaluated in part on their ability to meet this objectives.</td>
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<tr>
<td>Which written assignments will include revision in response to instructor’s feedback?</td>
<td>The main research project—students will write a first draft, which will be graded and critiqued, and then a final draft that will include revisions based the instructor suggestions.</td>
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<tr>
<td><strong>VII. Writing Assignments:</strong> Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.</td>
<td>Two, one-page responses to assigned readings, based on previously handed out discussion questions; a one-to-two page research proposal; a first draft of this research essay (five to seven pages); and a final draft (five to seven pages).</td>
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HSTA 291W: AMERICA'S NATIONAL PARKS

Instructor: Shawn Bailey
Contact Information: Office—352 Corbin Hall
Office Hours: 12-1 PM (immediately following class) or by appointment
shawn.bailey@umontana.edu
Mailbox—located in 256 Liberal Arts

Course Description and Goals:
This course is designed, in part, as intensive introduction to the history of America's national parks, from the historical antecedents that influenced the founding of the nation's earliest parks to the twenty-first century issues throughout the National Park Service. In three short weeks, we will cover a semester's worth of lectures, discussions, writing assignments, and exams. By necessity, this will not be an exhaustive survey of the history of all fifty-eight national parks. Instead, we will use illustrative examples to highlight key moments in national park history, including nineteenth-century intellectual movements that inspired the creation of national parks, the debates over conservation and preservation, legislative acts such as the Antiquities Act and the National Park Service Organic Act, the democratization of tourism in America, the rise of the wilderness and environmental movements, the conservative revolution, and the future of American national parks. The historical knowledge gained through course...
readings and lectures will be essential for completion of both writing assignments and the final exam.

This class has also been designated a writing course at the University of Montana. The ability to write clearly and effectively is indispensable to the education of budding historians, fundamental to academic inquiry, has been demonstrated repeatedly as important to success, both in academic and professional environments. Upon successful completion of this course, students will be able to write for a variety of situations and audiences, to think critically about both sources and a student’s own writing assignments, and to identify, analyze, and synthesize historical sources into clear, concise historical writing.

**Learning Outcomes:** This course has been designed to fulfill the requirements set forth by Montana’s Faculty Senate for undergraduate writing courses, including the following

A. Use writing to learn and synthesize new historical concepts.
B. Formulate and express opinions and ideas in historical writing.
C. Compose historical writing assignments of various lengths, which are targeted to an academic audience.
D. Revise historical research projects based on constructive criticism and feedback.
E. Find, evaluate, and utilize primary and secondary sources necessary for historical writing and demonstrate proficiency in information literacy. For more information on Montana’s standards of information literacy, please review the following website: http://www.lib.umt.edu/informationliteracytables/
F. Begin to write like historians, including discipline-specific writing conventions, such as argument-driven essays, evidenced-based writing, and the use of proper citation methods.
G. Demonstrate appropriate English language usage in historical writing.

**Assigned Texts, available in the University of Montana Bookstore:**
Additional Readings are Available on E-Reserve (see course schedule).

**Suggested Texts:**

**Assignments and Assessment:**

A. Attendance, Informed Participation, and Completion of Ungraded Writing Assignments—10-percent
B. One page responses to the two assigned secondary texts, to be written in-class—10 percent total (5-percent each).
C. One-to-two page research proposals (due Friday, January 6th)—15-percent.
D. First Draft of Research Paper (due January 13th)—15-percent
E. Final Draft of Research Paper (due January 20th)—25-percent
F. Final Exam, scheduled January 20th—25-percent

Grades will be on a plus/minus system with the following breakdown:
A (100-93), A- (92.9-90), B+ (89.9-87), B (86.9-83), B- (82.9-80), C+ (79.9-77), C (76.9-73), C- (72.9-70), D+ (69.9-67), D (66.9-63), D- (62.9-60), and F (59.9-0).

Writing Assignments:
For this course, students will be required to produce approximately sixteen pages of historical writing, with assignments varying from sentence/paragraph length responses to in-class prompts to a seven-ten page research project due at the end of class. Students will complete the following writing assignments:

B. On six, unannounced occasions students will complete in-class, ungraded assignments of varying length, including developing thesis statements based on primary sources, writing transition sentences for historical writing, paragraphs requiring the successful integration of both quoted material and proper citations, etc.

C. Students will write two, in-class responses of approximately one-page in length to both of the assigned texts—Mark Spence’s *Dispossessing the Wilderness* and Michael Yochim’s *Yellowstone and the Snowmobile*. Possible questions for this assignment will be handed out several days in advance.

D. Students will propose, research, write, and then re-write a substantial essay on national park history. One of the major themes of the course is conflict over natural resource use throughout national park history. This theme can be demonstrated in numerous ways, from the battles over the creation of national parks throughout the country, in the somewhat contradictory language in the National Park Service Organic Act of 1916, in the mid-century battles over dams in several National Park Service locales, in the debates over wilderness and modern environmentalism, and the contemporary issues over proper use of park lands and conflicts over wildlife management. For these assignments, students will pick a national park of interest, choose an historic episode of conflict that impacted that national park, then propose, research, and write an argument-driven essay on this topic.

2. Research Proposal—in this one-to-two page written assignment, students will identify the national park they wish to research, give background information on the park (including geography, topography, and founding information), propose a preliminary thesis statement (with the understanding that this might change during the research process), and list potential sources, both primary and secondary.

3. First Draft—students will compose a thesis-driven essay on their chosen topic, complete with introduction, proper historical evidence, analysis of that evidence, proper citations, and a conclusion. These papers will be graded, and returned with numerous notes, suggestions, and criticisms.

4. Final Draft—students will revise their papers based on the first draft responses, on additional research, and on the suggestions from William Storey’s *Writing*
History. Final drafts are due on the last day of class—January 20th. A grading rubric detailing expectations and grading requirements will be handed out in class.

A Note on Plagiarism:
Plagiarism is defined in the UM Student Conduct Code as representing another person’s words, ideas, data, or materials as one’s own, a situation that will not be tolerated in this course. Throughout this class, you will be given ample instruction how to conduct historical research, how to paraphrase and quote illustrative material, and how to provide proper citations for all material not your own. Therefore, there is a zero tolerance policy in regards to plagiarism, and any documented cases of plagiarism will result in a failing grade for the class.

Course Schedule:

Tuesday January 3rd:
9:00-9:50: Course Introduction: Wallace Stegner and America’s Best Idea
10:10-50: Original Inhabitants
11:00-11:50: Park Antecedents: From Antiquity to Niagara Falls

Wednesday January 4th:
Suggested: Runte, National Parks, Prologue and Chapter One
9:00-9:10: Park Antecedents: Monumental Art & Literature
10:00-10:50: Park Antecedents: Catlin’s Idea?, George Perkins Marsh, and the American West
11:00-11:50: Slide Show/Discussion: Church, Thoreau, Bierstadt, Marsh et al.

Thursday January 5th:
Readings: Required: Spence, Dispossessing the Wilderness, pp. 3-139.
Suggested: Runte, Writing History, Chapter One pp. 3-15.
9:00-9:50: Yellowstone: “A Child’s Fairy Tale”
10:00-10:50: Yosemite: Conservation and Conflict
11:00-11:50: Writing Discussion: Thesis Statements and Dispossessing the Wilderness

**One Page Response for Dispossessing the Wilderness, to be written in class**

Friday January 6th:
Readings: Required: Storey, Writing History, Chapter Two and Four, pp. 17-23 & 43-56.
George Bird Grinnell selections, on E-RES
Suggested: Runte, National Parks, Chapter Four
9:00-9:50: **Paper Proposals Due**
Pragmatic Alliances: Transcontinental Railroads and “Worthless Lands”
10:00-10:50: Pragmatic Alliances: Sport Hunters and the Rise of Conservation
11:00-11:50: Writing Discussion: George Bird Grinnell and Using Primary Sources
Monday January 9th:
Readings: Required: John Muir, Our National Parks, (1901), Chapters I, IX, and X, on E-RES
Storey, Writing History, Chapter Three, pp. 25-36
Suggested: Runte, National Parks, Chapter Five
9:00-9:50: Hetch Hetchy: Preservation versus Conservation in National Parks
10:00-10:50: Writing Discussion: John Muir and a Quoting his Passion for Nature
11:00-11:50: American Antiquities: Roosevelt and Lacey

Tuesday January 10th:
Readings: Required: National Park Service Organic Act (1916), on E-RES
Storey, Writing History, Chapters Five through Nine, pp. 59-98.
Stephen Pyne, How the Canyon Became Grand, xi-22 and 159-163, E-RES
Margaret Brown, The Wild East, Introduction and Conclusion, E-RES
Suggested: Runte, National Parks, Chapter Six.
9:00-9:50: Creation of the National Park Service and the Grand Canyon Example
10:00-10:50: Eastern Efforts: Shenandoah and the Great Smoky Mountains
11:00-11:50: Writing Discussion: Introductions and Conclusions/Pyne and Brown

Wednesday January 11th:
Readings: Required: Edward Abbey, Desert Solitaire, pp. 39-60, E-RES
Suggested: Runte, National Parks, Chapter Seven
9:00-9:50: See American First: Tourism and the National Parks
10:00-10:50: Writing Discussion: Handling Polemical Sources—Ed Abbey and Industrial Tourism
11:00-11:50: National Parks, the Great Depression, and the New Deal

Thursday January 12th:
Readings: Required: Glacier Park Act (1910), on E-RES
Dinosaur National Monument Act (1916), on E-RES
Suggested: Runte, National Parks, Chapter Eight.
9:00-9:50: Everglades National Park and the Rise of Wilderness Protection
10:00-10:50: Holler Stop to the Dam Builders: Glacier View and Echo Park
11:00-11:50: Film/Discussion: This is Dinosaur and Wilderness in the National Park Service

Friday January 13th: **FIRST DRAFTS DUE**
John Flippen, “The Nixon Administration, Timber, and the Call of the Wild,” on E-RES.
9:00-9:50: The Great Society: 1960’s Environmental Legislation and the National Parks
10:00-10:50: Richard Nixon: 1970’s Environmental Legislation and the National Parks
11:00-11:50: Expansion: Nontraditional Parks

Monday January 16th: Martin Luther King Jr. Day—NO CLASS

Tuesday January 17th:
Readings: Required: Storey, *Writing History*, Chapter Ten, pp. 103-107
Carroll Foster, “The ‘Sagebrush Rebellion’ and the Alaskan Lands Bill in
the U.S. Congress,” (1983).

9:00-9:50: Radical Environmentalism and the Parks
10:00-10:50: Alaska!
11:00-11:50: Age of Reagan: Sagebrush Rebels and Conservative Backlash

Wednesday January 18th:

9:00-9:50: Film: *Facing the Storm* (abridged).
10:00-10:50: Discussion: Contemporary Resource Issues—Snowmobiles and Wildlife
Management
**One Page Response for *Yellowstone and the Snowmobile*, to be written in class**
11:00-11:50: Exporting an Idea: National Parks in the Burgeoning World

Thursday January 19th:
Readings: Required: Reviews of Ken Burn’s *The National Parks*.
Suggested: Runte, *National Parks*, Chapter Thirteen and Epilogue
9:00-9:50: Film/Discussion: Ken Burns’ Vision of the National Parks
10:00-10:50: The Future of America’s National Parks
11:00-11:50: Course Review

Friday January 20th: Final Drafts DUE
FINAL EXAM