GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
DEMOCRACY AND CITIZENSHIP (GROUP IX, Y) 5/16

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Society and Conservation
Course Title: National Parks and American Culture
Course Number: PTRM 117
Type of Request: New X One-time Only Renew* Change Remove
Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL
Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

This is a 100 level course with no prerequisites.

ADDITIONAL INFORMATION (FOR OCHE DATABASE):
In which MUS Core Category does this course fit? Social science/history
Does the course include content regarding cultural heritage of American Indians? Yes. Not in great depth but for at least two lectures.

II. ENDORSEMENT / APPROVALS

* Instructor: Wayne Freimund Ph.D.
  Phone / Email: 243-5184 wayne.freimund@umontana.edu
  Signature
  Date 9/30/16

Program Chair: Jill Belsky
Dean: Mike Patterson
Signature
Date 9/30/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble
As the National Park Service 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 (NPS), will be explored, including its work in community recreation 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. As the Stegner quote above eludes to, our national parks are generally the products of citizen groups who know how to mobilize our democratic governance system to protect a part of our American story. 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.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE DESCRIPTION FOR THE GROUP.

These courses ground students in the ideas, institutions, and practices of democratic societies and their historical antecedents. Knowledge gained through courses in the Y perspective prepares students to understand the rights and responsibilities of engaged citizenship and to assess the characteristics, contributions, and contradictions of democratic systems.

The 400+ units of the national park system represent both our natural treasures and our cultural story. Most park designations begin with the energy of a small group of individuals with passion about a place or story and are able to spread that energy through enough of society until it gains a life of its own. Whether issue is a battlefield, a workforce, jazz or architectural design, our national park system has become the stewards of many of those efforts. In this class, students will be exposed to both the criteria needed to make a resource nationally significant and the need for care and maintenance of relationships between these protected areas and civil society. Decision-making now requires considerable public involvement and management increasingly relies on partnerships with civic groups, NGO’s and corporations. Most land issues are contested and the political nature of the dialogue will clearly demonstrate the contributions and contradictions of a democratic system.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives.

The National Parks provide a unique interface between the American citizenry and government. Approximately 300 million people visit the national park system each year. National parks also result in billions of dollars annually to the communities that surround them. For example, in addition to protecting critical habitat for endangered species, Yellowstone National Park generates approximately $500 million in visitor spending and Glacier National Park another $200 million each year. This broad range of relationships has considerable implications for the types of societal pressures that reside within park management decisions. How the institution has endeavored to address these questions requires consideration of equity, social justice, transparency and fidelity to the law.

The objectives for this course include:

• The key events in the history of national parks in the United States, and of the NPS.
• Understanding the how the park system developed as a result of rapid western expansion, international competition for a cultural identity and key events such as world war 2.

• Describe how the National Park Service developed as an institution 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 mission of the NPS.

• 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.

• A basic understanding of the relationship between U.S. national parks and protected areas elsewhere in the world.

2. Analyze and evaluate the significance and complexities of engaged citizenship.

This will be a common theme within the course. Contrast for example a park that was donated by a benefactor such as Acadia or Grand Teton with designations born of populist pressure such as the Martin Luther King Jr. Memorial that was dedicated in 2011. Students will be researching different parks each week and will be activity discuss synthetic questions regarding the processes that are associated with the park’s development and ongoing management the importance of the story that park was designed to tell. We will also address issues such as the volunteerism and collaboration that the park system has grown dependent upon for the day-to-day execution of its mission.

3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

We will discuss parks that represent the battlefields of our major times of tension and stories that articulate movements such as civil rights, gender equity, treatment of Native Americans and social and environmental justice in urban areas.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?
Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example)
Please attach or provide a web link to relevant assessment materials.

1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives.

Each class consists of an instructor lecture based on the core reading for that class, followed by interactive student-led discussions of assigned Research Questions that illuminate the class topic by referring to real-world situations in selected “Focus Parks.” Students prepare for these discussions by (1) reading the assigned chapter in TPG; (2) visiting the official NPS website of one of the Focus Parks and developing answers to the Research Questions; and (3) reading supplemental materials assigned by the instructor. On six occasions, the class will be visited by a experienced manager within the National Park system either in person or via electronic link up to discuss a particular issue. Please see the detailed syllabus for the full range of issues that will be addressed throughout the course. The content will largely be guided by the research questions assigned for each day.
2. Analyze and evaluate the significance and complexities of engaged citizenship.

In the section of the course titles “Civic Engagement” we will focus on Marsh-Billings-Rockefeller National Historical Park (VT), Rosie the Riveter/World War II Home Front National Historical Park (CA), Little Bighorn Battlefield National Monument (MT), Sand Creek Massacre National Historic Site (CO), Washita Battlefield National Historic Site (OK), San Antonio Missions National Historical Park (TX). Research questions will include:

- For your selected Focus Park, identify two groups who might disagree about the story being told and explain what that disagreement might be.
- Imagine you work as an interpretive ranger in your selected Focus Park. You encounter a visitor who is angry because s/he disagrees with a statement you’ve made in a talk. What’s the best way to respond? Name and explain two principles of communication that you might depend on to ensure that the dialogue remains civil.

Example research questions from other sections of the course include:

- Under the “Get Involved” section of your Focus Park’s website, explain one specific opportunity for citizens to help support the park.
- When was your selected Focus Park created, and how did it come into being?
- Explain one key moment in the human history of your Focus Park.
- Briefly explain at least two ways that the landscape at your selected Focus Park was influenced by humans.
- Based on your core reading for this class, speculate as to whether the landscapes in your Focus Park are primarily “designed,” “working,” or “associative,” and explain your reasoning.
- Briefly explain the significance of one or more technologies that are part of the story at your selected Focus Park.
- For each of these technologies, speculate as to whether it is still in use or obsolete, and if obsolete, explain why it might be important for us to learn about it anyway.

3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

In the section on storied landscapes we will focus on: Vanderbilt Mansion National Historic Site (NY), Acadia National Park (ME), Marsh-Billings-Rockefeller National Historical Park (VT), Cuyahoga Valley National Park (OH), Bandelier National Monument (NM), Canyon de Chelly National Monument (AZ). While looking at “Treasures of the Nation” we will focus on: Statue of Liberty National Monument (NY/NJ), Nez Perce National Historical Park (ID/MT/OR/WA), Cape Cod National Seashore (MA), Gettysburg National Military Park (PA), Longfellow House—Washington’s Headquarters National Historic Site (MA), and Mesa Verde National Park (CO). and in the section on “Indigenous Voices” we will explore the National Park of American Samoa (AS), Pu’ukohola Heiau National Historic Site (HI), Ala Kahakai National Historic Trail (HI), Grand Portage National Monument (MN), Grand Canyon—Parashant National Monument (AZ/UT), Bering Land Bridge National Preserve (AK).

The specific section on The Continuing Struggle for Equality is Premises on: The national park system has grown more adept at interpreting the history of the Civil War, Reconstruction, and America’s long struggle for civil rights. Topics include Connecting the Civil War, the Reconstruction and Jim Crow eras, the late 20th-century Civil Rights Movement, and ongoing struggles for civil rights. Overcoming the “Lost Cause” interpretation of the Civil War to put slavery front and center as the cause. Lack of national park devoted to Reconstruction. National parks associated with the Civil Rights Movement. Specific research questions will include:

- Explain one key moment in the human history of your Focus Park.
- If you select Fort Sumter, Shiloh, Frederick Douglass, or Harpers Ferry as your Focus Park, summarize how its website discusses the role of slavery in the Civil War. If you select Little Rock Central High School or Selma to
Montgomery as your Focus Park, summarize how its website discusses resistance to the modern Civil Rights Movement.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University's accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B-D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS
[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.

C. ASSESSMENT FINDINGS
[This section is optional. Assessment findings can be reported if they are available.]
What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

ASSESSMENT FEEDBACK
Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

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VII. SYLLABUS AND SUBMISSION
Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the American and European Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.