Submit original with signatures + 1 copy + electronic copy to UAF Governance. See http://www.uaf.edu/uafgov/faculty/ccd for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:
Department: Geography
Prepared by: Kenneth A. Barrick
Email Contact: fffkab@uaf.edu
College/School: SNRAS
Phone: 474-6641
Faculty Contact: Kenneth A. Barrick

1. ACTION DESIRED
(CHECK ONE):
Trial Course
New Course X

2. COURSE IDENTIFICATION:
Dept: GEOG
Course #: 475
No. of Credits: 3
Content and analysis is advanced undergraduate, similar to GEOG 463 Wilderness Concepts, and the course will meet 3 hours per week during normal semester. See attached syllabus for details.

3. PROPOSED COURSE TITLE:
National Park Concepts

4. CROSS LISTED?
YES/NO
If yes, Dept: 
Course # 
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED?
YES/NO
If yes, Dept: 
Course # 

6. FREQUENCY OF OFFERING:
Anually, during spring semester
(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)
Spring 2010

8. COURSE FORMAT:
NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school’s curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:
(check one)

OTHER FORMAT (specify)
Mode of delivery (specify lecture, field trips, labs, etc)
Lecture

9. CONTACT HOURS PER WEEK:
3 LECTURE hours/weeks
0 LAB hours/week
0 PRACTICUM hours/week
Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/ccd/credits.html for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

National Park Concepts investigates the history of the national park ideal, the evolution of the National Park Service, and the geography of the National Park System. Contemporary national park policy and management case studies are discussed in detail, including the “wicked” (intractable) controversies resulting from competing visions, including: (1) conservation vs. preservation, (2)
ecosystem management vs. recreation access, and (3) backcountry (wilderness) vs. frontcountry (roads, hotels, campgrounds).

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities N = Natural Science S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES □ NO □

If YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6 W = Writing Intensive, Format 7
Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES □ NO □

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time). 

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM:

LETTER: □ PASS/FAIL: □

14. PREREQUISITES

Junior Standing (or Higher), or Permission of Instructor

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

$None

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? YES/NO

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? YES/NO

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No Significant Impact on Budget (taught by existing faculty). Will require classroom scheduling, and normal copying budget (within existing Department funds).

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffk@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

Yes □ No □ Library collection is adequate
20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

The course will add to the offerings of the UAF Geography Department.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive: The course will be available as a service to all related University disciplines and degrees (especially including Natural Resource Management). Any student interested in the National Parks will be encouraged to take the course. The course might also be of interest to local National Park Service personnel.

Negative: There are no important negative impacts — the course does not duplicate or substantially overlap other existing UAF courses.

JUSTIFICATION FOR ACTION REQUESTED
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The proposed course in National Park Concepts will fill an important gap in UAF offerings with regard to environmental studies, geography, natural resource management, recreation and the specific history of government institutions like the National Park Service. The course will provide a broad summary in the introduction, but then move onto advanced topics, case studies and discussion of major contemporary issues and controversies relating to the National Park System. The addition to these elements to the educational opportunities at UAF is expected to be highly positive for Geography and well received by students. It is also possible that this course will be one of a suite of new proposed courses that will be designed to create a future degree in recreation. Of course, a course in National Parks will fill an existing gap in the UAF Environmental Studies program. The course will also take advantage of the proposed instructor’s past and ongoing research in the national parks, and extensive experience dealing with the various policy and management implications of national park activities over the past few decades.
Offerings above the level of approved programs must be approved in advance by the Provost.

### APPROVALS:

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Signature of Provost (if applicable)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

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**ADDITIONAL SIGNATURES: (If required)**

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Syllabus Geog 475
National Park Concepts (3 credits)  
Spring 2010

Class Meeting Time: M, W, F 11:45 a.m. - 12:45 p.m.

Instructor: Dr. Kenneth A. Barrick
Office: 353 O’Neill
Phone: 474-6641
e-mail: ffkab@uaf.edu
Office Hours: M, W, F 10:00 - 11:30 a.m., AND by appointment

Required Texts:


(3) Handouts as provided in class

Course Description: National Park Concepts investigates the history of the national park ideal, the evolution of the National Park Service, and the geography of the National Park System. Contemporary national park policy and management case studies are discussed in detail, including the "wicked" (intractable) controversies resulting from competing visions, including: (1) conservation vs. preservation, (2) ecosystem management vs. recreation access, and (3) backcountry (wilderness) vs. frontcountry (roads, hotels, campgrounds).

Course Goals:

• Discover the history and evolution of the national park ideal in the United States
• Investigate the creation of the first national park—Yellowstone
• Place the legislation that created the National Park Service in context with the conservation and preservation movements
• Place the national parks within the landuse continuum and recreation spectrum
• Discover the geography and extent of the current National Park System, and consider the addition of new parks over time (especially in Alaska)
• Survey important early National Park Service leaders (Mather, Albright), and infrastructure development programs (Civilian Conservation Corps, Mission 66)
• Consider the impact of park related legislation, including the Organic Act (1916), the Antiquities Act (1906), the Wilderness Act (1964), Alaska National Interest and Lands Conservation Act (1980), the California Desert Protection Act (1994), and others
• Consider the spectrum of values attached to national parks (cultural, spiritual, economic, recreational)
• Consider Park visitor demographics, and identify underrepresented groups
• Discuss “classic” case studies of competing values and meanings attached to the national parks, including issues like public access and transportation, park appropriate recreation, species reintroduction, and wildlife impacts

Topic Sequence (tentative), and Exam Schedule:

• Introduction and definitions: national park, backcountry, frontcountry, preservation and conservation, interpretation, iconic landscapes, scenery and vistas, souvenirs
• National Parks and the land use continuum and recreation spectrum
• Yellowstone—the nation’s first national park
• Park related legislation—the Organic Act, National Park Service, and National Park System, and other legislation
• Development of the national park concept in the United States:
  - The contribution of the nature writers and artists—Ralph Waldo Emerson, Henry David Thoreau, John Muir, Thomas Moran and William H. Jackson
  - The development of the National Park idea—George Catlin, George Grinnell, Steven Mather, and Horace Albright
• Geographic analysis of the current National Park System, including analysis of iconic landscapes

Midterm Exam (date to be announced)

• Evolution of U.S. national park policies (with case studies):
  - Conservation verses preservation, and value spectrum
  - Wildlife management—human manipulation and ecosystem management
  - Human use—visitor demographics, recreation, education, interpretation
  - Concessions and marketing
  - Official park art and photography
  - “Wicked” policy environments
  - National park funding and budgeting
• National park research

Final Exam: (time and date here) No early finals please!
Course Assignments:

**Scholarly Paper:** Each student is required to prepare a scholarly research paper. For details please refer to the attached guidelines. The paper is due on [place date here]. Late papers will be assessed a grade reduction of 10 per cent.

**Topic:** [topic to be placed here].

**Oral Presentation:** Each student is required to provide an oral presentation to the class describing an example of national park research. The topic is to be selected by the student, but the source is to be from the scientific journal literature (please note that a descriptive study of a particular National Park will not satisfy the “research” component of the assignment). The length of the presentation is to be 15 minutes, plus 5 minutes for questions. See attached supplement for more details.

Course Policies:

**Attendance:** Regular and on-time attendance is expected. Attendance records will be taken during class. Students will be graded on class participation, including attendance.

**Exams:** The date of the mid-term exam will be announced at least 1 week in advance. A test review session will precede each exam. The exams will include a combination of the following types of questions: true/false, multiple choice, short essays (3 sentences), and long essays. Exams will be graded on an absolute score basis (no curves). As a matter of fairness to all students, no early exams will be given.

**Make-up Exams:** An excused absence from an exam (illness or family emergency) requires that the student schedule a make-up exam as soon as possible upon their return. Please note that make-up exams might be of a different exam format.

**Extra Credit:** Please note that the course grading policy is firm, and in fairness to all students, no additional extra credit options will be offered. Please see the instructor for study ideas.

**Final Grade Determination:**

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<td>Midterm exam</td>
<td>25 percent</td>
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<td>Final exam</td>
<td>30 percent</td>
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<td>Scholarly paper</td>
<td>25 percent</td>
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<tr>
<td>Oral presentation</td>
<td>10 percent</td>
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<td>Class participation</td>
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**Course Grading Scale:**

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<th>Score Range</th>
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<tr>
<td>A</td>
<td>90 - 100 percent</td>
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<tr>
<td>B</td>
<td>80 - 89 percent</td>
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<td>C</td>
<td>70 - 79 percent</td>
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<tr>
<td>D</td>
<td>60 - 69 percent</td>
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<tr>
<td>F</td>
<td>0 - 59 percent</td>
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The plus/minus grading system is not used in this course—see instructor for details.

Support and Disabilities Services: The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. The course instructors will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities. Please notify the instructor of any special needs.

Plagiarism/Academic Integrity: University Standards and Policies apply (see UAF Catalog).
Geog 475 National Park Concepts
Oral Presentation Guidelines

After the mid-term exam a presentation schedule will be located in the classroom. Please sign up for a date of your choice, and indicate the scientific journal article you will present. The article must be about wilderness research (suggested journals include *Biological Conservation, Environmental Ethics, Environmental Management, Journal of Leisure Research, Natural Resources Journal, Professional Geographer*, etc.).

Your total presentation time will be 20 minutes. You should prepare to describe your article for the first 15 minutes, and reserve the remaining 5 minutes for discussion and questions.

You are limited to 15 minutes to present the content of your article, so you must keep your description short, but packed with content. In the first few minutes you will want to describe the overall point of the article, the location, and the methods used. Reserve the bulk of your time for a careful review of any relevant data (tables/figures), and be prepared to describe the meaning of any data or field study. Transparencies or color images (outline, photos, maps, etc.) are recommended to illustrate important concepts. Then, critically appraise the article (what parts do you agree or disagree with).

Carefully practice your presentation so that you know that you will finish in the allotted time. You will be asked to stop when your time is up.

**Grade:**

The presentation grade will be based on content and presentation as follows:

<table>
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<th>Component</th>
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<tr>
<td>Content</td>
<td>80 percent</td>
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<tr>
<td>Presentation</td>
<td>20 percent</td>
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The "content" portion of the grade will be based on your organization of material, and appropriate content. Be careful not to have "too little" or "too much" information for the time allotted. Ask yourself, "would the author agree that you did justice to the work?"

The "presentation" portion of the grade will be based on your ability to speak so that you are communicating effectively. Be aware that you need to speak with "volume," "clarity," and with a normal pace (careful not to rush).
Geog 475 National Park Concepts
Scholarly Term Paper Guidelines

Please remember to read again before starting your paper.

Due Date: [date to be placed here] (10 percent penalty for late papers)

Suggested Text Length: 10-12 pages text (plus maps, figures, and/or photos).

Scholarly content: A successful term paper will integrate and synthesize as much "published" literature as possible (about 10 or more citations). Search the library and find published references that lend credibility and substance to your thesis and appraisal of issues. Only "reputable" internet sources should be referenced (on-line scientific journals, official government sites, and research institutes, etc.). Please note that class handouts are not "published" references and should not be cited in your paper, but the "literature cited" section of the handout might lead you to original references.

Editing: Your paper will be a "professional" presentation! Edit several drafts. As you proofread, ask yourself the following questions: (1) does the paper have a strong and concise introduction, (2) is the paper easy to read, (3) have you removed all duplication and "filler," and (4) does the paper have a strong conclusion? Be sure the paper is free of grammatical and typographical errors. The final product should be typed (double-spaced) and printed in a crisp black ink (use a laser printer). Make sure the format of margins and paragraphs is consistent throughout the paper.

Submit: Please submit the original and one copy of your paper. I will grade and return the original. Please do not use special binders—just staple the paper in the upper left.

Example citing a quotation from a book in the text of your paper (it is best to use a journal article as a template for citation style and procedure for listing references):

American landscape came to form the vital core of the national park idea (Sellars 1997).

Note: If a reference has 3 or more authors, then cite the 1st author and et al., which is Latin for "and others" (example: Jones et al. 1962).

Examples of placing references in the "Literature Cited" section of your paper
(Note: Each reference is listed alphabetically by the author's last name):
