



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
ERICA SMITHWICK	eus17	Earth and Mineral Sciences (EM)	Not Available

Academic Home: Earth and Mineral Sciences (EM)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **GEOG**

Number: **1**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines?

Course Designation

(GEOG 1N) Global Parks and Sustainability

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Parks&Sustainably

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Geography (UPEM_GEOG)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Introduction to U.S. and global protected areas, with a focus on historical and emerging trends in conservation, sustainability, and socio-ecological systems. In this course, students will:

- Explore the history of parks and protected areas globally, including the development of the U.S. National Park system, and the globalization of conservation and sustainability policies and approaches
- Examine globally representative case-studies to assess how parks and protected areas are part of both social and ecological landscapes ("parksapes")
- Assess new challenges and opportunities for conservation in an era of rapid change and conflict
- Evaluate the history, current socio-ecological condition, and future approaches in sustainability for a particular global parkscape

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Unit 1 – History and Key Concepts

Week 1 – Perspectives on Wilderness

Week 2 – US National Park Service

Week 3 – Perspectives on Conservation

Week 4 – Socio-ecological Systems and Sustainability

Unit 2 - Parksapes

Week 5 & 6 – Global Parksapes

Week 7 & 8 – Landscape Corridors

Week 9 – Partnerships and Governance

Week 10, 11, 12 - Challenges

Week 13 – Parks and People

Unit 3 – Novel Parksapes

Week 14 & 15 – Novel Approaches

Course Description:

This course uses parks and protected areas – both in the U.S. and globally – as a framework for exploring broad themes of sustainability, conservation, and socio-ecological systems. Case studies that exemplify U.S. and international parksapes (i.e., parks and protected areas embedded within complex landscapes) are used to convey stories of evolving attitudes and approaches toward conservation and sustainability. These stories help explain the historical, transitioning, and future role of conservation in societies shaped by local ecologies, conflict, and change. The unique geographies of conservation parksapes– past and future – reinforce and challenge a globally dynamic conservation discourse. Examining the sustainability of conservation activities themselves, as well as the socio-ecological systems in which they are embedded, can provide a lens through which we can begin to understand other cultures, aesthetic values and value systems, and the diverse ecologies of Earth.

In this course, we will:

- Explore the history of parks and protected areas globally, including the development of the U.S. National Park system, and the globalization of conservation and sustainability policies and approaches
- Examine globally representative case-studies to assess how parks and protected areas are part of both social and ecological landscapes ("parkscape")
- Assess new challenges and opportunities for conservation in an era of rapid change and conflict
- Evaluate the history, current socio-ecological condition, and future approaches in sustainability for a particular global parkscape

By the end of the course students should be able to:

- Describe why the idea of 'wilderness' is both influential and contested
- Explain temporal and spatial trends in national and international conservation management
- Compare and contrast contemporary conservation approaches
- Illustrate a parkscape as a coupled socio-ecological system
- Identify key drivers of future ecological change affecting conservation management

The name(s) of the faculty member(s) responsible for the development of the course:

Name: ERICA SMITHWICK (eus17)

Title: ASSOC PROF GEOGRAPHY

Phone: 814-865-3433

Address: 302 Walker Bldg

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

By the end of the course students should be able to:

- Describe why the idea of 'wilderness' is both influential and contested
- Explain temporal and spatial trends in national and international conservation management
- Compare and contrast contemporary conservation approaches
- Illustrate a parkscape as a coupled socio-ecological system
- Identify key drivers of future ecological change affecting conservation management

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

The course grade will be determined as a percentage of total points earned out of a possible 565 total points. This course will rely on a variety of methods to assess and evaluate student learning, including:

Attendance - 75 points

10 Lesson quizzes - 80 points

5 Video quizzes - 90 points

Lesson discussion - 120 points

World in Conversation - 20 points

Parkscape project (group discussions, timeline, concept map, video) - 180 points

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

GEOG 1 is an introductory course that complements courses dealing with sustainability, natural resources, conservation, and human-environment interactions.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

GEOG 1 is an interdomain (GN/GS) General Education course intended to introduce students to the discipline of geography that also meets requirements for US and IL designation. It is not intended to fulfill any major requirement for the Geography B.A. or B.S., but may be used as an elective. It may be used toward the human geography, physical geography, or additional course requirement of the geography minor.

A description of any special facilities:

technology classroom (for residential offerings)

Frequency of Offering and Enrollment:

GEOG 1 will be offered annually at UP as a hybrid (web & residential) course of 100+ students. It will also be offered online in summer semesters with anticipated enrollment of 50 students (UP and WC combined), and online during either spring or fall semesters with a combined enrollment (UP, WC, Digital Learning Coop) of 200+ students.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

Adding interdomain GN/GS, US/IL, BA designations

Alignment with General Education Objectives

- EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
- CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
- CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
- GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.
- SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

CRITICAL AND ANALYTICAL THINKING: Each module concludes with reflective questions that challenge student learning and encourage critical thinking. Students are asked to consider tradeoffs and/or synergies between human livelihoods and environment throughout the course, as they engage with the broader question of what defines a sustainable conservation landscape. This is fostered by the development of key challenging questions that reflect course lecture material, but which students are encouraged to apply to their park. Questions include, for example: What does wilderness mean to you? Is globalization good for conservation? What are the challenges inherent in community-based conservation governance?

INTEGRATIVE THINKING: Focused on human-environment systems, the topics in this course require constant integrative thinking, primarily between the social and natural sciences. Students study how both natural processes and social processes govern sustainability of natural resource use and conservation. Further, students are required to think about the different questions a social or natural scientist might approach these issues with and how bringing both perspectives together creates new opportunities and challenges for decision-making concerning the environment. To do so, students spend 4 weeks of the course developing a concept map that links social and ecological dimensions around a key conservation issue for their parkscape. They use this mental model to develop an integrative storyline for their parkscape video.

GLOBAL LEARNING: This course is grounded on the understanding that conservation stories are geographically contingent. The course explores these parkscape stories using a global perspective and highlights the importance of globalization (international coordination) in conservation. Regional geographies are critical for understanding how global processes manifest at finer scales. Through examples in class and their independent project, students must relate generalized patterns of conservation to the local geographies of place and space, that include locally specific understanding of culture and ecology.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

All three General Education learning objectives will be assessed through lesson discussions (21% of class grade) and the final group parkscape project (32% of class grade). In addition, lesson and video quizzes (30%) will also assess global learning, and to a lesser extent critical, analytical, and integrative thinking. The lesson discussions require students to think through a complex and challenging question and demonstrate in writing why and how they arrived at their answer. These discussions are designed to encourage students to draw from multiple disciplinary traditions and approaches, from social and ecological concepts, and from different contexts around the globe in their responses.

Similarly, in the final parkscape project, students integrate ecological and societal concerns for parkscape management, demonstrate the human-environment interactions occurring in their parkscape through concept maps and mental models, and attend to historical and geographical context. This final project, through teamwork and interdisciplinary approaches, demonstrates students' achievement of the critical and analytical thinking, integrative thinking, and global learning objectives.

General Education Domain Criteria

General Education Designation: Inter-Domain

GN Criteria

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- Construct evidence-based explanations of natural phenomena
- Demonstrate informed understandings of scientific claims and their applications
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems

What components of the course will help students achieve the domain criteria selected above?

The course surveys the general patterns of global biodiversity, the shifting patterns (in space and time) of conservation of environmental resources, the ecological basis for sustainability, and the key environmental challenges on contemporary parkscape (e.g., climate change).

A key aspect of this course is connections across fields of natural science. Students are encouraged to consider the importance of geology, climate science, ecology, biology, and landscape ecology to appreciate the complex ecosystems of their parkscape. While in many ways this reflects the general lessons of a physical geography perspective of Earth's ecosystems, this course also focuses on conservation biology and conservation science to consider more fundamentally how lands can be managed sustainably to promote species dispersal and persistence.

To develop the natural science component of the course, specific lessons are focused on biodiversity, water, climate, and "nature", itself. Course content involves topics related to global patterns of biodiversity, water supply/demand, and climate zones. For example, in one activity about Gorongosa National Park, students are asked to map the climographs for each of 3 biomes represented in the conservation area and then to use those graphs to answer questions about how that environmental pattern influences wildlife, vegetation, and conservation priorities. In another lesson, students engage with the physical and ecological evidence of climate change, globally and regionally, in order to make inferences about the influence of these changes for their local parkscape.

The course also engages with Virtual Reality through Google Expeditions. In this new technology, the instructor can guide the students in an exploration of a U.S. National Park in an immersive experience. As part of this experience, the instructor leads the student on a virtual fieldtrip exploring the natural environment of the park. For example, the experience in Yellowstone allows the instructor to explore the hot-spot under the continental plate beneath Yellowstone and to use that information to have the students understand the reason for geysers and hot springs in the area. In another, students explore Mt. Rushmore and the instructor can guide the students to "look to the left" and observe the forests of the Black Hills of North Dakota in the background. The placement of the forests is due to changes in climate and soils resulting from differences in topography in the region and determines why Mt. Rushmore is a contested region for Native Americans as well, because these forests have sacred value for them because of the uniqueness of their natural features. As such, students connect the geography of the natural environment to contested issues in conservation.

In their final independent project, students are asked to develop a historical timeline, concept map, and video story that relates both social and ecological themes to their specific geographic location. 50% of this project should relate to ecological themes; 50% to social themes. Students are asked to place key environmental events, patterns, and processes alongside changes in social events, patterns, or processes and to use that information to understand the evolution of contemporary conservation challenges in their park. Taken together, these complementary approaches allow the student to respond reflectively to questions about the role of conservation in human society.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

GEOG 1 students are exposed to approaches in geography that couple social science to natural ecologies. Specifically, social science concerns regarding livelihoods and justice are critical for understanding sustainability of park systems. Through lecture and modular content, students are exposed to key principles in political ecology and nature-society geography that address issues of governance, justice, and place.

In order to understand how the social sciences influence global parks and conservation, students are challenged by multiple perspectives on environmental change and conservation. For example, concepts of wilderness that reflect the environmental designation of pristine nature are confronted by social perspectives of wilderness as a constructed concept that actually leads to social and environmental injustices. Similarly, concepts of governance and power – relating to fundamental concepts and theories in human geography and nature-society geography – are explored when understanding the complex governance structures of past and

contemporary conservation landscapes. For example, students are asked to trace the timeline of legislation related to their parkscape and to evaluate how the events relate to broader social trends in globalization and sustainability. In addition, course content emphasizes timelines in U.S. and global environmental legislation, highlighting how social trends (at regional and global scales) have determined the ways in which conservation is manifest in contemporary society.

Approximately 50% of the students' final project, including timeline, concept map, and video, must address social dimensions of a key conservation issue in their selected parkscape. The final project allows the student to explore how multiple social factors (e.g., policy, livelihoods, globalization, population) influences their parkscape at multiple levels or scales, drawing from empirical social science data and integrating this data into their final video story.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

This course situates the understanding of global conservation in a coupled socio-ecological perspective. As a human-environment focused course, all topics include discussion of how physical geographers (natural scientists) and human geographers (social scientists) contribute different approaches to researching and managing global parks and sustainability.

GEOG 1 students are introduced to how natural scientists study ecosystems, landscape resiliency, the changing climate, and biodiversity conservation. Simultaneously, students are introduced to how social scientists study livelihoods, environmental justice, governance, culture, and place.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Week 1 – perspectives on Wilderness. Considers the cultural development of perspectives on nature and society using artists and writers to exemplify how wilderness was constructed as a cultural process. 75% GS; 25% GN

Week 2 – The U.S. National Park Service. Explores the creation of the US National Park Service by evaluating historical ideologies and moments in the U.S. related to westward expansion, the gold rush, and the explorer age. 75% GS; 25% GN

Week 3 – Perspectives on Conservation. Examines the development of US conservation policy, showing how cultural attitudes towards pollution and sustainability shifted through time, informed by ecological change and shaping environmental policy, law and conservation. 50% GS; 50% GN

Week 4 – socio-ecological systems and sustainability. Focuses on how socio-ecological systems work and on the role of international agreements in defining global environmental agendas and concepts of sustainability. 50% GS; 50% GN

Week 5 and 6 – Global Parkscales. Critically compares national parks around the world, examining how specific histories of ecological landscapes, culture, and race influence the park's development and how those ideas have expanded through globalization. 25% GS; 75% GN

Weeks 7 and 8 – Landscape corridors. Examines the ecology of landscape movement. 10% GS; 90% GN

Week 9 – Governance. Explores how states, nations, and regional entities govern parkscales. 75% GS; 25% GN

Weeks 10-12 – Challenges. Considers contemporary and emerging natural pressures on parkscales, including climate change, energy and food, and water availability, and its influence on park management. 50% GS; 50% GN

Week 13 – Parks and People. Emphasizes the co-management of socio-ecological systems in balancing both parks and people through and exploration of how ecosystem services (biodiversity and traditional medicine) need to be combined with historical legacies of social injustices and land use (e.g., Apartheid in South Africa) in order to meet sustainability criteria. 50% GS; 50% GN

Week 14 and 15 – Novel approaches. Offers out-of-the-box, novel approaches to conservation, including ideas for green infrastructure, urban wilding, and biodiversity management and sustainability. 50% GS; 50% GN

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

GEOG 1 is always taught by a geographer with extensive experience researching both the natural and social components of human-environment systems. In addition, human-environment geographers in the Penn State Geography department work closely with both physical geographers (including climatologists, landscape ecologists, and biogeographers) and human geographers (economic, political, and cultural). Course topics are informed by these intra-disciplinary connections and conversations.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

In their final project, students develop a historical timeline and concept map that combines both ecological and social actors and processes for their chosen parkscape. Approximately, 50% of their timeline and concept map should relate to ecological themes; 50% to social themes. students are asked to connect and relate key themes holistically to understand how conservation is a product of complex socio-ecological relationships and disciplines. The final video demonstrates their ability to pull from both social and natural sciences to explain the integrative and interdisciplinary connections in conservation of their parkscape today.

General Education Designation Requirements

Bachelor Of Arts Requirements:

BA: Natural Sciences

BA: Other Cultures

- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course situates the understanding of global conservation in a coupled socio-ecological perspective. As a human-environment focused course, all topics include discussion of how physical geographers (natural scientists) and human geographers (social scientists) contribute different approaches to researching and managing global parks and sustainability. It is appropriate for designation in the B.A. fields.

Intercultural Requirements:

This course meets the definitions for both a United States cultures course (US) and an international cultures course (IL).

Course Objectives:

- Explain why the idea of 'wilderness' is both influential and contested and how the wilderness ideal has developed within the US and internationally;
- Explain how the ideas, ideals, and trends in national and international conservation management have changed over time;
- Relate the process of globalization to changes in conservation priorities and approaches;
- Compare and contrast modern national and international conservation approaches, including varying approaches to protected areas, conservation corridors, transboundary parks, and urban green infrastructure;
- Describe how parkscapes are shaped by social institutions and governance structures at multiple scales;

Course Outline:

Week 1 – perspectives on Wilderness

The case for and against wilderness as a concept. This section of the course draws upon US and IL cultures by exploring the European influence on U.S. perspectives of nature and society; American artists (e.g., Cole, Moran) and writing (e.g. Thoreau, Muir) are used to exemplify how wilderness was constructed as a cultural process.

Meets US/IL criteria: recognize and be sensitive to the different ways social identities have been valued

Week 2 – The U.S. National Park Service

This week explores how westward expansion, the gold rush, and the explorer age contributed to the establishment of the World's First National Park, Yellowstone in the U.S. The various geographies – in space and time – of the NPS are explored by comparing the evolution of parks like Acadia to those in other regions.

Meets US criteria: increase knowledge about the range of cultural achievements and human conditions through time;

Week 3 – Perspectives on Conservation

This week explores the evolution of US conservation policy, showing how cultural attitudes towards pollution and sustainability shifted through time, influencing environmental policy, law and conservation.

Meets US criteria: increase knowledge about the range of cultural achievements and human conditions through time;

Week 4 – socio-ecological systems and sustainability

This week explores the development of the concepts of sustainability at global scales. Lectures are focused on international agreements defining global environmental agendas and concepts of sustainability – highlighting international cooperation and globalization.

Meets IL criteria: increase knowledge about the range of cultural achievements and human conditions through time;

Week 5 and 6 – Global Parkscapes

This portion of the course takes the model of Yellowstone park and compares it to the development of other parks globally. Critical comparisons are made to Kruger Park in South Africa about how the specific histories of land, culture, and race influence how and when this park developed, relative to Yellowstone. Similar comparisons are done for the Canadian Park System and the European park system.

Meets US/IL Criteria: see nations, cultures, and/or social identities not in isolation, but in relation to each other; increase ability to locate and evaluate information and gain knowledge about other peoples of the world.

Weeks 7 and 8 – Landscape corridors

In this section of the course, students learn about how landscape corridors are used to implement conservation activities, but are alternatively used in global discourse about 'peace parks'. Students learn about the ecology of landscape movement, but also about how conservation corridors are used to coordinate international political action, e.g., South Africa/Mozambique, or the Korean DMZ. Students are asked to critically engage about the role of these conservation corridors in international political and cultural politics, and likewise how these politics have influenced local and regional conservation initiatives, with impacts on local communities.

Meets IL Criteria: see nations, cultures, and/or social identities not in isolation, but in relation to each other;

Week 9 – Governance

Students are exposed to how states, nations, and regional entities govern parkscapes. Examples include how partnerships in conservation influence the Appalachian trail, or global REDD+ activities.

Meets US/IL Criteria: see nations, cultures, and/or social identities not in isolation, but in relation to each other;

Weeks 10-12 – Challenges

In these weeks, we explore contemporary and emerging challenges in parkscape management, including climate change, energy and food, and water policy. These issues revolve around an understanding of how regulatory agencies, at local, state, national and international levels, influence ecosystem management under rapid change. U.S. and global examples are provided showing tradeoffs in economic, social, and environmental services, while highlighting how geography influences system resilience.

Meets US/IL Criteria: increase knowledge about the range of cultural achievements and human conditions through time;

Week 13 – Parks and People

This week allows for the specific engagement of the resident course students with student who are currently, or recently abroad as part of the Parks and People study abroad program run through the Office of Global Programs at Penn State. This section of the course is meant to allow for communication among student peers who have experience these global parkscapes firsthand and can discuss the relevant challenges and opportunities. A specific emphasis on co-management of socio-ecological systems – in balancing both parks and people – is critical for engaging students in this discussion.

Meets IL Criteria: see nations, cultures, and/or social identities not in isolation, but in relation to each other; interact successfully with representatives of other nations and with persons of different social groups;

Week 14 and 15 – Novel approaches

The final section of the course provides out-of-the-box, novel approaches to conservation. New ideas in green infrastructure, urban wilding, and biodiversity management and sustainability are presented. These examples reflect both U.S. and global perspectives in sustainability.

Meets US/IL Criteria: increase knowledge about the range of cultural achievements and human conditions through time;

Explanation:

This course explores how U.S. culture influences conservation activities and policy through time and space. Concepts of wilderness in early 19th century U.S. are explored in writing and art to show how cultural perspectives of the role of humans and nature has shifted over time. Ideas of westward expansion and exploration of the U.S. are critical for understanding the development of Yellowstone National Park and the creation of the National Park Service. Similarly, the development and use of urban parks through American history is explored as a product of cultural relationships of humans to nature and as a product of shifting class structures. The course also explores the variation in ecologies and cultural significance of parks across the U.S., from Acadia to Yosemite. The course allows for an exploration of how current NPS policy affects park management under future climate change.

This course further examines how varying cultures internationally have shaped unique conservation strategies and ideals in other regions of the world, and how these varying approaches to conservation come into dialogue through international treaties, protocols, panels, and meetings. Parkscapes from the U.S. and around the globe are compared and contrasted to one another, examining how place-based ecologies alongside place-based cultural, political, and economic systems shapes the diversity of parkscapes globally. Students are encouraged to think critically about how these parkscapes come to be and how they shape current socio-environmental factors. They are also encouraged to make connections across space, seeing social and ecological systems in various countries in relation to one another.

Assessment:

Assessment of US/IL credit will be achieved through assessment of exams, modules and the final project. Specifically, grading rubrics will include content assessment for cultural (national and international) perspectives of conservation, how specific geographies of space and time contributed to the development of the conservation discourse and its manifestation as historical and modern parkscapes.

Campuses That Have Offered (GEOG 1) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Syllabus GEOG 1 – Global Parks & Sustainability

Instructor

Dr. Erica A.H. Smithwick
Associate Professor of Geography
The Pennsylvania State University
University Park, PA 16802
Email: smithwick@psu.edu

Credits 3

Prerequisites and Concurrent Courses None

General Education Learning Objectives:

1. CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion.
2. INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information.
3. GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world.

Course Designations

The course can be applied toward Penn State’s General Education “Social and Behavioral Sciences” (GS) and “Natural Sciences” (GN), as well as the United States Cultures (US) and International Cultures (IL) requirements and Bachelor of Arts Natural Science/Social & Behavioral Science requirement.

Course Overview

This course uses parks and protected areas – both in the U.S. and globally – as a framework for exploring broad themes of sustainability, conservation, and socio-ecological systems. Case studies that exemplify U.S. and international parkscapes (i.e., parks and protected areas embedded within complex landscapes) are used to convey stories of evolving attitudes and approaches toward conservation and sustainability. These stories help explain the historical, transitioning, and future role of conservation in societies shaped by local ecologies, conflict, and change. The unique

geographies of conservation parkscapes – past and future –reinforce and challenge a globally dynamic conservation discourse. Examining the sustainability of conservation activities themselves, as well as the socio-ecological systems in which they are embedded, can provide a lens through which we can begin to understand other cultures, aesthetic values and value systems, and the diverse ecologies of Earth.

Course Objectives

In this course, we will:

- Explore the history of parks and protected areas globally, including the development of the U.S. National Park system, and the globalization of conservation and sustainability policies and approaches
- Examine globally representative case-studies to assess how parks and protected areas are part of both social and ecological landscapes (“parkscapes”)
- Assess new challenges and opportunities for conservation in an era of rapid change and conflict
- Evaluate the history, current socio-ecological condition, and future approaches in sustainability for a particular global parkscape

By the end of the course students should be able to:

- Describe why the idea of ‘wilderness’ is both influential and contested;
- Explain temporal and spatial trends in national and international conservation management;
- Compare and contrast contemporary conservation approaches;
- Illustrate a parkscape as a coupled socio-ecological system;
- Identify key drivers of future ecological change affecting conservation management;

Specific learning goals are introduced at the beginning of each lesson.

Required Course Materials

Online lesson content: Many materials needed for this course are presented online through our course website and in CANVAS. In order to access the online materials, you need to have an active Penn State Access Account User ID and password (used to access the online course resources). If

you have any questions about obtaining or activating your Penn State Access Account, please contact the Outreach Helpdesk at <http://tech.worldcampus.psu.edu/>

In addition, you are required to purchase a license for Top Hat, an interactive software application that we will use for attendance and other class activities. See below for more detail.

Penn State honors and values the socioeconomic diversity of our students. If you require assistance with the costs of the software for this course, contact the Office of Student and Family Services (120 Boucke Building, 863-4926, <http://studentaffairs.psu.edu/familyservices/>). For additional need related to socioeconomic status please visit <http://sites.psu.edu/projectcahir>.

Topics of Study

There are 12 lessons that will be completed, and a course project. Lesson learning activities are in the form of readings, videos, and reflections that help diagnose contemporary themes in conservation management in a global context. Students will understand the complex and dynamic nature of conservation and, through class activities, and learn about challenges and opportunities in science and management.

Unit 1 - History and Key Concepts

- Week 1 - Perspectives on Wilderness
- Week 2 - US National Park Service
- Week 3 - Perspectives on Conservation
- Week 4 - Socio-ecological Systems and Sustainability

Unit 2 - Parkscapes

- Week 5 & 6 - Global Parkscapes
- Week 7 & 8 - Landscape Corridors
- Week 9 - Partnerships and Governance
- Week 10, 11, 12 - Challenges
- Week 13 - Parks and People

Unit 3 - Novel Parkscapes

- Week 14 & 15 - Novel Approaches

Assignments

Each week provides the content in different ways (text, images, external links, or videos). Assignments or assessments (online, open book) accompany each lesson. In addition, students will work throughout the semester in groups (assigned by the instructors) to develop a project on a global parkscape.

The course grade will be determined as a percentage of total points earned out of a possible 565 total points. This course will rely on a variety of methods to assess and evaluate student learning, including:

- Attendance
 - Attendance will be taken using Top Hat (described below (5 points per class; total = 75 points)
- Lesson Quizzes (CANVAS), 8 times, 10 points each (total = 80 points)
 - At the end of several lessons, there will be an online quiz about course content that will be found in Canvas. It will be made available after the lesson is posted (usually on Thursday) and will remain available through Wednesday morning (11:59 am).
- Video Quizzes (e.g., HapYak), 5 times, 10-20 points each (total = 90 points)
 - In addition to the traditional quiz format, described above, we will be exploring the use of an interactive video software, HapYak, which directly embeds assessment into a video.
- Lesson Discussions (CANVAS), 10 pts each, at least once for 12 lessons (total = 120 points)
 - Students are required to actively participate in course discussion and to post at least one constructive reflection on lesson content on the Discussion forum for that lesson (what was interesting or surprising? What new issues did you think about?). Inappropriate content will not be acceptable and will be immediately deleted. Please treat your instructors and fellow students respectfully.
- World In Conversation (20 points)
 - You are required to attend a World in Conversation session during the semester
- Parkscape Project (group discussions, timeline, concept map, video) (total = 180)
 - In this project, you will integrate material from the course into a digital video story. You will be randomly assigned into a project group. Your group video will tell the story of a conservation landscape (or parkscape) that will explore, describe, and document several themes:

1. The ecological basis for conservation in the parkscape (e.g., ecosystem service);
2. The social issues (e.g., justice, land ownership) surrounding parkscape management and how they have changed over time;
3. At least two key drivers of ecological change in the contemporary parkscape (e.g., climate change, land use, invasive species);
4. At least two opportunities for sustainability in parkscape management (realized or envisioned).

Creating Web Content

NOTE: This course requires students to maintain a web presence that may include things such as the creation of a webpage, blog postings, video sharing and other Internet participation. You will be required to participate in online activities that are widely accessible to all, including others outside of Penn State.

It is also important that your work be submitted in the proper format to the appropriate Canvas location by the designated due date. I strongly advise that you not wait until the last minute to complete these assignments. Give yourself time to ask questions, think things over, and chat with others. You'll learn more, do better...and be happier! This will be critical for your group project.

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system in class. I will keep attendance through Top Hat by asking you to enter a Join Code at the beginning of each class. In addition, you will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if you don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/184176>

Note: our Course Join Code is **184176**

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

World in Conversation

World in Conversation (WinC) is a Center for Public Diplomacy that facilitates dialogues for Penn State students by Penn State students. These dialogues are meant to expand perspectives and invite greater understanding on topics that are relevant, complex and often contentious. No one will tell you what you *should* think; instead they will ask you to express what you *actually* think.

You will have the opportunity to participate in a conversation as a part of this class.

Each session is 95 minutes in duration and will occur outside of your regular class meeting times. One week before the sessions for this class begin, you will receive an email explaining how to register. This email will be sent to your PSU account. In order to receive credit, your attendance will be recorded. But keep in mind: You will not be able to attend the program (or receive credit) if you are more than 5 minutes late. WinC participation is worth **20 pts** toward your grade in this class. Any questions about WinC should be directed to the WinC staff, not your professor:

814-865-5692 or worldinconversation@psu.edu

Penn State E-mail Accounts

All official communications from Penn State are sent to students' Penn State e-mail accounts. Be sure to check your Penn State account regularly, or forward your Penn State e-mail to your preferred e-mail account, so you don't miss any important information.

Netiquette

The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and bulletin board postings. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages. Please review and follow the general Netiquette guidelines found in the Orientation section of the course website that should be followed when communicating in this course.

Connect Online with Caution

Penn State is committed to educational access for all. Our students come from all walks of life and have diverse life experiences. As with any other online community, the lack of

physical interaction in an online classroom can create a false sense of anonymity and security. While one can make new friends online, digital relationships can also be misleading. Good judgment and decision making are critical when choosing to disclose personal information with others whom you do not know.

Grading

I will use CANVAS to keep track of your grades. Overall course grades will be determined as follows. Percentages refer to the proportion of all possible points earned.

Letter Grades and Corresponding Percentages	
Letter Grade	Percentages
A	93 - 100 %
A-	90 - 92.9 %
B+	87 - 89.9 %
B	83 - 86.9 %
B-	80 - 82.9%
C+	77 - 79.9 %
C	70 - 76.9 %
D	60 - 69.9 %
F	< 60 %
X	Unsatisfactory (student did not participate)

Curve

There is no curve for this course.

Late Policy

I do not accept any "late work." In exceptional circumstances, you should contact me. The earlier you contact me to request a late submission, the better. Requests will be considered on a case by case basis. Generally, late assignments will be assessed a penalty of at least 10% and will not be accepted more than one week after original due date.

Assistance

Do not consider that you are alone while moving through the online course content. We will work to cultivate a community of learning around the topic and I encourage you to

reach out to the instructors and your peers throughout the course. In addition, we can only help you if you reach out to us and let us know if you have any difficulties – this is an added expectation of you.

Instructors or TAs will respond to you via email or other online messaging systems through CANVAS, or will be available to meet with you during office hours. We will attempt to respond to your question within 24 hours, but do not be alarmed if you do not hear from us – please try again, as email can be overwhelming at times.

Attendance

This course abides by the Penn State Class Attendance policy given at <http://senate.psu.edu/policies/42-00.html#42-27>. This is a hybrid course but we expect that you will treat it with the same respect as a fully face-to-face course. You are expected to spend the same amount of time as you would on any course, although the specific time will depend on your learning style, familiarity with online learning, and your background.

Academic Integrity Statement

This course adheres by the Academic Integrity and Research Ethics statement posted here: http://www.ems.psu.edu/current_undergrad_students/academics/integrity_policy following the guidelines set forth in Senate Policy 49-20 Academic Integrity. Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity in the College of Earth and Mineral Sciences (EMS) and all members of the College are expected to act in accordance with this principle. Consistent with this expectation, all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Students in this class are expected to complete their assignments individually, to write in their own words using proper citations. Group projects require that each member contributes equally. Students are not to plagiarize material produced by others. Students who present other people's work as their own will receive at least a 0 on the assignment and may well receive an F or XF in the course.

Bottom line, please act with personal integrity and be respectful of other students. Do not engage in, or tolerate, acts of falsification, misrepresentation, or deception. Work performed in this course must be your own work.

Learning disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources (SDR) website provides contact information for every Penn State campus: (<http://equity.psu.edu/student-disability-resources/disability-coordinator>). For further information, please visit the Student Disability Resources website (<http://equity.psu.edu/student-disability-resources>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation based on the documentation guidelines (<http://equity.psu.edu/student-disability-resources/guidelines>). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Likewise, please tell me when a crisis occurs during the semester that affects your academic performance. We need to plan accommodation before poor attendance or class work affects your grade. The Center for Counseling and Psychological Services (CAPS) is the university crisis center: 863-0395, <http://www.sa.psu.edu/caps/>

Weather Delays/Alerts

In case of weather-related delays at the University, the online course assignments will proceed as planned. Your instructor will inform you if there are any extenuating circumstances regarding content or activity due dates in the course due to weather delays. If you are affected by a weather-related emergency, then please contact your instructor at the earliest possible time to make special arrangements.

Classroom Disruption

Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of the Office of Judicial Affairs^[1]. In cases of alleged campus and/or classroom disruption, a faculty member, teaching assistant and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g., removal of student(s) from class or other setting). Instructors have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local police may be contacted to assist with restoring peace and order. Instructors response is forwarded to the department head (or his or her designee) for review, and if necessary, further action. Examples of disruptive behavior range from allowing cell phones to ring/texting during class, arriving to class late, reading newspapers in class to the more serious offenses of making physical threats to instructors, and/ or other students. These physical threats would include challenging the authority of the instructor in a threatening manner. Harassment of the instructors or other students as a result of their gender^[2], race, religion, ethnicity, sexuality or disability is not tolerated by the university and will be immediately forwarded to the department head. If you have any questions or concerns about this classroom disruption policy, please bring them to the attention of your instructor or department head.

[1] Judicial Affairs Training & Reference Manual 2003-2004,
<http://www.sa.psu.edu/ja/pdf/jamannual.pdf>.

[2] <http://www.psu.edu/dept/aaoffice/sexharass.htm>

Diversity, Inclusion, and Respect

Penn State is “committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others” as stated in [Policy AD29 Statement on Intolerance](#). All members of this class are expected to contribute to a respectful, welcoming and inclusive environment and to interact with civility.

For additional information, see:

- [Penn State Affirmative Action non-discrimination statement](#) ;
- [Policy AD 85 Sexual and gender-based harassment and misconduct, Title IX](#);
- [Policy AD91 Discrimination and Harassment, and Related inappropriate Conduct](#)
- [Penn State Statement on Diversity, Equity, and Inclusive Excellence](#)
- [Penn State Values](#)
- [Penn State Principles](#)
- [All In at Penn State: A Commitment to Diversity and Inclusion](#)

Mandated Reporting Statement

Penn State’s policies require me, as a faculty member, to share information about incidents of sex-based discrimination and harassment (discrimination, harassment, sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation) with Penn State’s Title IX coordinator or deputy coordinators, regardless of whether the incidents are stated to me in person or shared by students as part of their coursework. For more information regarding the University's policies and procedures for responding to reports of sexual or gender-based harassment or misconduct, please visit <http://titleix.psu.edu>.

Additionally, I am required to make a report on any reasonable suspicion of child abuse in accordance with the [Pennsylvania Child Protective Services Law](#).