COURSE SYLLABUS

This course explores the role of protected areas in sustaining society, including the use of national parks as pleasuring grounds, genetic banks, working ecosystems, and symbols of national heritage. The course will look most closely at the national park systems of the United States, Costa Rica, Great Britain, and France. Each of these countries is approaching the management of its parks from a different socioeconomic position, and with the need to protect different resources for different reasons.

COURSE GOALS:

1. To understand the role of national parks and protected areas in an overall strategy for sustainable development.
2. To understand the different categories of protected areas and the rationale for each.
3. To understand the differences in management strategies resulting from differing regional contexts.
4. To become familiar with a limited number of specific protected areas of international importance.
5. To appreciate the inherent conflicts and difficulties in managing national parks and protected areas.
TEXTS:


Additional Reserve and Recommended Reading:


Mario A. Boza, “Conservation in Action: Past, Present, and Future of the National Park System of Costa Rica”


Robert Marshall, The Problem of Wilderness. (on reserve)

Roderick Nash, The Value of Wilderness (excerpt on reserve)

UNESCO. Convention Concerning the Protection of the World Cultural & Natural Heritage. (available at www.unesco.org/whc/world_he.html)

The National Parks may very well, beginning with Yellowstone, as author Wallace Stegner proclaimed, be “the best idea America has ever had.” Beginning with Yellowstone, the first national park in the world, the preservation and protection of unique natural heritage is a concept now embraced by virtually every nation on earth. Yet, only America commands the title, “nature’s nation.” It is appropriate then to begin by examining the origins of the conservation impulse, as well as the evolution of the rationale for protected areas, in the United States.

Aug. 27    The Scripture of Nature - Duncan & Burns pp.1-55
Aug. 29    For the Benefit of the People - Duncan & Burns pp. 61 -127
Sep. 1     Labor Day (no class)
Sep. 3     Empire of Grandeur - Duncan & Burns pp.135 - 195
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages/Authors</th>
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<tbody>
<tr>
<td>Sep. 5</td>
<td>Going Home - Duncan &amp; Burns</td>
<td>pp. 199 - 256</td>
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<tr>
<td>Sep. 8</td>
<td>Great Nature - Duncan &amp; Burns</td>
<td>pp. 257 - 317</td>
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<tr>
<td>Sep. 10</td>
<td>The Morning of Creation - Duncan &amp; Burns</td>
<td>pp. 321 - 375</td>
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<tr>
<td>Sep. 12</td>
<td>What is a national Park? Keiter</td>
<td>Ch. 1</td>
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<td>Sep. 15</td>
<td>Nature’s Cathedrals Keiter</td>
<td>Ch. 2</td>
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<td>Sep. 17</td>
<td>Tourism in the Wild Keiter</td>
<td>Ch. 3</td>
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<td>Sep. 22</td>
<td>Recreating Paradise, Keiter</td>
<td>Ch. 4</td>
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<td>Sep. 24</td>
<td>Putting Nature on Sale - Keiter</td>
<td>Ch. 5</td>
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<td>Sep. 26</td>
<td>Nature, Culture and Justice - Keiter</td>
<td>Ch. 6</td>
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<td>Sep. 29</td>
<td>Nature’s Laboratory – Keiter</td>
<td>Ch. 7</td>
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<td>Oct. 1</td>
<td>Fountain’s of Life - Keiter</td>
<td>Ch. 8</td>
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<td>Oct. 3</td>
<td>A Vital Core - Keiter</td>
<td>Ch. 9</td>
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<td>Oct. 6</td>
<td>New Parks and New Strategies - Keiter</td>
<td>Ch. 10</td>
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<td>Oct. 8</td>
<td>Conservation in a Changing World - Keiter</td>
<td>Ch. 11</td>
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<td>Oct. 10</td>
<td>Exam I</td>
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<td>Oct. 13</td>
<td>Fall Break (no class)</td>
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**Beyond the National Parks: The Diversity of Public Lands in the U.S.**

Oct. 15 – Oct. 24

In addition to National Parks, the United States complement of public lands includes National Forests, Wild & Scenic Rivers, National Wildlife Reserves, Wilderness Areas and many other, lesser-known classifications.

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<tr>
<td>Oct. 15-20</td>
<td>National Forests</td>
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<td>James G. Lewis, <em>The Forest Service and the Greater Good</em> (excepts)</td>
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<td>Dobie, “Crimes Against Nature” (on e-reserve)</td>
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<td><a href="http://www.fs.fed.us">www.fs.fed.us</a></td>
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<td><a href="http://www.siskiyou.org">www.siskiyou.org</a></td>
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Oct. 22  Wild & Scenic Rivers
www.rivers.gov
www.americanrivers.org

Oct. 24  National Wildlife Refuges and Wilderness Areas
fws.gov/refuges
www.nwf.org
www.refugenet.org

Robert Marshall, The Problem of Wilderness. (on reserve)
Roderick Nash, The Value of Wilderness (excerpt on reserve
www.wilderness.org
www.roadless.fs.fed.us
www.wilderness.net
Our understanding of humanity's role in changing the face of the earth has grown dramatically since the establishment of Yellowstone, the world's first "national park." The recognition of the need to protect areas vital to the world's cultural and natural heritage has also greatly and rapidly increased. There are now over 114,000 protected areas worldwide, covering 12.9% of the earth's land surface.

Oct. 27-29  Chape, et.al., *The World's protected Areas*, Ch. 1, "History, Definitions, Values"

Oct. 31-Nov. 3  Chape, et.al., *The World's protected Areas*, Ch. 3, “Threats to Protected Areas”
Kugel, "Preservation: Sure, It's a Good Thing, but..." (on e-reserve)
Mydans, “Tourism Saves a Laotian City, but...” (on e-reserve)

Nov. 5  Chape, et.al. *The World’s protected Areas*, Ch. 4, “Protected Areas in the Nov. 7 Wider Context”

Nov. 10-Nov. 12  Chape, et.al. *The World’s protected Areas*  Ch. 7, “Prospects for Protected Areas


Nov. 19  Exam
“Epithet after epithet was found too weak to convey to those who have not visited the intertropical region, the sensation of delight which the mind experiences….The land is one great, wild, untidy, luxuriant hothouse, made by nature for herself “ – Charles Darwin, Voyage of the Beagle. And yet, during the past century, tropical rain forests have been reduced to less than half of their original area, with a consequent loss of biological diversity. Dry tropical forests around the world have been reduced to a mere 2% of their original extent. This section of the course examines the role of protected areas in saving what remains of this precious resource, using Costa Rica as a case study.


Hall, “A Brief Historical & Visual Introduction to Costa Rica” (on e-reserve)

Gomez & Savage, “Searchers on that Rich Coast” (on e-reserve)
Booth, “Contemporary Costa Rica in Central America” (on e-reserve)

Boza, “Conservation in Action: Past, Present, and Future of the National Park System of Costa Rica” (on e-reserve)

Wallace, The Quetzal and the Macaw: The Story of Costa Rica’s National Parks

Chape, et.al, The World’s protected Areas, “Regional Analysis: Central America”
Wheelwright, “Conservation Biology” (on e-reserve)
Burlingame, “Conservation in the Monteverde Zone” (on e-reserve)
Allen, Lines and Hamilton. “The Economic Importance of Extending Habitat Protection Beyond Park Boundaries: A Case Study from Costa Rica” (on e-reserve)

Sherwood, “Boom Testing Costa Rica’s Green Image” (on e-reserve)

Rodriguez, “Costa Rica’s Eco-success Bred Development” (on e-reserve)

Final Exam
Friday, December 12, 8:00 AM -10:00 AM

GRADING:

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<td>Examination II</td>
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<td>Final Examination</td>
<td>20</td>
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<tr>
<td>Class Participation*</td>
<td>20</td>
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<td></td>
<td>100%</td>
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*CLASS PARTICIPATION;

All students are expected to actively participate in class discussion and assignments. This includes asking and answering questions, sharing ideas both in class and in the field, as well as consistent and thorough preparation for class. Students who are silent throughout the term and practicum will not score well in this category. Absences and late arrivals to class are disruptive and will lower your class participation score.

In addition, each student will be assigned topics for presentation during the term. These presentations will be an important component of the overall participation grade.

ATTENDANCE:

Your attendance at all class meetings is expected. Any and all unexcused absences will impact your grade. First absence -2 pts off; second absence - additional 4 pts off; third absence - additional 6 pts off; fourth absence - additional 8 pts off, etc. All missed work will be scored as zero. Your attendance is also required at the orientation meeting conducted by the International Programs Office (date to be announced).
Classroom Policy for all Environmental Studies courses

The faculty of the Environmental Studies program place great value on maintaining an environment that is conducive to classroom discussion. Therefore, any of the following distractions will be counted as one class absence.

1) Two late arrivals.
2) Text messaging.
3) Laptop use unrelated to class.
4) Repeated ringing of cell phone.
5) Walking in and out of the classroom (if you are feeling ill, please let me know)

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.
ENV 353F  Costa Rica Field Study
Located between two oceans and straddling Central America’s Continental divide. Costa Rica is among the most beautiful and biologically diverse countries in the world. During the 1970s and 1980s, while many of its neighbors were embroiled in civil wars, the Costa Rican government and private conservation groups created a world-class system of national parks and protected areas. This network now protects well over one quarter of the nation’s land area and includes representative samples of Costa Rica’s many and varied habitats and landscapes.

**Texts:**

**Field Study Project:**
While visiting each of the areas listed below, we will engage in on site investigation with local administrators, community organizers and naturalist guides. Your grade will be determined by an illustrated (approximately) 15-page paper that discusses:

1) How sustainable development in Costa Rica is dependent on conservation and how conservation is dependent on sustainable development
2) The management strategies of each of the protected areas visited

**Field Study Schedule**

The field study will be held in Costa Rica from January 2 - January 11 and will include visits to several important protected areas. The itinerary will be distributed later in the semester.

The field study project will be developed during the field experience in Costa Rica. You should expect academic demands for the field study consistent with a two - semester hour course.

**GRADING:**

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<tr>
<td>Class Participation</td>
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<td>Costa Rica section of Final Exam</td>
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