COURSE SYLLABUS
This course explores the role of protected areas in sustaining society, including the use of national parks as pleasing 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, Jamaica, 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:


Claudia Giannetto, dir., Lifting the Green Screen, Curbside View, 2020.


Additional Required and Recommended Reading, all of which are on Canvas:


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


Roderick Nash, “The Value of Wilderness”

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


Calendar

**Origins of the Public Domain**

September 15– September 29

Sep. 15 Introduction to course and January field study
America’s National Parks  
October 1–October 8

The National Parks may very well be, 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages/Authors</th>
</tr>
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<tbody>
<tr>
<td>Oct. 1</td>
<td>What is a National Park?</td>
<td>Wilson chapter 4&lt;br&gt;Runte, Preface, Prologue, and ch. 1&lt;br&gt;Keiter, To Conserve Unimpaired ch. 1</td>
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<tr>
<td>Oct. 6</td>
<td>The Scripture of Nature</td>
<td>Duncan, pp. 1-60</td>
</tr>
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<td>Oct. 8</td>
<td>For the Benefit of the People</td>
<td>Duncan, pp. 61-134</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Empire of Grandeur</td>
<td>Duncan, pp. 135-198</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Going Home</td>
<td>Duncan, pp. 199-256</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>Great Nature</td>
<td>Duncan pp. 257-320</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>The Morning of Creation</td>
<td>Duncan pp. 321-380&lt;br&gt;Runte, chapter 13 &amp; Epilogue (on Canvas)&lt;br&gt;Tweed, Uncertain Path, pp. 183-208 (on Canvas)</td>
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<tr>
<td>Oct. 27</td>
<td><strong>Midterm Examination II</strong></td>
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**Beyond the National Parks: The Diversity of Public Lands in the U.S.**

**October 29 – Nov. 17**
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.

Oct. 29  National Forests
Wilson chapter 5
James G. Lewis, *The Forest Service and the Greater Good* (excerpt on Canvas)
Part 1: https://youtu.be/s_E1uXVmJAU
Part 2: https://youtu.be/BoGKnNivab0
Part 3: https://youtu.be/lJhLRXUKDAs
Part 4: https://youtu.be/iNpKUXn06uM

Dobie, “Crimes Against Nature” (on Canvas)
www.fs.fed.us
www.siskiyou.org

Nov. 3  National Wildlife Refuges
Wilson chapter 6
www.fws.gov/refuges
www.nwf.org
www.refugenet.org

Nov. 5  Bureau of Land Management
Wilson chapter 7

Nov. 10 The Wilderness Preservation System,
Wilson chapter 8
Robert Marshall, “The Problem of Wilderness” (on Canvas)
Roderick Nash, “The Value of Wilderness” (on Canvas)

www.wilderness.org
www.roadless.fs.fed.us
www.wilderness.net
www.rivers.gov
www.americanrivers.org

Nov. 12  Wild and Scenic Rivers / National Trails / Diversity of Public Lands
Wilson chapters 9 and 10

Nov. 17  Midterm Examination III

Protected Areas: A Global Perspective
November 19 – December 1

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>Nov. 19</td>
<td>The World’s protected Areas: History, Definitions, Values, Threats</td>
<td>chapters 1 &amp; 3</td>
<td>Kugel, “Preservation: Sure, It’s a Good Thing, but…” (on Canvas) Mydans, “Tourism Saves a Laotian City, but…” (on Canvas)</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>The World’s Protected Areas</td>
<td>chapter 4</td>
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<td>Nov 26</td>
<td>Thanksgiving</td>
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<tr>
<td>Dec 1</td>
<td>Prospects for Protected Areas in the Wider Context</td>
<td>chapter 7</td>
<td>Carla Rebai, dir., Our Gorongosa, Tangled Bank Studios, 2019.</td>
</tr>
</tbody>
</table>

### CASE STUDIES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors</th>
<th>Readings</th>
</tr>
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</table>
Dec. 8 National Parks in Jamaica

Dec 10 National Parks and Protected Areas in Costa Rica

“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. (All the readings below are on Canvas.)

Booth, “Contemporary Costa Rica in Central America”
Boza, “Conservation in Action: Past, Present, and Future of the National Park System of Costa Rica”
Wallace, The Quetzal and the Macaw: The Story of Costa Rica’s National Parks
Chape, et.al, “Regional Analysis: Central America” from The World’s protected Areas
Wheelwright, “Conservation Biology”
Burlingame, “Conservation in the Monteverde Zone”
Allen, Lines and Hamilton. “The Economic Importance of Extending Habitat Protection Beyond Park Boundaries: A Case Study from Costa Rica”
Claudia Giannetto, dir., Lifting the Green Screen, Curbside View, 2020.

Dec. 15  Review for Final Examination and Field Study Logistics

Dec. 17  **Final Exam**

**GRADING:**

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Midterm Examinations (3 @ 20%)</td>
<td>60%</td>
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<tr>
<td>Final Examination</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation*</td>
<td>100%</td>
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</table>

*CLASS PARTICIPATION:*

All students are expected to actively participate in class discussions and assignments. Both the quality and quantity of contributions will be evaluated. Each day each student will be assessed as being one of the following:

0 - psychologically absent
1 - seemingly interested, but silent
2 - participating effectively
3 - contributing comments that show insight into the material and open new areas for discussion.

Students who are silent throughout the term will not score well in this category.

Late arrivals to class are disruptive and will lower your class participation score.

Each student will also be responsible for periodically leading the class discussion on the assigned reading. This assignment may necessitate the gathering (and mastering) of additional information to inform and enliven the class discussion. Some of this information could come from *The New York Times* or *The Wall Street Journal, The Economist* or other reputable sources. (The New York Times offers an inexpensive digital subscription.)

The presentations should include as basic components:
1) A clear statement of the issues and their importance;
2) Material gathered (and cited) from various reputable sources;
3) A discussion of how the issues discussed relate to or illustrate the various theories and viewpoints covered in the texts and class;
4) The view and conclusions of the presenter
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).

Accessibility Services (updated 5/20/19)
Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws that guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: https://www.rollins.edu/accessibility-services and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Academic Honor Code Reaffirmation (updated 7/18/18)

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at 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 the paper, quiz, test, lab report, etc., the handwritten signed statement:

"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.

**Citation Expectations**

As per the Academic Honor Code, plagiarism is defined as “Offering the words, facts, or ideas of another person as your own in any academic exercise.” In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use Chicago citation style.

**Absences – religious holidays and/or campus business (catalogue website updated 8/19)**

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College’s policy on excused absences (https://catalog.rollins.edu/), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student’s class participation grade in the course, though, may still be affected.

**Credit Hour Statement for Rollins Courses**

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations include extensive reading and an oral presentation with accompanying documentation. (Specific requirements for the presentation will be discussed in class.) Each student will also be responsible for periodically leading the class discussion on the assigned reading. This assignment may necessitate the gathering (and mastering) of additional information to inform and enliven the class discussion. Some of this information could come from The New York Times or The Wall Street Journal, The Economist or other reputable sources. (The New York Times offers an inexpensive digital subscription.)

**Recording Device Use and Class Recordings (updated July 2020)**

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Likewise, students may not record virtual class sessions without faculty permission or without proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at http://www.rollins.edu/accessibility-services/. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

**Title IX Statement (updated 5/20/19)**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to
report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, (TitleIX@rollins.edu or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit https://www.rollins.edu/sexual-misconduct/.

**Emergency Management (new, August 2020)**

In case of emergency, the Rollins “R-Alert” emergency notification system will be activated. Students are encouraged to maintain updated contact information in the R-Alert portion in Foxlink. In addition, students should become familiar with the Emergency Response Protocols in each classroom, and visit the Rollins Emergency Website for emergency notifications and related resource.

**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 Jan 2-11, 2021 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:

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Field Study Project</td>
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<tr>
<td>Class Participation</td>
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</tr>
<tr>
<td>Costa Rica section of Final Exam</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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