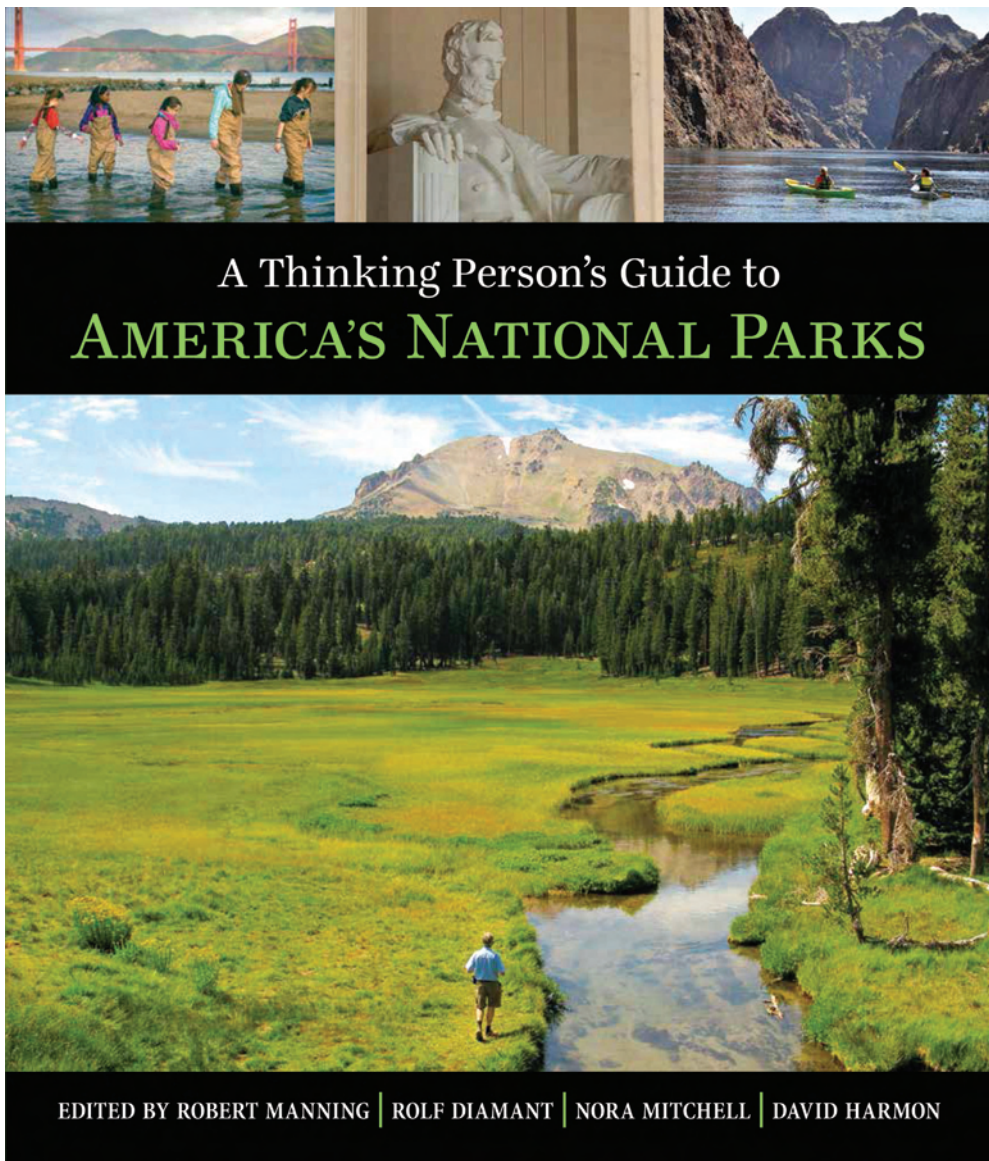




Introduction to America's National Park System: Managing the Natural and Cultural Heritage of a Changing Nation

Model syllabus for an undergraduate course based on the new book,
A Thinking Person's Guide to America's National Parks



Introduction to America's National Park System: Managing the Natural and Cultural Heritage of a Changing Nation

Course description

This course introduces undergraduates to contemporary issues in managing the places and programs that make up the U.S. national park system. Students will learn about the variety of resources, values, viewpoints, and ideas that are represented in the more than 400 units of the national park system, which stretches from Guam to Maine and Alaska to the Virgin Islands. The role of the federal agency in charge of the parks, the National Park Service (NPS), will be explored, including its work in community recreation and historic preservation. The course emphasizes the unprecedented challenges the national parks face in the coming decades, such as climate change, budget shortfalls, and the need to make the parks relevant to an ever-more-diverse society.

Course objectives

At the completion of the course students will be able to demonstrate an understanding of:

- The key events in the history of national parks in the United States, and of the NPS.
- The mission and major duties of the NPS, and the importance of partner organizations in carrying out the mission.
- The geographic and thematic breadth of the national park system.
- The characteristics of the different management categories of the parks and how these fit within the mission of the NPS.
- Major functions of the national park system, such as providing recreation, preserving wilderness, conserving biodiversity, curating museum collections, and more.
- Current policy issues facing national parks and the NPS, and management responses to them.
- A basic understanding of the relationship between U.S. national parks and protected areas elsewhere in the world.

Core text; supplemental readings

The course is keyed to *A Thinking Person's Guide to America's National Parks* ("TPG"), co-edited by Robert Manning (Steven Rubenstein Professor Emeritus, University of Vermont), Rolf Diamant and Nora Mitchell (former senior National Park Service employees), and David Harmon (Executive Director, George Wright Society). Published in April 2016, this up-to-the-minute book combines chapters from expert authors with hundreds of full-color photographs to explain the "big ideas" that run through the national park system, tying the individual parks together into a unified expression of national heritage.

The core text is supplemented by additional readings chosen by the instructor. A selection of possibilities is presented below, under "Source and Resources."

Class structure

Each class consists of an instructor lecture based on the core reading for that class, followed by interactive student-led discussions of assigned Research Questions that illuminate the class topic by referring to real-world situations in selected "Focus Parks." Students prepare for these discussions by (1) reading the assigned chapter in TPG; (2) visiting the official NPS website of one of the Focus Parks and developing answers to the Research Questions; and (3) reading supplemental materials assigned by the instructor.

Course Outline

Part I: Introduction to the course

Class #1: *Overview of course, expectations, grading procedures, academic honesty, etc.*

Core reading: TPG, Foreword

Premise: The course offers new perspectives on appreciating and sustaining America's national park system.

Topics: Structure of the core text. Introduction to the National Park Service website, www.nps.gov, and to individual park websites which will be used by students to help answer the Research Questions.

Part II: Foundations of America's National Park System

Class #2: *The National Parks and Their Caretakers*

Core reading: TPG, Chapter 1, "From National Parks to a National Park System"

Premise: America's national park system tells the story of our nation's natural and cultural history and is closer than ever to being as diverse as America itself.

Topics: Evolution of national parks in the United States, from the Yosemite Grant of 1864 to the present. Major roles and duties of the National Park Service. Importance of citizen involvement.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Find the Foundation Document (or General Management Plan) for your selected Focus Park and summarize the park's purpose.
- Under the "Get Involved" section of your Focus Park's website, explain one specific opportunity for citizens to help support the park.

Focus Parks: Arches National Park (UT), Blue Ridge Parkway (NC/VA), Indiana Dunes National Lakeshore (IN), Mojave National Preserve (CA), National Mall and Memorial Parks (DC), Saratoga National Historical Park (NY)

Supplemental readings: TBD by instructor.

Class #3: *Major Milestones in American Conservation*

Core reading: TPG, Chapter 3, "Campaign for Conservation"

Premise: Much of the history of American conservation is told in many national parks and national historic landmarks across the country.

Topics: Foundation of U.S. conservation in Yosemite Grant of 1864. Impact of the Roosevelts (TR & FDR). Importance of the Antiquities Act. Parks as sites of pivotal moments in conservation history.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- When was your selected Focus Park created, and how did it come into being?
- Explain one key moment in the human history of your Focus Park.

Focus Parks: Marsh-Billings-Rockefeller National Historical Park (VT), Grand Teton National Park (WY), Frederick Law

Olmsted National Historic Site (MA), Yosemite National Park (CA), Shenandoah National Park (VA)

Supplemental readings: TBD by instructor.

Class #4: *The National Park Service as Educator*

Core reading: TPG, Chapter 5, “Lifelong Learning”

Premise: National parks are playing an expanding role in learning for people of all ages, offering memorable and often transformative experiences with authentic places and stories.

Topics: Story as the basis for park interpretation. Need to reach diverse audiences with park education and interpretation programs. Parks as classrooms. Internet learning platforms and other technological innovations.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- What are some of the interpretive and educational programs that are offered at your selected Focus Park?
- Critique the website of your Focus Park: Is it easy to use? Informative? Logical? Attractive?

Focus Parks: Dinosaur National Monument (UT/CO), Yosemite National Park (CA), Carlsbad Caverns National Park (NM), Golden Gate National Recreation Area (CA)

Supplemental readings: TBD by instructor.

Part III: What the National Park System Provides—and Protects

Class #5: *Recreational Opportunities*

Core reading: TPG, Chapter 4, “Places to Play In”

Premise: From the beginning, national parks have offered diverse recreation opportunities while trying to balance the inherent tension between recreation and preservation.

Topics: The tension between the “preservation” and “enjoyment” mandates of the National Park Service Organic Act. History of recreation management in the National Park Service. Controversial recreation activities. Measuring and monitoring the quality of visitors’ park experiences. Evolving recreation management techniques.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Name 3 recreational activities that are popular in your selected Focus Park.
- Selecting one of these recreational opportunities, imagine how the pursuit of it might in some way threaten the preservation of park resources.

Focus Parks: Glacier National Park (MT), Grand Canyon National Park (Arizona), Grand Teton National Park (WY), Capitol Reef National Park (UT), Canyonlands National Park (UT)

Supplemental readings: TBD by instructor.

Class #6: *Protecting and Restoring Nature*

Core reading: TPG, Chapter 6, “Conserving Biodiversity”

Premise: The national park system preserves much of the nation’s rich biodiversity and offers notable examples of environmental restoration and recovery.

Topics: Changing perceptions of managing nature in national parks: the emergence of ecological science, the move toward ecosystem management. Rising concern about non-native species. Human impacts on biological diversity. The rise of restoration as a management technique. Will climate change change everything?

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Name one animal and one plant species your selected Focus Park is trying to protect, and explain why the species are significant.
- Name one invasive non-native species (either plant or animal) your Focus Park is trying to eliminate, and explain how this species is damaging the park.

Focus Parks: Everglades National Park (FL), Great Smoky Mountains National Park (NC/TN), Joshua Tree National Park (CA), Channel Islands National Park (CA), Olympic National Park (WA), Denali National Park & Preserve (AK)

Supplemental readings: TBD by instructor.

Class #7: *Parks Advancing Science*

Core reading: TPG, Chapter 8, “Reservoirs of Knowledge”

Premise: National parks are reservoirs of knowledge about our world and support an increasingly important program of research and citizen science.

Topics: Science as necessary response to global change. Park managers challenged to synthesize a wide range of scientific information. History of science in the parks. Reliance on partners to carry out park science.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- How is science being used to support management of your selected Focus Park? Give at least two specific examples.
- Does the website of your Focus Park mention climate change? If so, briefly summarize the message.

Focus Parks: Yellowstone National Park (WY/MT/ID), Pinnacles National Park (CA), Big Cypress National Preserve (FL), Biscayne National Park (FL), Congaree National Park (SC), Acadia National Park (ME)

Supplemental readings: TBD by instructor.

Class #8: *The Meanings of Wilderness*

Core reading: TPG, Chapter 9, “Wilderness Preserves”

Premise: More than half the acreage of the national park system is designated wilderness, but how should wilderness be defined, used, and managed in light of contemporary issues such as climate change?

Topics: The Wilderness Act and the legal definition of national park wilderness. The rise of wilderness activism. Managing recreation in wilderness. Wilderness designation in parks in the East.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- What does the website of your selected Focus Park say about the designated wilderness area within its boundaries? Summarize the main message.
- Name at least one restriction that applies to recreational activities within your Focus Park’s wilderness area.

Focus Parks: Fire Island National Seashore (NY), Cumberland Island National Seashore (GA), Isle Royale National Park (MI), Theodore Roosevelt National Park (ND), North Cascades National Park (WA), Gates of the Arctic National Park and Preserve (AK)

Supplemental readings: TBD by instructor.

Class #9: *The Human Touch: Landscapes*

Core reading: TPG, Chapter 14, “Storied Landscapes”

Premise: Many national park landscapes are shaped by interactions between people and their environment over time, creating multiple layers of historical, cultural, and ecological values.

Topics: What cultural landscapes are, and how they get created and maintained. Cultural landscapes as a distinct form of heritage. Designed, working, and associative landscapes. Increasing recognition of cultural landscapes’ value.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Briefly explain at least two ways that the landscape at your selected Focus Park was influenced by humans.
- Based on your core reading for this class, speculate as to whether the landscapes in your Focus Park are primarily “designed,” “working,” or “associative,” and explain your reasoning.

Focus Parks: Vanderbilt Mansion National Historic Site (NY), Acadia National Park (ME), Marsh-Billings-Rockefeller National Historical Park (VT), Cuyahoga Valley National Park (OH), Bandelier National Monument (NM), Canyon de Chelly National Monument (AZ)

Supplemental readings: TBD by instructor.

Class #10: *The Human Touch: Technology*

Core reading: TPG, Chapter 13, “Machines and Ingenuity”

Premise: America’s technological and industrial past can be experienced in many national parks across the country.

Topics: Industrial history in the national parks: textiles, armaments, mining, and more. Inventions and innovation.

Transportation systems: canals, maritime, railroads, highways, air travel.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Briefly explain the significance of one or more technologies that are part of the story at your selected Focus Park.
- For each of these technologies, speculate as to whether it is still in use or obsolete, and if obsolete, explain why it might be important for us to learn about it anyway.

Focus Parks: Lowell National Historical Park (MA), San Francisco Maritime National Historical Park (CA), Golden Spike National Historic Site (UT), Tuskegee Airmen National Historic Site (AL), Minuteman Missile National Historic Site (SD), Manhattan Project National Historical Park (WA/NM/TN)

Supplemental readings: TBD by instructor.

Class #11: *The Human Touch: Treasures*

Core reading: TPG, Chapter 15, “Treasures of the Nation”

Premise: The national park system represents the largest network of museums in America and is the steward of over 150 million artifacts that reflect our shared natural and cultural history.

Topics: The National Park Service as the country’s second-largest museum operator and curator. Park-based museum holdings: cultural objects, natural specimens, documents. Examples of park collections. Challenges to managing the collections.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- What subject or subjects do you think might be the primary focus of the museum/archival collections of your selected Focus Park?
- What kinds of materials might be in those collections? Make an educated guess and name one possible document and one possible object.

Focus Parks: Statue of Liberty National Monument (NY/NJ), Nez Perce National Historical Park (ID/MT/OR/WA), Cape Cod National Seashore (MA), Gettysburg National Military Park (PA), Longfellow House–Washington’s Headquarters National Historic Site (MA), Mesa Verde National Park (CO)

Supplemental readings: TBD by instructor.

Class #12: *What Makes National Parks Special?*

Core reading: TPG, Chapter 2, “Sense of Place”

Premise: Every national park can capture our imagination, creating within us a distinctive sense of place that becomes part of how we understand the world.

Topics: What “sense of place” means. How parks capture our imagination: emotions versus critical thinking. The role of literature and the arts in creating sense of place.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Read through your selected Focus Park’s website. Now, imagine yourself traveling there, and think about whether you would engage the park mostly through your emotions or through your rationality. Share your reasons.
- Now, reverse your reasoning. If you said you would engage your Focus Park primarily through emotion, imagine and explain how you might approach it more rationally, or vice versa.

Focus Parks: Carl Sandburg Home National Historic Site (NC), New Orleans Jazz National Historical Park (LA), Saint-Gaudens National Historic Site (NH), Sleeping Bear Dunes National Lakeshore (MI), Knife River Indian Villages National Historic Site (ND), Tumacacori National Historical Park (AZ)

Supplemental readings: TBD by instructor.

Part IV: New Challenges

Class #13: *Nature Doesn't Stand Still*

Core reading: TPG, Chapter 7, “Dynamic Nature”

Premise: The question of dealing with change—both natural and human caused—may be one of the most fundamental challenges the national park system will face in the 21st century.

Topics: The National Park Service commitment to maintain resources “unimpaired.” The shift from a static to a dynamic view of nature. Types of natural change in parks. Use of prescribed fire and other intentional actions to maintain desired conditions. The Leopold Report and beyond.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Is the National Park Service’s goal of maintaining your selected Focus Park in an “unimpaired” condition a realistic goal? Explain.
- Find one or two management interventions in nature that are being carried out in your Focus Park, and explain the rationale for them.

Focus Parks: Hawaii Volcanoes National Park (HI), Yellowstone National Park (WY/MT/ID), Cape Krusenstern National Monument (AK), Glacier Bay National Park (AK), Point Reyes National Seashore (CA), Sequoia National Park (CA)

Supplemental readings: TBD by instructor.

Class #14: *What We Value about National Parks is Changing*

Core reading: TPG, Chapter 20, “New Park Resources”

Premise: The range of natural and cultural resources protected in the national parks is expanding to include a suite of vital ecosystem services.

Topics: Parks as sources of “ecosystem services” (clean water, carbon storage, soil health, etc.) and “cultural services” (recreation, aesthetic appreciation, cultural identity and heritage, etc.). The rising importance of protecting natural sounds and dark night skies in national park management. National Park Service research on and monitoring of soundscapes and lightsapes. The connection between being in parks and human health, both physical and mental.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Does it seem possible to put a monetary value on at least some of the resources in your selected Focus Park? If your answer is “yes,” briefly summarize the pros and cons of doing so. If your answer is “no,” explain why not.
- Find a specific management activity related to natural sounds and/or night skies in your Focus Park, and share it with the class.

Focus Parks: Great Smoky Mountains National Park (TN/NC), Olympic National Park (WA), Chaco Culture National Historical Park (NM), Denali National Park and Preserve (AK)

Supplemental readings: TBD by instructor.

Class #15: *The Promise of Perpetuity*

Core reading: TPG, Chapter 21, “Practicing Sustainability”

Premise: National parks demonstrate a wide range of sustainable practices that visitors can use at home and in their communities.

Topics: What sustainability means in the context of national parks. “Green” visitor centers and other park facilities. Mass transit systems in parks, and other non-auto options. The Climate Friendly Parks program. Locally sourced healthy foods being served at park concessions.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- The core textbook contains an illustration and discussion of one or more sustainable practices being pursued in each of the Focus Parks for this class. Pick one of these practices and explain why it is more sustainable than the conventional alternative.
- Select a Focus Park and pretend that your job is to encourage tourism to it. Using information from the park’s website, write a paragraph explaining what benefits visitors to your park might get from taking part in a sustainable

practice that is happening there.

Focus Parks: San Antonio Missions National Historical Park (TX), Tallgrass Prairie National Preserve (KS), Zion National Park (UT), Grand Teton National Park (WY)

Supplemental readings: TBD by instructor.

Class #16: *Learning from (and with) the Rest of the World*

Core reading: TPG, Chapter 19, “Parks Beyond Borders”

Premise: America’s national parks have benefited from international exchange, importing as well as exporting good ideas and learning from the experience of other countries.

Topics: How the National Park Service benefits from international exchange. The “protected landscape” management category. Transboundary parks with Canada and Mexico. Sister parks. Relating to Native American governments as sovereign nations. U.S. involvement in international protected area systems: World Heritage Sites.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Summarize how your selected Focus Park’s website treats the international aspect of the park. Does it discuss management issues related to the park’s “internationality”?
- Imagine that your Focus Park has a sister park relationship with a similar park elsewhere in the world. How would you explain to visitors to your Focus Park the value of such a relationship?

Focus Parks: Roosevelt Campobello International Park (ME/NB), Klondike Gold Rush International Historical Park (AK/BC), Champlain Valley National Heritage Partnership (VT/QC), Thaddeus Kosciuszko National Memorial (PA)

Supplemental readings: TBD by instructor.

Part V: Old Wisdom, New Directions

Class #17: *Listening to the First Americans*

Core reading: TPG, Chapter 10, “Indigenous Voices”

Premise: National parks are reaching out to incorporate indigenous voices and perspectives and seeking opportunities for genuine collaboration.

Topics: Native American interpretations of historic sites. National Park Service “must-do” tasks with respect to Native people: (1) collaboration (co-management, consultation, recognition of Native worldviews), and (2) convincing non-Natives that their understanding of the American story is incomplete if the Native perspective is ignored. The need to tell the stories of broken treaties, atrocities against Native Americans, and their dispossession by the government. Biocultural ways of knowing.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Summarize how your selected Focus Park’s website explains the culture of the Indigenous people it is associated with.
- Does the website’s explanation mention cultural clashes or disagreements between Native and non-Native people? If it does, give your opinion as to whether the discussion of these disagreements is constructive.

Focus Parks: National Park of American Samoa (AS), Pu’ukohola Heiau National Historic Site (HI), Ala Kahakai National Historic Trail (HI), Grand Portage National Monument (MN), Grand Canyon–Parashant National Monument (AZ/UT), Bering Land Bridge National Preserve (AK)

Supplemental readings: TBD by instructor.

Class #18: *Difficult Stories that Need to be Told*

Core reading: TPG, Chapter 11, “Civic Engagement”

Premise: Powerful, sometimes controversial memories associated with many national parks invite us to explore untold stories and new perspectives.

Topics: Even parks considered primarily “natural” have important cultural resources. National parks as settings for civic engagement: constructive dialogues about controversial issues. Reinterpretation of contested historic sites. Sites of

Conscience. Telling stories of diverse groups of Americans. Resisting the temptation to tell “safe,” simple narratives.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

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

Focus Parks: Marsh-Billings-Rockefeller National Historical Park (VT), Rosie the Riveter/World War II Home Front National Historical Park (CA), Little Bighorn Battlefield National Monument (MT), Sand Creek Massacre National Historic Site (CO), Washita Battlefield National Historic Site (OK), San Antonio Missions National Historical Park (TX)

Supplemental readings: TBD by instructor.

Class #19: *The Continuing Struggle for Equality*

Core reading: TPG, Chapter 12, “From Civil War to Civil Rights”

Premise: The national park system has grown more adept at interpreting the history of the Civil War, Reconstruction, and America’s long struggle for civil rights.

Topics: Connecting the Civil War, the Reconstruction and Jim Crow eras, the late 20th-century Civil Rights Movement, and ongoing struggles for civil rights. Overcoming the “Lost Cause” interpretation of the Civil War to put slavery front and center as the cause. Lack of national park devoted to Reconstruction. National parks associated with the Civil Rights Movement.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

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

Focus Parks: Fort Sumter National Monument (SC), Shiloh National Military Park (TN/MS), Frederick Douglass National Historic Site (DC), Harpers Ferry National Historical Park (WV), Little Rock Central High School National Historic Site (AR), Selma to Montgomery National Historic Trail (AL)

Supplemental readings: TBD by instructor.

Class #20: *Parks Where the People Are*

Core reading: TPG, Chapter 16, “Urban National Parks”

Premise: A third of our national parks are located in metropolitan areas, connecting the national park system to new and more diverse constituencies and partners.

Topics: The origins of urban national parks in the 1960s and 1970s. The need to reach people in cities to make the national park system relevant to them. Merging urban national parks with the culture and fabric of the city.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Name and explain at least one possible factor that could be acting as a barrier to more people coming to your selected Focus Park.
- Think of three ways you could encourage a more diverse group of visitors to come to your Focus Park.

Focus Parks: Golden Gate National Recreation Area (CA), Presidio of San Francisco (CA), Federal Hall National Memorial (NY), African Burial Ground National Monument (NY), Gateway National Recreation Area (NY/NJ), Mississippi National River and Recreation Area (MN)

Supplemental readings: TBD by instructor.

Class #21: *The National Park Service in the Community*

Core reading: TPG, Chapter 17, “Community Conservation”

Premise: A suite of National Park Service programs assists urban areas and rural communities preserve their historic sites, protect open space, and develop recreation opportunities.

Topics: The National Park Service’s “external programs” as key element of the national park system: Land Water Conservation Fund; Rivers, Trails, and Conservation Assistance program; Historic Preservation Tax credits and other incentives; National Historic Landmarks and the National Register of Historic Places. The national trails system and national wild and scenic rivers system. Greenways and rails-to-trails programs.

Research Questions: For this class, we’ll use the core text chapter as the source for information you’ll need to answer and discuss the following Research Questions:

- Selecting one of the Focus Parks, use the description in the text as the basis to speculate on a possible reason why the project might have failed instead of becoming a success. Explain this hypothetical problem.
- Now, imagine that you are the manager of your Focus Park, and that the problem you identified above really does exist. Discuss how you might try to solve it.

Focus Parks: Gas Works Parks (Seattle, WA), Dubuque Heritage Trail (Dubuque County, IA), Broadway Theater and Commercial Historic District (Los Angeles, CA), Ponce City Market (Atlanta, GA), Clock Tower Lofts (Denver, CO), Groundwork Anacostia River (Washington, DC)

Supplemental readings: TBD by instructor.

Class #22: *Citizen Stewards*

Core reading: TPG, Chapter 18, “Parks in Partnership”

Premise: Many national parks are working closely with their neighboring communities and nonprofit organizations to conserve large landscapes.

Topics: Establishing national parks in areas where most land is in private ownership requires new park models that lean heavily on partnerships between the federal government and others. Seashore and lakeshore parks as early examples, followed by urban parks and long-distance trails. National reserves and national heritage areas. The rise of friends groups. Relations with the philanthropy sector.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Briefly explain the respective responsibilities of the major partners involved with your Focus Park.
- Imagine you are a donor who wants to make a substantial gift to support your Focus Park. What would you earmark your donation for? Why? How might you ensure that the donation is used effectively?

Focus Parks: Ebey’s Landing National Historical Reserve (WA), Appalachian National Scenic Trail (GA to ME), Delaware and Lehigh National Heritage Corridor (PA), Silos & Smokestacks National Heritage Area (IA), Chesapeake Bay Gateways and Watertrails Network (5 states + DC), Captain John Smith Chesapeake National Historic Trail (5 states + DC)

Supplemental readings: TBD by instructor.

Class #23: *Engaging the Next “Future Generations”*

Core reading: TPG, Chapter 22, “Deep Engagement”

Premise: New national parks and programs are engaging youth and diverse communities and forging long-term connections with the national park system.

Topics: The challenge of getting people of color interested in, and feeling welcome at, national parks. Encouraging diversity as a practical and moral imperative. Examples of “deep engagement”: hands-on, in-depth experiences for youth from diverse backgrounds. Reaching out in relevant ways: rap music, social media and apps, virtual visits. Telling stories of people who are typically left out.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Summarize how your Focus Park’s website explains the park’s efforts to reach out to diverse audiences.
- Imagine you are tasked with creating a mobile app for your Focus Park. Think of two features you might include in it that might appeal to young people from diverse backgrounds.

Focus Parks: Grand Teton National Park (WY), New Bedford Whaling National Historical Park (MA), Manzanar National Historic Site (CA), Cesar E. Chavez National Monument (CA), Anacostia Park (DC)

Supplemental readings: TBD by instructor.

Part VI: Conclusion

Class #24: *A National Park System for the 21st Century*

Core reading: TPG, Chapter 23, “A National Park System for the 21st Century”

Premise: Reflections on this book’s collection of essays offer insights into the role of the national park system in American society and how to participate in stewardship of our national park system for all, forever.

Topics: The special place of the national park system in American society. The parks should be celebrated, but the celebration should not result in complacency, but act as a spur to further improvements. Two main challenges for the future: finding ways to respond to rapid environmental change, and to adapt to the fast-changing demographic and social context of America. Climate change as the overarching environmental challenge.

Research Questions: Using the website for one of the Focus Parks for this class, come to class prepared to answer and discuss the following Research Questions:

- Briefly explain your Focus Park’s place in the national park system. How might the story it tells fit with those of other national parks to illuminate our national heritage?
- Fast-forward 100 years. Do you think your Focus Park will still be relevant to most Americans? Explain why or why not.

Focus Parks: El Morro National Monument (NM), Craters of the Moon National Monument & Preserve (ID), Cape Hatteras National Seashore (NC), Maggie L. Walker National Historic Site (VA), George Rogers Clark National Historical Park (IN), Guadalupe Mountains National Park (TX)

Supplemental readings: TBD by instructor.

Sources and Resources

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WEBSITES

- nps.gov (The official website of the National Park Service provides entry into the large and well-developed Internet presence of the agency, including websites for all 400+ national parks.)
- nps.gov/stewardshipinstitute (This is the official website of the National Park Service's Stewardship Institute, a collaborative for change designed to help move the agency in new directions for the purpose of stewarding the national parks. The site includes a list of the institute's publications.)
- nps.gov/nts (This is the official website for the national trails system.)
- nps.gov/history/heritageareas/index.htm (This is the official website for national heritage areas.)
- nps.gov/oclp (This is the official website of the National Park Service's Olmsted Center for Landscape Preservation.)
- nps.gov/orgs/rtca/index.htm (This is the official website for the National Park Service's Rivers, Trails, and Conservation Assistance Program.)
- museum.nps.gov and npscollections.blogspot.com (The official National Park Service website and blog for access to major categories of collections.)
- nature.nps.gov/parkscience (This is the website of Park Science, the National Park Service journal addressing integration of research and resource management in the national parks.)
- lnt.org (Leave No Trace is a national organization that partners with the National Park Service and other agencies to encourage park visitors to minimize any impacts they might have on the natural and cultural resources of parks and related areas. This website outlines the seven principles of LNT and related material.)
- georgewright.org (The George Wright Society promotes stewardship of parks, protected areas, and cultural sites in the

United States and around the world. Membership is open to all.)

- nationalparks.org (The website of the National Park Foundation, the official charitable partner of the National Park Service.)
- nationalparkstraveler.com (National Parks Traveler is an independently run website providing news, travel information, and analysis about America's national parks.)
- npca.org (The National Parks Conservation Association is a national membership organization dedicated to protecting America's national parks for future generations.)

APPS

There are many apps to help guide you to and through the national parks. Some highly regarded offerings include the Chimani National Parks on individual parks (<https://www.chimani.com/>), National Parks by National Geographic (<http://www.nationalgeographic.com/mobile/apps/national-parks-by-national-geographic/>), Eastern National's Passport to Your National Parks App (<http://easternnational.org/what-we-do/passport/>), and the National Park Service's own branded series of apps for select individual parks (<http://www.nps.gov/hfc/products/digitalmedia/mobileapps/>).

Note to instructors

You can download the present PDF file at http://www.georgewright.org/tpg_syllabus.pdf.

An editable version of this model syllabus (in Microsoft Word format) is available so you can customize it to meet your needs: http://www.georgewright.org/tpg_syllabus.docx.

Questions?

Contact the co-editors directly — we are happy to help.

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