



Syllabus

IDH3034: Save Our Parks



Anthony A. Rionda

INSTRUCTOR INFORMATION

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- Phone: (305) 348-1814
- Office: PC 539
- Office Hours: By Appointment
- Turn Around: 24 Hours

Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.

General Information

Course Description and Purpose

Our National Parks are America's Crown Jewels, and as such are loved by avid adventurers, campers, road-trippers and the former students of FIU Honor's Everglades course (the course that made your professor obsessed with our national treasures and inspired this course). The aim of this course is to focus on how people, politics, policy, and law have shaped, threatened, and saved our most beautiful natural legacy.

Course Objectives

Upon completing this course, students will be able to:

- Identify: the different types of U.S. public lands; the key laws and figures who shaped the national park movement and public land preservation.
- Understand: the historic, cultural, and economic impact of the national park service; the Native American experience; how the parks are portrayed in art, cinema, photography, and the internet; and the way they interact with individual Americans.
- Compare the different positions taken in public land debates.
- Evaluate the benefits, and challenges of public lands through multiple lenses.
- Create a national park from existing public lands, and develop a public relations campaign for a Miami audience for a lesser visited national park.

Global Learning Student Outcomes:

- Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.
- Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

Policies

Before starting this course, please review the following pages:

- **Policies**

- Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses. For additional information, please visit [FIU's Policy and Procedure Library](#).

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

- **[Netiquette](#)**

- **Technical Requirements and Skills**

- One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the [What's Required](#) webpage to find out more information on this subject.
- **Privacy Policy Statements for Partners and Vendors**

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
- [Zoom](#)

- Please visit our [Technical Requirements](#) webpage for additional information.

- **Accessibility and Accommodation**

- The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.
- For additional assistance please contact FIU's [Disability Resource Center](#).
- **Web Accessibility Statements for Partners and Vendors**

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)

- [YouTube](#)
- Please visit our [ADA Compliance](#) webpage for additional information about accessibility involving the tools used in this course.
- **Panthers Care & Counseling and Psychological Services (CAPS)**
 - If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).
 - [Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.
- **Academic Misconduct Statement**
 - Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code. Academic Misconduct includes:
 - **Cheating**
 - The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
 - Assisting another Student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
 - Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid; and
 - **Plagiarism**
 - The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.
 - Assisting another Student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.
 - Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.
- **Academic Misconduct Procedures and Policies**
 - In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.
 - An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:
 - FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

- **Inclusivity Statement**

- This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials

- **National Parks: The American Experience:** Alfred Runte (Taylor Trade Publishing, 4th Edition, 2010; ISBN: 978-1-58979-475-7).
 - You may purchase your textbook(s) online at the [FIU Bookstore](#).

Expectations of this Course

This is an online live course, which means we will meet VIA ZOOM once per week and the remainder of the course work will be conducted fully online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the getting started page** located in the course modules;
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course **at least 3 times** per week;
- **respond** to discussions by the due date specified. **No late work will be accepted;**
- **respond to emails** within **48 hours;**
- **submit** assignments by the corresponding deadline

The instructor will:

- log in to the course **10 times** week;
- respond to **emails** within **48 hours;**
- grade assignments within **10 days** of the assignment deadline.

Course Detail

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within **24 hours**.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the [Practice Quiz](#) from each computer you will be using to take your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet.

- There will be three quizzes throughout the semester (Modules 1-3).
 - The First Quiz will open on Wednesday at 3:15 pm and close on Sunday at 11:59 pm.
 - The Second and Third Quizzes will open on Monday at 12:00 am and close on Wednesday at 1:59pm of week 2 and 3.
- Each quiz will be timed, and 90 seconds per question will be allocated.
- Each quiz will have 10-15 questions.
- Quiz results will be available within 48 hours of deadline.
- The answers for each question will be available after quiz results are released
- Seven day turn-around for grades and feedback.

For more information, please review the [important information about quizzes](#) page.

Assignments

- **Discussion Posts (150 pts.):**
 - a. **Goal of these posts:** To engage students in the weekly module and to ensure that they are able to analyze and draw connections among the different ideas presented, and reflect on their engagement with the new information.
 - b. There will be multiple discussion posts, and quick surveys (5-10 questions) due throughout the semester or conducted in class. Completing these will be part of discussion score.
 - c. Discussion posts will be graded based on quality of the response, timely submission, and comments on colleagues' posts.
 - d. Each discussion post will include if additional posts and responses are required, but they are always recommended.
 - e. They surveys will not be graded for content, but for completion.
 - f. Discussion posts can include articles and materials that are relevant to the class, and spark academic dialogue.
- **Simulations and Debate (600 pts.):**
 - a. **Goal of the Simulation and Debate:** These two exercises that will challenge students to use the knowledge gained during the prior modules, and leverage it to both engage in a rich discussion, and take on a role (which may be contrary to your individual opinions/beliefs) in order to enrich the discussion and perspectives.
 - b. There will be a simulation during week 2, and a debate during week 5.
 - c. Each student will take on the position of an actor engaged in the relevant simulation or debate.
 - d. The simulation will be based on an invented set of facts, but in an environment guided by the same policies, politics, and laws we have studied.
 - e. The debate will be based on two current public land debates. The idea is to think about positions from new and differing perspectives.
 - f. Each will be graded based on preparation, active participation, outside materials/research, and completion of post-session reflection.

- **Quizzes (250 pts.)**
 - a. **Goal of these assessments:** To ensure that students are meeting the first course objective listed above, and be able to gain the required knowledge from our assigned readings and media.
 - b. Three quizzes based on the readings, or assigned videos and materials will be administered on CANVAS. Each will be 10-15 questions. Most questions will be multiple choice, true/false, fill-in the blank, or short answer.
 - c. See Quizzes section above for additional details.
 - d. Questions will ask you to identify key figures, engage a prompt and generally test you are keeping up with readings and materials.
 - i. The quizzes will ONLY be open during the week they are administered.
- **Build-a-Park Exercise (400 pts.)**
 - a. **Goal of this exercise:** To have students use the knowledge gathered during the first three modules and use that knowledge to evaluate public lands, and create a new park.
 - b. Each student will select a national monument, seashore, or other public land and draft a proposal for its designation as a national park.
 - c. **Template:** Maximum 2-page proposal. Please use sample template to guide your submission.
 - d. **Content:** Each proposal must include how the specific selected public land meets the requirements of the National Park Organic Act of 1916, the benefits, funding, etc.
 - e. **Format and Style:** Time New Roman, single-spaced, Microsoft Word ONLY (NO GOOGLE DOCS.).
- **Park Awareness Exercise (500 pts.)**
 - a. **Goal of this exercise:**
 - b. Each student will select a national park which is not in Florida, Utah, Wyoming, Montana or California (these states are home to the most visited National Parks or are too close to home for purposes of this exercise).
 - c. You can be EXTREMELY creative. You can submit any creative expression (video, art, photography, etc.) or poster, advertisement, brochure, flyer, etc. to promote your selected national park in South Florida.
 - d. Each student will share their piece and explain it on the discussion board in writing or via short video (under 2 minutes).

General Notes:

- Late assignments will be penalized. I will accept late submissions with a maximum 20% penalty for each day late.
- Feedback and grades will be provided within 7 days of due date.
- For more information, please review the [important information about assignments](#) page.

Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct **our live sessions**. My expectation is that you will participate, have audio and video capabilities, and be prepared to engage with instructor, fellow students, and guests.

- **Zoom Meeting ID: 972 4987 0035 & Zoom Password: Yosemite72**

Zoom Meetings will be held on the following dates/time:

- **Wednesday, May 12 – 2:00pm-3:15pm**
- **Wednesday, May 19 – 2:00pm-3:15pm**

- **Wednesday, May 26 – 2:00pm-3:15pm**
- **Wednesday, June 2 – 2:00pm-3:15pm**
- **Wednesday, June 9 – 2:00pm-3:15pm**
- **Wednesday, June 16 – 2:00pm-3:15pm**

[Zoom Test Meeting Room](#)

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- [Download Zoom.](#)
- [Login to Zoom through Desktop Application](#)
- [Enable and Test Audio & Webcam.](#)
- [Schedule a meeting](#) or [Join a Zoom meeting.](#)
- [Invite others to join meeting.](#)
- [Chat \(Professors\) - Students look at attendees section for instructions.](#)
- [Share My Screen.](#)
- [Record a Local Zoom meeting.](#)
- [Host Control in Meetings.](#)
- [Getting Started with iOS.](#)
- [Getting Started with Android.](#)

Grading

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
<i>Discussion Posts and Surveys</i>	6	25	150	7.5%
<i>Simulation and Reflection</i>	1	300	300	15%
<i>Quizzes</i>	3	83.33	250	12.5%
<i>Build-a-park</i>	1	400	400	20%
<i>"Monumental" Debate</i>	1	300	400	20%
<i>Park Promotion</i>	1	500	500	25%
Total	12	N/A	2000	100%

Below is the default grading scheme. Please edit according to the grading scheme you will be using.

<i>Letter</i>	<i>Range%</i>	<i>Letter</i>	<i>Range%</i>	<i>Letter</i>	<i>Range%</i>
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Course Calendar

- Be sure not to schedule due dates on University Holidays.
- University Academic Calendar: https://onestop.fiu.edu/Enrollment_Services_Calendar/index.html

The course calendar is separated into 6 weeks. Each week has 2 modules.

Module Dates	Objectives, Topics, Instructional Materials	Activities Due
Module 1	<p>Supports Learning Objectives:</p> <ul style="list-style-type: none"> • Understand why the U.S. National Park system was created, its mission, and history. • Identify key figures and moments involved in the development of the parks. • Compare and contrast the types of public lands. <p>Read/Watch/Review:</p> <ul style="list-style-type: none"> • Read Preface, Prologue, Chapters 1 and 2 of <i>National Parks: The American Experience</i> • Review video and presentation for the week (listed in readings on Module 1). 	<ul style="list-style-type: none"> • Introduction Discussion Post by 5/12 at 1:59 pm. • National Parks, Public Lands, and their History Quiz due: 5/12 at 1:59 pm • Review Simulation Assignment for next week.
Zoom Session: Wednesday, 5/12 2-3:15.		
Module 2	<p>Supports Learning Objectives:</p> <ul style="list-style-type: none"> • Learning Objective Targeted <p>Read/Watch/Review:</p> <ul style="list-style-type: none"> • Read: Chapters 3, 4, 5 & 6 • p. 42-123 	<ul style="list-style-type: none"> • Quiz due: 5/19 at 1:59 pm • Simulation (In-Class) • Simulation Reflection due on 5/23 at 11:59 pm
Zoom Session: Wednesday, 5/19 2-3:15. Simulation in Class		
Module 3	<p>Supports Learning Objectives:</p> <ul style="list-style-type: none"> • Learning Objective Targeted <p>Read/Watch/Review:</p> <ul style="list-style-type: none"> • List instructional materials 	<ul style="list-style-type: none"> • Quiz due: 5/26 at 1:59 pm • Reflection on Role of National Park for individuals due on 5/30 at 11:59 pm
Zoom Session: Wednesday, 5/26 2-3:15. Guest Speaker: Connor Knighton, Author <i>Leave Only Footprints</i>		
Module 4	<p>Supports Learning Objectives:</p> <ul style="list-style-type: none"> • Learning Objective Targeted 	<ul style="list-style-type: none"> • Science-based discussion post due on 6/6 at 11:59 pm. • Build-a-Park Assignment due on 6/6 at 11:59 pm

Module Dates	Objectives, Topics, Instructional Materials	Activities Due
	Read/Watch/Review: <ul style="list-style-type: none"> List instructional materials 	<ul style="list-style-type: none"> Begin Awareness Campaign Exercise
Zoom Session: Wednesday, 6/2 2-3:15. Guest Speaker: TBD		
Module 5	Supports Learning Objectives: <ul style="list-style-type: none"> Learning Objective Targeted Read/Watch/Review: List instructional materials	<ul style="list-style-type: none"> Debate Preparation – Debates will be held on 6/9 at 2pm. Work on Awareness Campaign Exercise Debate reflection.
Zoom Session: Wednesday, 6/9 2-3:15. Debate in Class		
Module 6	Supports Learning Objectives: <ul style="list-style-type: none"> Learning Objective Targeted Read/Watch/Review: List instructional materials	<ul style="list-style-type: none"> Awareness Campaign Exercise due
Zoom Session: Wednesday, 6/16 2-3:15.		

Honors College Policies and Requirements

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

<http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

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