ENVS 6900 Advanced Visitor Use Management

Course Description

Week 1: 01/18
Week 2: 01/25
Week 3: 02/01
Week 4: 02/08
Week 5: 02/15
Week 6: 02/22
Week 7: 03/01
Week 8: 03/08
Week 9: 03/15
Week 10: 03/22
Week 11: 03/29
Week 12: 04/05
Week 13: 04/12
Week 14: 04/19
Week 15: 04/26
In 1939, we started to wonder how many people could visit the parks and protected areas of the United States before the very qualities those same people came to experience were diminished. In the post-World War 2 recreation boom of the 1950s, the public and others concerned with the management of parks and protected areas began shouting that “parks and being loved to death!” In the decades that followed, scientific inquiry into managing visitors to parks and protected areas, including their experiences and impacts, became increasingly sophisticated. The field that eventually emerged from these inquiries came to be known as visitor use management.

Today, the management of visitor use to parks and protected areas is arguably more important than ever. In the last 5 years, 1.5 billion people visited the national parks of the United States. This high amount of use will take more science-informed management than ever before.

Instructor

Zachary David Miller
Teacher
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ENVS
Thurs. 12-2PM

Course Objectives

The major objective I have for students in this course is no low bar: I want students in this course to emerge as thought-leaders in the scholarship of visitor use management who can push our entire field forward. To achieve this, we will work towards the following learning objectives:

- **KNOW** the basic underlying concepts, principles, and frameworks that helped define the history and current path of visitor use management
- **APPLY** our course materials to improve thinking, problem solving, and decision-making related to the science of visitor use management
- **CRITICALLY EVALUATE AND ANALYZE** ideas, arguments, and points of view related to visitor use management

Course Procedures

- We will begin our course remote using Zoom at the designated times for class. Should conditions change, we will transition to another format, like in-person or in-person/remote options.
- As a graduate seminar course, we will largely be focusing on critical discussions on topics related to visitor use management. Each week, students will have several academic readings to engage with. These readings will be used as a focus for our discussions.
- Our syllabus will be co-constructed by your peers. Each student will be expected to lead a week of class for their peers.
- All readings will be posted to our Canvas page.
Learning materials

There is no required textbook for this course. You will be able to access all learning materials through Canvas.

Assignments

As a seminar style class, you are expected to engage deeply with your assigned readings, critically think about their content, and bring your unique perspectives and ideas to our discussions. The following assignments will be used to assess your progress.

Participation in discussions (50% of your overall grade)

Each week of class, we will have in-depth discussions centered around the topic and assigned readings. You are expected to be prepared for these discussions by reading the assignments and taking notes prior to class that week. You should contribute meaningful discussion to the course from your own unique perspectives and ideas.

- 2 self-assessments are required for this assignment. Each self-assessment should be one page (500 words) long. These self-assessments should reflect on your progress and contributions in class and end with an assignment of a grade. The following are due dates for each self-assessment:
  - 02/29/2021
  - 04/26/2021

Leadership and facilitation of topic for class (25% of your overall grade)

Each student is expected to lead and facilitate one week of class by focusing on a topic. The student will need to prepare for this accordingly following the guidance below:

1. Select a topic relevant to visitor use management. Students are encouraged to select “wicked”, thorny, and/or difficult topics that expand our thinking and/or push our status quo
2. Gather and assign readings/content for the topic
3. Create a one-page “note sheet” for each reading that delivers your own structured critique/problem/challenge related to the topic
4. Facilitate a group discussion among your peers

- 1 self-assessment is required for this assignment. It should be one page (500 words) long and should reflect on your leadership and contributions to class. The document should end with an assignment of a grade. **The assignment is due the week after you lead the topic for the week.**

Final assignment: Your future vision of visitor use management in parks and protected areas (25%)
Given everything we covered in class, you will write a paper of no more than 5 pages (2500 words) that collates the topics covered in class and provides your own future vision for a more innovative and successful path forward in visitor use management. At the end of your assignment, you will provide an imaginative perspective about how park and protected areas may look in this “new” future. Students are encouraged to view the article here (https://www.researchgate.net/publication/319406085_Into_the_Second_Century_of_the_National_Park_Service_A_Synthesis_of_Student_Perspectives_a as an idea of how to create this assignment.

- Your assignment should end with a one page (500 words) self-assessment. You should reflect on your perspectives gained, critical evaluations of content, and imagination of the future. The self-assessment should end with an assignment of a grade.

Academic integrity

**Bottom line: Don't cheat!** School is stressful and I know you are trying to balance many aspects of your life at one time: work, other classes, relationships, families, and yes, recreation! The internet and ever-advancing technologies can make it really tempting and sometimes easy to claim someone else’s work as your own. **DO NOT** give in to this temptation. It will not benefit you in the long run. I would much rather you come talk to me and turn an assignment in late than cheat. If I discover you have plagiarized all or part of an assignment, you will fail the entire course.

The following are considered academic dishonesty in this course:

- **Submitting substantially the same work** for an assignment in this class as you turned in for credit in another class
- Representing, by paraphrasing or direct quotation, the published or unpublished work of another person as one’s own without giving full acknowledgement (including phrases lifted from websites and materials prepared by anyone who sells term papers)

Accommodation for disabilities

This university helps students with disabilities participate fully in its programs, activities, and services. If you have a disability that has been documented by USU’s Disability Resource Center, you can work with the Center and with me to ensure that you get whatever assistance you need.

Course schedule

Students should check the modules section (https://usu.instructure.com/courses/618178/modules) of the course to get the most recent course schedule. Students can also consult the paper syllabus, but this course schedule is subject to change.

Grading

**Consultative Grading**

The University will ultimately require me to assign you a grade for this course. However, as a graduate student, you are transitioning from a student to a colleague with your professors. In grading graduate courses – especially discussion-based courses – I strive to reflect this changing relationship and consider myself more of a mentor than judge. Because of this, we will use Consultative Grading in this course. In Consultative Grading, you will ultimately
be the judge of your own work. This means I will ask you to submit self-evaluations of assignments throughout the semester. Unless extreme circumstances arise, these self-evaluations will ultimately determine your grade in class. I hope this creates more freedom, ambition, and intellectual curiosity for students, instead of worrying about knowing the “right” material.

**Adjustment Caveats**

Although students’ self-evaluations will provide a basis for their grade, I reserve all rights to adjust these grades as I see fit.

**Grading scheme**

**Letter grade assignments**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9%</td>
<td>B+</td>
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<tr>
<td>83-86.9%</td>
<td>B</td>
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<tr>
<td>80-82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9%</td>
<td>C+</td>
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<tr>
<td>73-76.9%</td>
<td>C</td>
</tr>
<tr>
<td>70-72.9%</td>
<td>C-</td>
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<tr>
<td>67-69.9%</td>
<td>D+</td>
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<tr>
<td>63-66.9%</td>
<td>D</td>
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<tr>
<td>60-62.9%</td>
<td>D-</td>
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<tr>
<td>&lt;60%</td>
<td>F</td>
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</tbody>
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**Nonattendance Policy**

**Students May Be Dropped For Nonattendance**
If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. *(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)* This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see 2018-2019 General Catalog [http://catalog.usu.edu/content.php?catoid=12&navoid=3955]).

**Classroom Civility**

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 ([https://studentconduct.usu.edu/studentcode/article5](https://studentconduct.usu.edu/studentcode/article5)) for more information.

**University Policies & Procedures**

**COVID-19 Classroom Protocols**

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismission instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

**Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 ([http://www.usu.edu/hr/files/uploads/Policies/403.pdf](http://www.usu.edu/hr/files/uploads/Policies/403.pdf)) further defines academic freedom and professional responsibilities.

**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*I pledge, on my honor, to conduct myself with the foremost level of academic integrity.*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)

**Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (http://www.usu.edu/policies/339) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity (https://equity.usu.edu/) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305 (http://www.usu.edu/policies/305/)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the
immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) [http://www.usu.edu/drc/] as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: [https://studentaffairs.usu.edu](https://studentaffairs.usu.edu), (435) 797-1712, studentservices@usu.edu (mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: [https://ususa.usu.edu/student-association/student-advocacy/legal-services](https://ususa.usu.edu/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326,
- Access and Diversity: [http://accesscenter.usu.edu](http://accesscenter.usu.edu), (435) 797-1728, access@usu.edu (mailto:access@usu.edu); TSC 315
- Multicultural Programs: [http://accesscenter.usu.edu/multiculture](http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQA Programs: [http://accesscenter.usu.edu/lgbtqa](http://accesscenter.usu.edu/lgbtqa), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: [https://www.usu.edu/provost/diversity](https://www.usu.edu/provost/diversity), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: [https://studentconduct.usu.edu/studentcode](https://studentconduct.usu.edu/studentcode/)

**Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII ([https://studentconduct.usu.edu/studentcode/article7](https://studentconduct.usu.edu/studentcode/article7)).

**Full details for USU Academic Policies and Procedures can be found at:**

- Student Conduct ([http://www.usu.edu/studentconduct](http://www.usu.edu/studentconduct))
- Student Code ([https://studentconduct.usu.edu/studentcode/](https://studentconduct.usu.edu/studentcode/))
- Academic Integrity ([https://studentconduct.usu.edu/studentcode/article6](https://studentconduct.usu.edu/studentcode/article6))
Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (https://counseling.usu.edu).

Students are also encouraged to download the “SafeUT App” (https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.