Park and Protected Area Management Field Studies

FNRM 3206/5206
Forest and Natural Resource Management
Department of Forest Resources
August Session
Monday, August 20 – Thursday, August 29, 2019
2 credits

Instructor: Mae Davenport
Pronouns: she, her, hers
301D Green Hall
(612) 624-2721 (office) 612-716-8251 (cell)
mdaven@umn.edu

Teaching assistants: Jessica Lackey, lacke025@umn.edu
Pronouns: she, her, hers
Hannah Jo King, king1306@umn.edu
Pronouns: she, her, hers

Location: Hubachek Wilderness Research Center, Ely, MN

Course materials: Field Studies Course Packet, other required readings on tablet provided

Course description: The course is designed to be a directed field study of park and protected area management including observation of and training in (1) recreation planning and visitor management, (2) cultural resource management, (3) natural resource management, (4) nature-based tourism management, and (5) resource interpretation and communication across local, state, federal and tribal park and protected areas in northern Minnesota.

Students will investigate grand challenges in park and protected area management in topics including cultural resource protection, natural resource extraction, invasive species, recreation impacts, wildlife monitoring, environmental interpretation and communications, and nature-based tourism management. Students will be asked to identify, define and present solutions to problems associated with each of the grand challenges. They will consider each challenge through multiple lenses including the “triple bottom line” of sustainability: economy, equity, and ecology. Students will develop an understanding of diverse park and protected area management philosophies including cross-agency and cross-cultural perspectives on natural resource and environmental management. Students will explore innovative partnerships
between tribal, federal, state and local natural resource management agencies, as well as the influence of non-profit and advocacy organizations and unique partnerships in the region.

Students will engage with organizations such as the USDA Forest Service, National Park Service, Bois Forte Band of Chippewa, Fond du Lac Band of Lake Superior Chippewa, Grand Portage Band of Chippewa, 1854 Treaty Authority, Minnesota Department of Natural Resources, tourism bureaus and resort/outfitter operations to receive hands-on training in park and protected area management skills such as wilderness planning, recreation impact inventory and trend analysis, cultural resource protection, wildlife research and monitoring, invasive species monitoring, resource communications and interpretation, environmental conflict management, and wilderness camping, canoeing and orienteering.

One highlight of the course is a 3-day wilderness canoe trip. Students will experience the Boundary Water Canoe Area Wilderness and wilderness management challenges and opportunities first hand. Besides enjoying a unique backcountry canoeing and camping experience, students gather data for the Superior National Forest’s recreation resource monitoring program. Students will develop or hone wilderness camping, canoeing and orienteering skills.

The course also provides a unique opportunity for students to interact with park and protected area managers, nature-based tourism industry professionals and private tourism operators and non-profit organization representatives. These interactions will enhance student comprehension of the complexities and uncertainties in protected area management decision making and will provide opportunities for student networking with practitioners in multiple positions with varying public, private and non-profit organizations.

Students will develop communication, natural resource interpretation, and environmental conflict management skills through information gathering and reporting out on their grand challenges. Students will meet with natural resource, cultural resource and nature-based tourism professionals, as well as non-profit organization representation in small and large groups. Students will communicate with these individuals in a variety of ways (e.g., lectures, small group discussions, activities, Q and A, field assignments).

**Learning objectives:**

This course is designed to provide students with an understanding of park and protected area management through onsite, hands-on experiences in park and protected area settings. Specific learning objectives are to:

1. Observe and critically examine the relationships between humans, human communities and parks and protected areas.
2. Understand and apply principles of sustainable park and protected area management.
3. Observe and critically examine diverse management philosophies including how agency structure, culture, policy and programs influence social, ecological and economic conditions.
4. Investigate current problems and trends (i.e., grand challenges) in park and protected area management.
5. Investigate the consequences of management strategies and tactics across park and protected areas, human communities and ecosystems.
6. Develop skills in identifying and monitoring natural resource conditions and social/cultural conditions.
7. Demonstrate knowledge and skills in problem-solving including identifying, monitoring and mitigating problems in park and protected area management (i.e., grand solutions).
8. Communicate effectively with peers and park and protected area professionals and develop skills in gathering and reporting on information gathered to diverse stakeholders.

Student evaluation:

Field assignments, reporting (40%): Students will complete field assignments/activities and report outcomes in the course packet on forms and discussion question worksheets provided. Students will also participate in pre-brief and debrief sessions and other activities each day. Students must complete required readings in preparation for activities and discussion sessions. These are due on dates specified in the course schedule.

Student one-page report (30%): Students will prepare in teams a one to two-page synthesis of their grand challenge solution including problem statement and strategies tailored to an audience of park and protected area professionals. This is due by email at 11:55pm on Sept. 5 on Canvas.

Final exam (30%): Students will complete a final exam at the end of the course. Students will be asked a series of short answer and essay questions about the course content and their grand challenges. The exam will take place on August 28.

The +/- system on an A-F grading scale will be used as follows. Grades of ‘I’ (incomplete) are typically not given.

A ≥ 93%
A- ≥ 90%
B+ ≥ 87%
B ≥ 83%
B- ≥ 80%
C+ ≥ 77%
C ≥ 73%
C- ≥ 70%
D ≥ 60%
F < 60%
**Student Conduct Code:** The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code.

To review the Student Conduct Code, please see: [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Scholastic Dishonesty:** You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. ([Student Conduct Code](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

**Name and Pronoun Usage:** Class rosters are provided to the instructor with students’ legal names, unless a “preferred” name has been entered into a student’s MyU account. Also, starting this year, students’ pronouns will be listed on class rosters if this information has been added via MyU. I will honor the names and pronouns student provide, and your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. Please advise me of how you would like to be referred to in class. I will also expect class members to honor the names and pronouns peer provide. If you would like more information about gender- and sexual-identity, gender-neutral and inclusive language, or the role gender plays in our culture, please visit these resources.

- Gender Spectrum – [Understanding Gender](https://www1.umn.edu/regents/policies/academic/)
- The Genderbread Person [infographic](http://www1.umn.edu/regents/policies/academic/) that distinguishes among gender identity, gender expression, biological sex, and sexual orientation
- Gender and Sexuality Center for Queer and Trans Life - [UMTC](http://www1.umn.edu/regents/policies/academic/)

**Disability Accommodations:** The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide
documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/students/Enrolled/responsibilities.html.

Student Mental Health and Stress Management: 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 a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu/.

Sexual Harassment: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf