ARCH 499: AN EXPLORATION OF AMERICA’S NATIONAL PARKS:

“There is nothing so American as our national parks.... The fundamental idea behind the parks...is that the country belongs to the people, that it is in process of making for the enrichment of the lives of all of us.”

- - Franklin D. Roosevelt

Course Description
The National Parks are truly one of America’s best ideas. Our National Parks are much more than simply recreational lands. The parks offer opportunities for learning and engagement in the sciences, arts, environmental design, leadership, culture, heritage, law, and policy. This course will provide an integrated multi-disciplinary overview of our national parks from the unique perspectives of the teaching and research of the combined expertise of a broad coalition of more than 20 faculty members from the University of Southern California, plus topic experts from the National Park Service.

Partial list of speakers (a sample list of USC faculty speakers from last year):
- Robin Craig, USC Law
- Robert Cutietta, USC Music
- William Deverell, Spatial Sciences and Environmental Studies
- Julien Emile-Geay, USC Earth Sciences
- Jim Ferris, USC Policy, Planning
- Kate Flint, USC Art History and English
- Carol Folt, University of Southern California
- David Ginsburg, USC Environmental Studies
- Eric Hanson, USC Cinematic Arts
- Karla B. Heidelberg, USC Biology and Environmental Studies
- Karen M. Kensek, USC Architecture
- Travis Longcore, USC Architecture / UCLA
- Peter C. Mancall, USC History
- Amber Miller, USC Dornsife (Astronomy) – not confirmed yet
- Douglas Noble, USC Architecture
- Michael Renov, USC Cinema and Media Studies
- Alexander Robinson, USC Landscape Architecture
- John Carlos Rowe, USC English and American Studies and Ethnicity
- Trudi G. Sandmeier, USC Heritage Conservation
- Deborah M. Sims, USC Dornsife Writing Program
- Lynn Swartz-Dodd, USC Archaeology
- David Treuer, USC (not confirmed yet)
- David Szumanski, NPS Santa Monica

ARCH499:
An Exploration of America’s National Parks

Douglas Noble, FAIA, Ph.D.
dnoble@usc.edu
University of Southern California
Learning Objectives
Students will learn about the unique teaching and learning styles that are illustrative of a variety of disciplines on campus.
Students will develop an appreciation of the shared responsibilities to protect and nurture these treasures for succeeding generations of Trojans and Americans.
Students will obtain improved skills in producing field and course notes and be able to prepare a field journal.
Students will be able to produce quality graphic and written representations of field observations.
By the end of this course, students will be able to Identify threats to the National Parks and prepare an action plan for strategies to mitigate these threats.
Students will learn to recalibrate the appropriate uses of the superlative term “awesome” in relation to natural and human features on display throughout the National Park system.

Modules
The course is organized around seven learning modules. Each module will contain approximately 20-40 pages of readings. Each module will have two assignments to be documented in the course journal.
- Module 1: HEADQUARTERS: Leadership & Organizational Management
- Module 2: LABORATORY: Natural Sciences + Analytics
- Module 3: STUDIO: Architecture+Environmental Design
- Module 4: GALLERY: Craft and Artistic Creation
- Module 5: INSTITUTE: Cultural + Heritage Conservation
- Module 6: FIELD STATION: Visitation+Immersion Practicum
- Module 7: CHAMBER: Legal + Policy Advocation

Technological Proficiency and Hardware/Software Required
Students are expected to be reasonably proficient in word-processing software such as Microsoft Word.

Required Materials
Field Journal (Moleskin, coordinate with USC bookstore, but also available on Amazon)

Grading Breakdown
Module 1: HEADQUARTERS: Leadership & Organizational Management 10%
Module 2: LABORATORY: Natural Sciences + Analytics 10%
Module 3: STUDIO: Architecture+Environmental Design 10%
Midterm exam 10%
Module 4: GALLERY: Craft and Artistic Creation 10%
Module 5: INSTITUTE: Cultural + Heritage Conservation 10%
Module 6: FIELD STATION: Visitation+Immersion Practicum 10%
Module 7: CHAMBER: Legal + Policy Advocation 10%
Final Exam: National Parks Field Journal submission 20%

Grading Scale
Course final grades will be determined using the following scale.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
</tbody>
</table>
Preliminary Schedule:

WEEKS ONE and TWO
HEADQUARTERS: Leadership & Organizational Management HQ:L&OM
January 12 and January 19

CITIZEN RANGER: An Exploration of America’s National Parks
DOCUMENTING AMERICA’S BEST IDEA: Examining the National Park Documentary Film by Ken Burns
THE INSPIRED ARCHITECT’S SKETCHBOOK: Heightening Your Senses of Observation and Discovery
ISSUES AND THREATS: National Park Service Leadership
CASE STUDY: JOSHUA TREE NATIONAL PARK
CONVALESCENT NATURE: The Rise of the National Parks After the Conflagration of the Civil War
LEADERSHIP CASE STUDY: Opportunities and Challenges in the Nation’s Largest Urban National Park (Szymanski)

WEEKS THREE and FOUR
LABORATORY: Natural Sciences + Analytics LAB:NS+A
January 26 and February 2

THE NATURAL SCIENCES IN NATIONAL PARKS: Ecology, oceanography, geology, meteorology, zoology, biology, botany
MARINE PROTECTED AREAS/MARINE NATIONAL PARKS
EARTH HISTORY PRESERVED IN OUR NATIONAL PARKS: Longterm Records of Earth Evolution, Geologic Hazards, and Climate Change
EXTREME PANORAMIC IMAGING: Camera Mapping Cultural and Natural Heritage
NATURAL COMMUNITIES
NATURAL SYSTEMS
INVASIVES, REINTRODUCTION OF TOP PREDATORS
CITIZEN SCIENCE

WEEKS FIVE and SIX
STUDIO: Architecture+Environmental Design STUDIO:A+ED
February 9 and February 16

ARCHITECTURE IN OUR NATIONAL PARKS: Championing Environmental Design Worthy of America’s Best Idea
MANAGING EXPERIENCE IN OUR NATIONAL PARKS: Adapting heritage visual resources and recreation to a dynamic environment
AMAZING ENGINEERING IN THE PARKS

WEEKS SEVEN and EIGHT
GALLERY: Craft and Artistic Creation GALLERY:C+AC
February 23 and March 1

PAINTING AMERICAN NATURE: The National Parks and the Global Sublime
HE POPULAR IMAGE OF THE PARKS: Selling the Parks Through Advertising
THE MUSIC OF YELLOWSTONE: The Historic Role Music has played in our National Parks
PHOTOGRAPHY & THE NATIONAL PARKS: The evolution of photography in preserving, protecting and influencing America’s National Parks
WEEKS NINE (and Spring Break) and TEN
INSTITUTE: Cultural + Heritage Conservation INSTITUTE:H+CC
March 8 and March 22

NATIVE AMERICANS AND NATIONAL PARKS: The Federal Government in Indian Country
INDIGENOUS PEOPLES AND YELLOWSTONE: A Polemical History
BUFFALO SOLDIERS AND NATIONAL PARKS: African-American Experiences on the Western Frontier
Archaeology in the National Parks
LAYERS OF HISTORY: Stewardship and Heritage Conservation in the NPS

WEEKS ELEVEN and TWELVE
FIELD STATION: Visitation+Immersion Practicum STATION:V+IP
March 29 and April 5

Field Station Preparation
Midterm Exam
HABS/HALS/HAER

WEEKS THIRTEEN and FOURTEEN
CHAMBER: Legal + Policy Advocation CHAMBER:L+PA
April 12 and April 19

NATIONAL PARK SERVICE LAW
ENVIRONMENTAL ENGAGEMENT, ADVOCACY, AND COMMUNICATION
HALF THE PARK IS AFTER DARK: Light Pollution Measurement, Monitoring, and Mitigation in National Parks
AFFECTING CHANGE
EMPATHY, HARMONY, AND UNITY: The Nature Writer’s Promise of a New Way of Life
ADVOCATING FOR AMERICA’S NATIONAL PARKS: Convergence of Public Policy, Politics and Science
PARK INTERPRETATION, VISITOR DEMOGRAPHICS AND CHANGE

WEEK FIFTEEN
COURSE CONCLUSION
April 26
Assignments and Readings

The intention is to create one assignment for each module, using a learning engagement process that might be representative for the module. Thus, for example, the “gallery” module might include an assignment that requires an art-based response, perhaps including sketching, drawing, painting, sculpture, etc. In the Environmental design module, students might be asked to engage the assignment through a design activity or the analysis of a case-study building. The Field Station module might involve the creation of field-notes and a field journal. Each of the 24 presenters in the class will be asked to provide a short reading elaborating on one or more points in their presentation. Each reading would be of the type used in the classroom settings for that discipline. Preferably, the readings would be authored by the presenters themselves.

Module 1: HEADQUARTERS: Leadership & Organizational Management
Module 2: LABORATORY: Natural Sciences + Analytics
Module 3: STUDIO: Architecture+Environmental Design
Module 4: GALLERY: Craft and Artistic Creation
Module 5: INSTITUTE: Cultural + Heritage Conservation
Module 6: FIELD STATION: Visitation+Immersion Practicum
Module 7: CHAMBER: Legal + Policy Advocacy

CONCURRENT ONE-DAY CONFERENCE: Genuis Loci: The Spirit of the Place

Beginning a few years ago, we started collaborating with the National Park Rangers at Joshua Tree to host a set of one-day conferences at the USC University Park campus. Each conference included about nine or ten presentations from experts in a range of issues affecting Joshua Tree National Park. We propose to create a new one-day conference at USC each time this new course is offered. These events were organized by USC faculty members Kensek and Noble, and attendance was free and open to the entire USC community. The conference would be an optional extra-curricular “course enrichment” addition available to students in the course (who would be guaranteed admission). In previous years, this event was held on a Saturday to help gain access to campus facilities in Harris Hall.
Statement on Academic Conduct and Support Systems

Academic Integrity:
The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity’s website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.
**Relationship and Sexual Violence Prevention Services (RSVP)** - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

**Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)** - (213) 740-5086
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

**Reporting Incidents of Bias or Harassment** - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

**The Office of Student Accessibility Services (OSAS)** - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

**USC Campus Support and Intervention** - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity, Equity and Inclusion** - (213) 740-2101
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency** - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety** - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

**Office of the Ombuds** - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

**Occupational Therapy Faculty Practice** - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.