

## **Building Connections Example Course Information – The Power of Parks (updated 2/4/21)**

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**Office Hours:** TBA

### **Course / Catalogue Description**

Picture a majestic sunset view from the rim of the Grand Canyon. Now, imagine the sounds of laughter and splashing water at a local community pool. Both scenes capture the potential of parks as places of relaxation, inspiration, exercise, connection, learning, and conservation. This course explores how environmental and climate change scientists, public health experts and medical doctors, educators, artists, as well as social justice advocates, understand the importance of parks (and related recreation programs). Assigned readings will be paired with news stories, multimedia and guest speakers to foster dynamic and timely discussions about the role of parks in contemporary society. Importantly, students will visit several parks and use personal reflection as critical context throughout the semester.

### **Course Objectives:**

*During this course students will:*

1. Communicate and justify how interdisciplinary approaches contribute to understanding parks.
2. Defend the strengths and consequences of approaching parks through the lens of leisure scholars, environmental and climate change scientists, public health experts and medical doctors, educators, city planners and landscape architects, artists, as well as social justice advocates.
3. Connect and compare/contrast multiple perspectives to develop deeper understandings of nature's physical and psychosocial effect on humans, as well as humans' impact on the natural world.
4. Discuss the role and importance of public parks and recreation with professionals/experts working in a wide variety of relevant positions.
5. Reflect on personal experiences in parks through memories and site visits during the semester.
6. Create a culminating "Power of Parks" Adobe Spark webpage with personal photos/videos and testimonials, as well as highlighted written perspectives and synthesized information from the semester.
7. Develop and improve writing skills through regular practice with multiple purposes, intended audiences and modalities.

### **Learning Outcomes**

- Learning outcomes highlighted in **BLUE** are associated with the *Recreation and Sport in Communities, Parks, and Schools* minor.
- Those in **YELLOW** are required as a part of the *Building Connections* curriculum.
- The **GREEN** learning outcomes are those required by the *Writing Attribute*.

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Upon completion of this course students will be able to:

1. Identify the benefits of, and threats to, public parks and recreation programs.
2. Connect current trends and events, including politics, with implications for public parks and recreation funding, support, and preservation.
3. Communicate the “Power of Parks” using digital, visual representations that include scientific data, academic research, personal reflection, current events and photographs/video.
5. Demonstrate the ability to utilize multiple perspectives and make meaningful connections across disciplines and social positions, think conceptually and critically, and solve problems.
4. Demonstrate rhetorical awareness and writing proficiency by writing for a variety of contexts and executing disciplinary genre conventions of organization, design, style, mechanics, and citation format while reflecting on their writing development.

### **Required Texts**

Williams, Florence. (2017) *The Nature Fix: Why Nature Makes Us Happier, Healthier and More Creative*. New York, NY: W. W. Norton & Company. [\$6.99 new / \$4 used on Amazon]

Manning, R., Diamant, R., Mitchell, N. & Harmon, D. (2016) *A Thinking Person’s Guide to America’s National Parks*. New York, NY: George Braziller Publishers. [\$15 new / \$6.29 used on Amazon]

Louv, Richard. (2008) *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill. [\$16.69 new / \$5.17 used on Amazon]

**Other Readings:** Other articles and resources will be available on D2L.

**Required or Special Materials:** None

**Required Examinations and Papers:** While there are no exams, there will be various forms of writing assigned each week. See assessment details provided on page four.

**Required Extracurricular Activities:** You will be asked to visit **three** different parks over the course of this semester (spending a minimum of one hour at each). They can be city, county, state, and/or national parks.

**Final Examination or Project:** There will not be a final exam. Your final project will be a culminating Adobe Spark page, which will be due the last week of the term.

**Grading Scale and Grade Policies:** Your grade will be determined using a simple point system. The assessment items and point breakdown are provided in syllabus and D2L.

**A** = 89.5% or higher

**B** = 79.5%-89.4%

**C** = 69.5-79.7%

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**D** = 59.5-69.4%

**E** = 59.4% or below

***Late work will not be accepted unless accommodations are made prior to the due date/time OR documentation is provided for a medical incident or University-approved excused absence.***

### **Absence and Class Participation Policies**

It is expected that you will be present and engaged in the course material, as well as with your fellow learners (including the instructor)! There will be course activities throughout the term where you will be prompted to participate through written response (like worksheets), discussions, short group tasks, Voice Thread recordings, etc. You will be assessed on the quality, accuracy, and thoughtfulness of these activities. Late work will not be accepted, unless accommodations are made prior to the due date/time OR documentation is provided for a medical incident or University-approved excused absence like:

- Absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable: [policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).
- Absences pre-approved by the UA Dean of Students (or dean's designee) will be honored.

### **Classroom Behavior Policy**

The basic expectation is that we all behave like reasonable, respectful adults. I welcome the use of technology in our classroom, but please remember to silence your cell phones, tablets, and laptops before class. I also ask that you save your personal texting, emails, social media, and shopping for another time, so as not to distract others.

Anyone behaving in a way that is disruptive to our class will be asked to leave immediately. However, do not hesitate to ask questions and participate when prompted to do so! This classroom will be a safe space where students and instructors feel comfortable sharing ideas. ***Any disparaging or threatening comments will not be tolerated.***

### **Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

### **Academic Integrity Policy**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Any issues with cheating, fabrication, dishonesty and plagiarism will be formally reported to the Dean of Students. Written work submitted must be your own and should be submitted for this course only. Any representation of other's work as your own, will not be tolerated. Work submitted under your name and suspected of plagiarism will be immediately reported. Students found guilty of plagiarism will receive an "E" in the class, have the violation recorded on their student record, and may be expelled from the University. ***All written assignments will be analyzed using Turn-It-In software.***

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### **Nondiscrimination and Anti-harassment Policy**

The University of Arizona prohibits threats of physical harm to any member of the University community: <https://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

### **Accommodations for Students with Disabilities**

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

### **Subject to Change Statement**

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

### **Estimated Weekly Time on Tasks:**

*7-Week Version of the Course: 18 contact hours per week (3 credit hours)*

<b><i>Task</i></b>	<b><i>Estimated Time to Complete:</i></b>
Reading	7 hours
Written Assignments	3 hours
Watching Videos	3 hours
“Participation” Activities	2 hours
Park visits (+ transportation)	2 hours
Interviews	1 hour

### **Signature Assignment Details:**

You will be creating an Adobe Spark page that captures your interpretation of the “Power of Parks” through photos, videos, written narrative, and links. You will utilize, synthesize, and creatively arrange the work you have already done in (1) reading responses, (2) park visits and personal reflection, (3) interviews, (4) current events and (5) guest speaker reflections to create a personalized capstone. You will be expected to incorporate multiple disciplinary perspectives into this project and asked to reflect on the value of taking multiple perspectives in approaching the “Power of Parks” concept. This will be included in your general education e-Portfolio. The final product should be developed as a public-facing tool that could be used to advocate for public park funding and preservation. This assignment will be worth 40 points. The initial submission will be worth 30 points. 10 additional points are possible based on revisions completed after instructor feedback is given.

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**Assessment Plan**

More detailed assignment descriptions and scoring rubrics will be provided for each item below:

Type	Point Value	Notes
Participation	50	You will be asked to participate in frequent, relatively quick, low-stakes (1-5 point) activities that include things like: discussions (oral or written), worksheets, Voice Thread presentations, individual or group brainstorming, etc.
Reading Responses	35	<p>Every week (worth five points each) you will be asked to prepare concise (<i>three to five sentences</i>), thoughtful responses to <u>each</u> of the following questions:</p> <ol style="list-style-type: none"> <li>1. How would you summarize the main take-aways from this reading?</li> <li>2. What specific detail(s) or piece(s) of information stuck out as especially impacting? (<i>use quotes and citations</i>)</li> <li>3. What did you like and connect with about the reading overall (and why)? On the flip side, what did you dislike or find challenging/deficient about the reading overall (and why)?</li> <li>4. What perspective(s), discipline(s) and/or methodology(ies) does the author utilize and what do they seem to value?</li> <li>5. What was unclear OR what question(s) do you have related to the topic(s) from this reading?</li> </ol> <p>You will submit your short answers in a D2L assignment folder and they will be used to help foster class discussions each week. <i>Your first two will be revised and resubmitted for re-grading after the initial submissions.</i> <b>Key concepts and terms specific to each week’s readings will be provided as a guide.</b></p>
Park Visits	30	<p>You will be asked to visit <b>three</b> different parks over the course of this semester. They can be city, county, state, and/or national parks. After your visit (for at least one hour) you will write a 750-word (minimum) reflection paper that includes:</p> <ul style="list-style-type: none"> <li>▪ Basic details/information about the park itself</li> <li>▪ When you visited and who you went with (if anyone)</li> <li>▪ Overview of what you saw and experienced</li> <li>▪ Anything you learned</li> <li>▪ How you <i>felt</i></li> </ul> <p>You also need to include at least one "selfie" (or picture with you in it) and four additional photos (five total) that capture highlights of your experience. Each field trip report will be submitted in a <i>Discussion Board</i> on D2L and will be worth <u>10</u> points.</p>
Recorded Interviews	25	<p>You get to be a social science researcher! You will be conducting and recording <u>five</u> brief interviews (approx. 10 minutes) with individuals of your choice about their experiences with nature/parks and their personal interpretation of the “power of parks.” You should intentionally find folks who reflect as much diversity as possible across age, race, gender, socioeconomic status, religion, ability, etc., as well as people along a</p>

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		continuum from outdoor enthusiast and national park lovers to those with less affinity for nature. Each interview will be worth 5 points. A script will be provided to help guide conversations and to assist with note taking.
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**Assessment Plan (continued)**

*More detailed assignment descriptions and scoring rubrics will be provided for each item below.*

Type	Point Value	Notes
Interviews Summary	25	After you have completed all five interviews, you will write a 1,000 word (minimum) paper that summarizes all your interviews with key take-aways and themes, compares and contrasts each of your interviewees, and incorporates some of your own reflections.
Sharing a Current Event	15	During one week of the semester, you will be responsible for finding and sharing a relevant news story, program or event you find especially interesting...which connects parks/nature with issues of conservation, education, personal and public health/wellness, politics and/or social justice.
Responding to Current Events	15	During 5 out of the 7 weeks, you will be required to provide a brief (3-5 sentence) response to one current event. Your response should include: (1) why the story matters, (2) how it connects to other course content/topics, and (3) your personal reaction.
Guest Speaker Reflections	15	After five of our guest speakers (of your choosing), you will write up a short 250-word (minimum) reflection in which you share what stuck out to you, what you learned, liked/disliked, etc. These will be submitted to D2L and be worth <u>3</u> points each.
Adobe Spark Page	40*	You will be creating an Adobe Spark page that captures your interpretation of the “Power of Parks” through photos, videos, written narrative and links. You will utilize, synthesize, and creatively arrange the work you have already done in the (1) reading responses, (2) park visits and personal reflection, (3) interviews, (4) current events and (5) guest speaker reflections to create a personalized capstone. <b>This will be the signature assignment included in your general education e-portfolio.</b> You will be expected to incorporate multiple disciplinary perspectives into this project. *10 points are reserved for revisions made after initial grading and feedback (out of 30 points).
<b>Total</b>	<b>250</b>	

**Potential field trips for an in-person version of the course:**

- Sabino Canyon - tram ride
- Reid Park Zoo - Behind the Scenes
- Gates Pass - sunset views
- Tumamoc Hill - night hike
- Mount Lemmon - UA narration with stop at Rose Canyon Lake
- Tucson Parks and Rec tour - Himmel, Udall, Santa Rita, De Anza, etc.
- Kartchner Caverns - cave tour
- Saguaro National Park - visitor center and short hike(s)



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**Potential Guest Speakers (recorded or invited):**

<b>Name(s)</b>	<b>Organization</b>	<b>Title / Role</b>	<b>Email Address</b>
Jim Cook and Caroline Lochner	Western National Park Association	Director and Regional Program Manager	jim.cook@wnpa.org caroline.lochner@wnpa.org
Dr. Brian Forist	Indiana University	Lecturer: Outdoor Rec & Environmental Interpretation	bforist@indiana.edu
Scott Pratt	Michigan Dept. of Natural Resources	Southern Field Operations Chief	pratts@michigan.gov
Dr. Sue Tygielsky	Reid Park Zoo - Tucson	Director of Zoo Operations	sue.tygielski@tucsonaz.gov
Dr. Randy Gimblett	UA - Nat. Resources & the Environment	Professor	gimblett@arizona.edu
Dawn O'Neal	The Nature Conservancy	Director of Strategic Initiatives	dawn.oneal@tnc.org
Bret Muter (and staff)	Parks in Focus	Nature Photographers and Trip Leaders	muter@udall.gov
Kelly Cederberg	UA - Landscape Arch. & Planning	Adjunct Lecturer in Landscape Architecture	kellyv@arizona.edu
Melissa Meyer	Melissa Meyer Therapy	Licensed Professional Counselor	melissa@melissameyertherapy.com
Bruce Johnson	University of Arizona	Dean of College of Education	brucej@arizona.edu
Colin Waite	Cooper Center for Env. Learning	Director	cwaite@arizona.edu
Andrew Huff	UA – Outdoor Rec	Assistant Director	andrewhuff@arizona.edu
TBD	Public Health & Medical Experts		

**Running list of potentially pertinent, recent news articles (examples):**

The Guardian: *US parks in minority neighborhoods half the size of those in white areas*  
[https://www.theguardian.com/us-news/2020/aug/05/us-parks-minority-neighborhoods-smaller-more-crowded?CMP=share\\_btn\\_tw&fbclid=IwAR3fJk5IhHH2ZVf\\_r-vW2ljIavF6ZIYN-EfrbMiv\\_Ohy4sEfOkTuZWYhT58](https://www.theguardian.com/us-news/2020/aug/05/us-parks-minority-neighborhoods-smaller-more-crowded?CMP=share_btn_tw&fbclid=IwAR3fJk5IhHH2ZVf_r-vW2ljIavF6ZIYN-EfrbMiv_Ohy4sEfOkTuZWYhT58)

Wilderness.org: *“Great American Outdoors Act” now heads to the President's desk with wide-spread bipartisan support behind it*  
<https://www.wilderness.org/news/press-release/house-sends-full-permanent-funding-land-and-water-conservation-fund-be-signed-law?fbclid=IwAR236yK1f7xFVcYTCTIlyF66geYILzbAXnkbL4w4TCj8PqLnIIV18EbX8D0>

Medium: *Why Trump’s parks and public lands attack is harmful to all Americans — especially people of color*

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<https://medium.com/@wilderness/why-trumps-parks-and-public-lands-attack-is-harmful-to-all-americans-704241b04ba0>

National Geographic: *Why the U.S. government is allowing bears, wolves to be hunted in their dens; The rollback of a rule banning controversial hunting methods in Alaska's national preserves has some worried the National Park Service is ceding control to states with less conservation-oriented goals.*

<https://www.nationalgeographic.com/animals/2020/08/new-hunting-rules-alaska-national-preserves/>

### **Seven-Week Online Schedule**

#### **Week 1**

##### **Guiding Questions**

- What should we all expect in this course and how can I plan to succeed?
- How would I frame the “Power of Parks” based on my personal experiences and current knowledge?
- What does it mean to take a multi-perspective and interdisciplinary approach? And why might it be valuable in thinking about parks?
- What is the relationship between humans (children in particular) and nature? And how has it changed in modern history?
- What is “Nature Deficit Disorder?”

##### **Objectives**

- Introduce students and instructor(s) to one another.
- Reflect on personal experiences with parks and nature.
- Discuss interdisciplinarity and multi-perspective taking.
- Explore the connection between children and nature.
- Define “Nature Deficit Disorder.”
- Expand perspective by hearing about other’s relationships with parks/nature.

##### **Reading List**

- ***Last Child in the Woods*** parts 1 & 2 (chapters 1-8)
  - Part 1: The New Relationship Between Children and Nature
    - Ch. 1 – Gifts of Nature
    - Ch. 2 – The Third Frontier
    - Ch. 3 – The Criminalization of Play
  - Part 2: Why the Young (and the Rest of Us) Need Nature
    - Ch. 4 – Climbing the Tree of Health
    - Ch. 5 – A Life of the Senses: Nature vs. The Know-It-All State of Mind
    - Ch. 6 – The “Eighth Intelligence”
    - Ch. 7 – The Genius of Childhood: How Nature Nurtures Creativity
    - Ch. 8 – Nature-Deficit Disorder and the Restorative Environment

##### **Media**

- Video (2:48): “How Would You Describe the Most Beautiful Places in America?”  
<https://video.nationalgeographic.com/video/magazine/00000156-e207-dbd5-add6-fbe7acca0000>
- Video (8:02): “Mother Nature’s Child” film trailer  
<https://www.youtube.com/watch?v=cfUHpT4MXaw>



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### Guest Speakers (may fluctuate from semester to semester)

- Bruce Johnson (UA Dean of College of Education)
- Randy Gimblett (UA Professor in Natural Resources and the Environment)

### Assessment Examples

- Voice Thread - Introduction + initial take on the “Power of Parks”
  - Response to a classmate
- Discussion board – Share a picture of the most beautiful (outdoor) place you have been to with a brief paragraph describing how you FEEL about it
  - Response to a classmate
- Open book syllabus/course overview online quiz
- Worksheet: What is interdisciplinarity?
- Reading response #1
- Recorded interview #1

### Week 2

### Guiding Questions

- What social, political and environmental changes have led to decreased time in nature, for children especially?
  - How might these trends be reversed?
- What role do different parenting styles play in how free time is structured?
  - What is the bogeyman syndrome and how do unfounded parental fears impact children’s development, especially as it relates to experiences outside?

### Objectives

- Recognize the social, political and environmental reasons humans are less connected to nature now than at any other point in history.
- Identify structural, familial and personal strategies to reconnect youth (and everyone) with nature.
- Visit a park and reflect on the personal experience.
- Expand perspective by hearing about other’s relationships with parks/nature.

### Reading List

- ***Last Child in the Woods*** parts 3 & 4 (chapters 9-15)
  - Part 3: The Best of Intentions: Why Children Don’t Play Outside Anymore
    - Ch. 9 – Time and Fear
    - Ch. 10 – The Bogeyman Syndrome Redux
    - Ch. 11 - Don’t Know Much About Natural History: Education as Barrier
    - Ch. 12 – Where Will Future Stewards of Nature Come From?
  - Part 4: The Nature-Child Reunion
    - Ch. 13 – Bringing Nature Home
    - Ch. 14 – Scared Smart: Facing the Bogeyman
    - Ch. 15 – Telling Turtle Tales: Using Nature as a Moral Teacher

### Media

- Video (36:00) *School's out: lessons from a forest kindergarten*

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- <http://docuseek2.com.ezproxy3.library.arizona.edu/cart/product/760>
- Video (5:55): *Unequal Childhoods* by Annette Lareau
  - <https://www.youtube.com/watch?v=6HN9ydNktAc>

### Guest Speakers (may fluctuate from semester to semester)

- Scott Pratt (Michigan Department of Natural Resources)
- Jim Cook and Caroline Lochner (Western National Park Association)

### Assessment Examples

- Voice Thread – Do you connect with and/or buy Richard Louv’s basic premise in the *Last Child in the Woods* so far? Do you think it still rings true? Why or why not? Which parts?
  - Response to a classmate
- Voice Thread – After watching the “School’s Out” documentary, would you send your 4-7 year old to a fully outdoor kindergarten like the one in Switzerland, if you had the option? Why or why not?
- Response to a classmate
- Reading response #2
- Recorded interview #2
- Guest speaker reflection #1
- Park visit reflection #1

### Week 3

### Guiding Questions

- How can we start to envision a world and reality where nature is more integrated into daily life? And what role might public parks play?
- Why is it important to recognize the interconnectedness of our natural environment and all its living species?

### Objectives

- Identify structural, familial and personal strategies to reconnect youth (and everyone) with nature. (Continued from last week.)
- Define 1.) Ecoschool, 2.) the Zoopolis Movement, and 3.) Green Urbanism.
- Expand perspective by hearing about other’s relationships with parks/nature.

### Reading List

- *Last Child in the Woods* parts 5, 6 & 7 (chapters 16-23)
  - Part 5: The Jungle Blackboard
    - Ch. 16 – Natural School Reform
    - Ch. 17 – Camp Revival
  - Part 6: Wonder Land – Opening the Fourth Frontier
    - Ch. 18 – The Education of Judge Thatcher: Decriminalizing Natural Play
    - Ch. 19 – Cities Gone Wild
    - Ch. 20 – Where the Wild Things Will Be: A New Back-to-the-Land Movement
  - Part 7: To Be Amazed
    - Ch. 21 – The Spiritual Necessity of Nature for the Young

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- Ch. 22 – Fire and Fermentation: Building a Movement
- Ch. 23 – While It Lasts

### Media

- Podcast (49:09) – TED Radio Hour: *Everything is Connected*
  - <https://www.npr.org/2013/09/27/216098121/everything-is-connected>

### Guest Speakers (may fluctuate from semester to semester)

- Dawn O’neal (The Nature Conservancy)
- Colin Waite (Cooper Center for Environmental Learning)

### Assessment Examples

- Voice Thread – How did you feel after listening to the Ted Radio Hour podcast? What was most: 1. interesting, 2. inspiring, and 3. worrying?
  - Response to a classmate
- Discussion board – Find an example of inspiring progress in youth programs, schools, housing, parks, etc. that prove some of Richard Louv’s aspirational visions right! (link provided with a paragraph summary)
  - Response to a classmate
- Reading response #3
- Recorded interview #3
- Guest speaker reflection #2
- Discussion board: Response to classmate’s park visit reflection #1

## **Week 4**

### Guiding Questions

- What positive effects does nature have on human brains and bodies, even after only brief exposure/encounters?
- How are public health experts and doctors considering the benefits of time outdoors in green space, nature, and parks?

### Objectives

- Identify recent research findings that show positive physical and mental effects from exposure to nature.
- Visit a park and reflect on the personal experience.
- Expand perspective by hearing about other’s relationships with parks/nature.

### Reading List

- ***The Nature Fix*** parts 1 & 2 (chapters 1-5)
  - Part 1: Looking for Nature Neurons
    - Ch. 1 – The Biophilia Effect
    - Ch. 2 – How Many Neuroscientists Does It Take to Find a Stinking Mikvetch?
  - Part 2: Nearby Nature: The First Five Minutes
    - Ch. 3 – The Smell of Survival

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- Ch. 4 – Birdbrain
- Ch. 5 – Box of Rain

### Media

- Video (58:00) Florence Williams interview
  - <https://www.youtube.com/watch?v=g4J6MV7boUQ>

### Guest Speakers (may fluctuate from semester to semester)

- Melissa Meyer (Licensed Professional Counselor)
- Sue Tygielski (Reid Park Zoo)
- Public health expert and medical doctor - TBA

### Assessment Examples

- Voice Thread – What is your initial response to Florence William’s *The Nature Fix*? How about compared to *Last Child in The Woods*? Does it feel complimentary? More current and research-based?
  - Response to a classmate
- Reading response #4
- Recorded interview #4
- Guest speaker reflection #3
- Park visit reflection #2

## Week 5

### Guiding Questions

- What effect does (more sustained and immersive) nature have on human brains and bodies?
- How can urban planning and landscape designers maximize the positive effects of nature exposure in the daily life of cities?

### Objectives

- Identify recent research findings that show positive physical and mental effects from exposure to nature (continued from last week).
- Detail personal ways to incorporate more exposure to nature into your life (daily, weekly, monthly and annually).
- Expand perspective by hearing about other’s relationships with parks/nature.

### Reading List

- ***The Nature Fix*** parts 3-5 (chapters 6-12)
  - Part Three: Five Hours A Month
    - Ch. 6 – You May Squat Down and Feel a Plant
    - Ch. 7 – Garden of Hedon
    - Ch. 8 – Rambling On
  - Part Four: Backcountry Brain
    - Ch. 9 – Get Over Yourself: Wilderness, Creativity and the Power of Awe
    - Ch. 10 – Water on the Brain
    - Ch. 11 – Please Pass the Hacksaw

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- Part Five: The City in a Garden
  - Nature for the Rest of Us

### Media

- Website - The Nature Pyramid  
<https://www.thenatureofcities.com/2012/08/07/exploring-the-nature-pyramid/>

### Guest Speakers (may fluctuate from semester to semester)

- Kelley Cederberg (Landscape Architect)
- Andrew Huff (UA Outdoor Recreation)

### Assessment Examples

- Voice Thread – How successful do you think you are in incorporating the Nature Pyramid into your life? What changes might you make in your own life, based on this knowledge, and after reading *The Nature Fix* book overall?
  - Response to a classmate
- Reading response #5
- Recorded interview #5
- Guest speaker reflection #4
- Discussion board: Response to classmate’s park visit reflection #1

## Week 6

### Guiding Questions

- Why is the “public” part of parks so important?
- What makes U.S. National Parks special?
- How do National Parks contribute to our sense of place and situate the efforts of conservationists?
- How can parks contribute to learning and potentially transform education?

### Objectives

- Describe the evolution of national parks in the United States, from the Yosemite Grant of 1864 to the present, including the tension between public “enjoyment” and ecological “preservation.”
- Identify how parks have acted as sites of pivotal moments in American conservation history and how science is used and disseminated in the U.S. National Park Service.
- Visit a park and reflect on the personal experience.
- Expand perspective by hearing about other’s relationships with parks/nature.

### Reading List

- *A Thinking Person’s Guide to America’s National Parks* chapters 1-5 & 8
  - Ch. 1 - From National Parks to a National Park System
  - Ch. 2 - Sense of Place
  - Ch. 3 - Campaign for Conservation
  - Ch. 4 - Places to Play In

## **Building Connections Example Course Information – The Power of Parks (updated 2/4/21)**

- Ch. 5 - Lifelong Learning
- Ch. 8 - Reservoirs of Knowledge
- ***The Treasure of Yosemite*** – John Muir excerpt (PDF)

### Media

- NPS & Climate Change - <https://www.nps.gov/subjects/climatechange/index.htm>
- Drawing Connections: Yosemite and Global Warming (3:24)  
<https://www.nps.gov/media/video/view.htm?id=78378CE4-AFFF-B500-DD278C0AD960223A>

### Guest Speakers (may fluctuate from semester to semester)

- Dr. Brian Forist (Indiana University – Outdoor Recreation & Environmental Interpretation)
- Bret Muter (Nature Photographer and Trip Leader)

### Assessment Examples

- Voice Thread – After exploring the NPS sites related to Climate Change and watching the one example of an educational video about Yosemite winters, how and why do you think National Parks can be effective in teaching folks about global warming? How might they be limited in their reach/advocacy?
  - Response to a classmate
- Reading response #6
- Interview Summary Paper
- Guest speaker reflection #5
- Park visit reflection #3
- *The last sharing of a current event will happen in Week 6, but students will be assigned staggered due dates starting in Week 2.*

## Week 7

### Guiding Questions

- Why should Native American perspectives, interpretations and knowledge be valued by the National Park Service (NPS)?
- How is access to the benefits of parks and nature unequal, especially for marginalized and traditionally underrepresented populations?
- How is the NPS encouraging diversity as a practical and moral imperative? And specifically getting people of color interested in, and feeling welcome at, national parks?
- How have my ideas about the “Power of Parks” evolved since the start of the semester?

### Objectives

- Discuss how social justice principles can and should be incorporated into park/nature planning, programs and initiatives.
- Expand perspective by hearing about other’s relationships with parks/nature.
- Synthesize and organize an updated multimedia representation of the “Power of Parks.”



## **Building Connections Example Course Information – The Power of Parks (updated 2/4/21)**

### Reading List

- *A Thinking Person's Guide to America's National Parks* chapters 10-12, 22 & 23
  - Ch. 10 - Indigenous Voices
  - Ch. 11 - Civic Engagement
  - Ch. 12 - From Civil War to Civil Rights
  - Ch. 22 - Deep Engagement
  - Ch. 23 - A National Park System for the 21<sup>st</sup> Century

### Media

- <https://www.nrpa.org/our-work/Three-Pillars/social-equity-and-parks-and-recreation/>
- <https://outdoorafro.com/>
- Video (3:20) Outdoor Afro is a Love Story
  - <https://youtu.be/sLSp1zpc7x0>
- <https://latinooutdoors.org/>
- Report: All In! Accessibility in the National Park Service
  - [https://www.nps.gov/aboutus/upload/All\\_In\\_Accessibility\\_in\\_the\\_NPS\\_2015-2020\\_FINAL.pdf](https://www.nps.gov/aboutus/upload/All_In_Accessibility_in_the_NPS_2015-2020_FINAL.pdf)

### Assessment Examples

- Voice Thread – What do you think about the NPS efforts to equitably serve citizens (of different socioeconomic classes, races, genders, sexualities, religions, abilities, etc.)? How could they be even more intentional? You should refer to the assigned readings, websites, video and report for this week in your response.
  - Response to a classmate
- Reading response #7
- Discussion board: Response to classmate's park visit reflection #1
- **Final Spark Page**
- Discussion board: response to a classmate's final Spark page