

Recreation Management on Public Lands Syllabus

ENR 3600

Spring 2023

Course Information

- **Course times and location:** Mon Wed Fri 11:30am – 12:25pm
- **Credit hours:** 3
- **Mode of delivery:** In-person

Instructor

Dr. Alia Dietsch

- **Email:** dietsch.29@osu.edu
- **Office hours:** by appointment (email to set-up – we can meet in person or via zoom); or I should be available in Kottman 367-A immediately following our class on Mondays

Graduate Teaching Assistant

Joelle Jenkins

- **Email:** Jenkins.1373@osu.edu
- **Office hours:** by appointment via Zoom (email to set-up)

Preferred means of communication:

- Our preferred method of communication for questions is **email**. We will do our best to respond within 48 hours (excluding weekends) when class is in session at the university. Don't hesitate to reach out with questions, comments, and concerns.
- Class-wide communications will be sent through the Announcements tool in Carmen. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.



THE OHIO STATE UNIVERSITY

College of Food, Agricultural, and Environmental Sciences
School of Environment and Natural Resources

Course Prerequisites

ENR 2100 and ENR 2300

Course Description

Management of public lands has grown increasingly complex over the last several decades. Managers are expected to understand the variety of factors that influence the resources they manage from vegetation and wildlife to recreational users of those resources and other stakeholders. In this course we will explore the development of American attitudes toward nature, examine how these attitudes have shaped today's public lands management organizations and policies, describe methods for managing public lands, and discuss current challenges facing park and recreation managers.

Learning Outcomes

By the end of this course, students should successfully be able to:

1. Describe the important events, individuals, and general attitudes that shaped the development of existing public lands and associated management agencies in the United States while critically considering challenges to traditional historical narratives
2. Describe how the missions of land management agencies and current policy shape the response to current challenges
3. Explain and provide applications of recreation concepts and planning frameworks
4. Think critically and communicate effectively regarding recreation and land management including current challenges facing managers

How This Course Works

Mode of delivery: This course is delivered in-person on specified days and times of the week, though some materials (e.g., readings) will be delivered on Carmen as well.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.



Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. Your attendance is based on your presence and engagement in class, as well as online activity and participation. With that in mind, we have the following expectations for everyone's participation:

- **Participating in class activities: approximately 3 times per week**
You are expected to engage in class activities as well as log in to the course in Carmen every week. During most weeks you will probably log into Carmen many times. As part of your grade, each week you can expect to engage at least three times (e.g., once per class) as part of our substantive discussion on the week's topics. If you have a situation that might cause you to miss any part of class, discuss it with me *as soon as possible*.
- **Zoom meetings and office hours: optional**
Office hours are optional but strongly encouraged if you have any questions or concerns regarding the course, associated materials, assignments, etc.

Instructor feedback and response time: The following list provides an idea of my intended availability throughout the course.

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**. Exams may take longer.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**. Keep in mind, if you email on Friday afternoon, I am unlikely to respond until Monday at earliest.



Course Materials, Fees and Technologies

Textbooks

There is no textbook assigned in this course. Course materials are in the form of articles (pdf), videos, and website content available on Carmen (<https://carmen.osu.edu>). Materials have been evaluated for compliance with fair use.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.



Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points	Percent of Final Grade
Participation	150	15%
Quizzes (10 @ 20 points each)	200	20%
Mid-Term Exam	100	10%
Final Exam	100	10%
Public lands “case study”		40%
- Written portion - Draft	150	
- Presentation portion	100	
- Written portion - Final Submission	150	
Peer reviews of case study assignment	50	5%

See Course Schedule for due dates.

Descriptions of Major Course Assignments

Public lands ‘case study’

Description: The public lands case study assignment has multiple parts that are intended to help students put into practice the knowledge they are gaining via the course. First, students will select a public land of interest (e.g., National Wildlife Refuge) for which they wish to explore history, planning, management, etc. The course will build in some ‘touchpoints’ early in the semester to encourage progress on the case study. Ultimately, students will complete four graded parts: 1) a draft written submission that covers key questions of interest, 2) a presentation summarizing key findings, 3) a peer review of 3 other students’ work, and 4) a final document that takes into account suggested revisions. More information regarding each of these parts will be posted to CARMEN.



Academic integrity and collaboration: This *individual* assignment is open-note and book, meaning you can use all course material available. You can also talk to friends or classmates about what you are working on, but your responses should reflect your individual work. Using outside sources (websites or articles) is strongly encouraged, and you should properly cite the material you reference. The instructor will provide more information about proper citation protocol, and will be using Turn-it-in to ensure that no answers were copied from another source without proper citation or from another student.

Participation

Description: Each student is expected to engage in class – asking questions of the instructor, reflecting on readings/course material or other current events related to the class, and engaging in group discussions. Though participation can be hard for people who feel unsure or are typically quieter, the activity is meant to offer you a chance to apply the information you are learning in new ways, gain confidence in speaking up (as you'll need to throughout your profession), and engage with fellow students and the instructional team to promote learning.

Academic integrity and collaboration: If you reference an outside source other than the course materials such as a website or article, it would be wonderful to provide us all with a reference and/or cite to sources you are using.

Quizzes

Description: Most weeks (except when major assignments are due) you will take an online quiz to assess your knowledge of the content of the lecture material, required readings, and activities. **Each quiz will be made available on Carmen after Wednesday's class of the week it is assigned and will close the following Sunday night at 11:59 pm.** You can save your progress in the quiz and come back to it later as long as you submit it by Sunday night. You will only have one chance to take this quiz. Students are encouraged to use the quizzes to keep track of concepts they need to spend more time studying before exams.

Academic integrity and collaboration: Quizzes are open-note and book, but NOT open friend or classmate. You can use all course material available but cannot work together. Your responses should reflect your individual work.

Exams

Description: The course will include two open book take-home exams. The exams will include short answer and essay style questions. You will have the option to pick from questions or prompts (i.e., pick 3 out of 5 possible prompts). More details will be provided closer to the exams. Exams will be available on Carmen for a full 24-hour period starting the day noted on the syllabus beginning at 11:30am (our class start time). The exam essays and short answer questions offer students a chance to synthesize and apply what they have learned in their own words. Students who keep up and do well on quizzes and engage regularly in class discussions (through participation) should do well on exams.

Academic integrity and collaboration: Exams are open-note and book, but NOT open friend or classmate. You can use all course material available but you cannot work together. Your responses should reflect your individual work. Using outside sources (websites or articles) to support your answers is permitted as long as you properly cite the material. We will provide more information about proper citation protocol. We will be using Turn-it-in to ensure that no answers were copied from another source without proper citation or from another student.

Extra Credit

Description: I will provide an optional feedback survey at some point of the semester. Students will receive extra credit on their final grade for completing the survey. Surveys are anonymous and your answers will never be paired with your name. Feedback will be used to better the course. Other extra credit opportunities (e.g., participation in studies conducted by members of [the Environmental and Social Sustainability Lab](#)) may be announced later.

Academic integrity and collaboration: Do not work together when completing feedback surveys as we want to make sure all individual student experiences and thoughts are heard.

Late Submission Policy

I understand that you may experience any number of particular hardships or absences due to sickness (e.g., COVID, flu, RSV) or for other personal reasons (e.g., university-approved functions, health related illnesses, death of a loved one). If you foresee needing to complete an assignment late or a make-up assignment because of extenuating circumstances, please contact me as early as possible through email. If notification of absence is not provided or excused, an automatic 20% penalty per day will be deducted from any late *written* assignments, resulting in a zero after 5 days from the date the assignment was due. Late quizzes and exams will not be accepted except in the case of documented medical emergency.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E



Other Course Policies

Discussion and Communication Guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using correct grammar, spelling, and punctuation. A more conversational tone is fine for informal writing such as discussions.
- **Tone and civility:** While we hope our discussions will involve an active and enthusiastic exchange of ideas, instructors and students are expected to demonstrate respect for one another and for diverse and different ideas. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't usually come across online.
- **Citing your sources:** If you are asked to draw from outside sources in a discussion prompt, please cite your sources to back up what you say. You can choose which citation style to follow as long as you provide a title, author, date, and link if available. You should cite any sources where you directly quote another author or pull specific information from a source. You do not need to cite course lectures. You can use the CRAAP evaluation for finding good sources (resource provided).
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Openness:** The point of these discussions is not to arrive at a "correct" answer as a group but to think critically about the questions and content. Students are free to pose their own questions or take the discussion in a different direction.
- **Engagement:** All responses should be SUBSTANTIVE (more than "I agree with that.") and show engagement with the material and each other. Please build on the responses of your classmates. Ask questions, including clarifying questions when needed. Please avoid simply affirming the statements made by others.

Academic Integrity Policy

See the above assignment descriptions for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and



that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so we recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report our suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false

pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Your Mental Health

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is

closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.



Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

This schedule, including due dates, and the materials listed are subject to change. Refer to the Carmen course for up-to-date course materials and due dates. Additionally, all deadlines for assignments will be Sunday 11:59pm of the given week listed except where marked otherwise (e.g., final written portion).

Week	Topics	Course material (e.g., readings, podcasts, videos) and assignments
1 Jan. 9	Course Introduction; What are public lands?; Who manages federal public lands?	<p>Readings</p> <ul style="list-style-type: none"> Mendiola, 2018. I Am My Ancestor's Wildest Dreams. Congressional Research Service, 2021. The Federal Land Management Agencies. (3 pages) What exactly are we talking about when we talk about public lands? (~3:15 minute video) <p>Assignments</p> <ul style="list-style-type: none"> Quiz 1
2 Jan. 16	<p>Monday - University Holiday – Martin Luther King, Jr. Day of Remembrance</p> <p>Who (historically) helped define “public lands”? What does “man-aging” of public lands mean? How are conservation and preservation different?</p>	<p>Readings</p> <ul style="list-style-type: none"> Purdy, 2015. Environmentalism's Racist History. Read the following specific to your selected agency: <ul style="list-style-type: none"> NPS – Conservation vs. Preservation and the NPS FS/BLM – Conservation vs. Preservation? FWS – North American Model of Wildlife Conservation Review Public lands: Our industry, our issue, our fight. What are (and what aren't) public lands? and specifically be familiar with which of 7 land designations your agency manages. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 2 <i>Recommended: Select a federal public lands management agency to explore as part of the case study assignment</i>
3 Jan. 23	Acquiring the Commons and the Raid on Resources (the Commons as Commodities)	<p>Readings</p> <ul style="list-style-type: none"> Wilson (2020) Ch 1 Building the National Commons Wilson (2020) Ch 2 Disposing of the Public Domain - From Commons to Commodity <p>Assignments</p> <ul style="list-style-type: none"> Quiz 3 <i>Recommended: Select a specific site managed by an agency and review its website for your public land case study</i>
4 Jan. 30	The trouble with Wilderness; Land Dispossession	<p>Readings</p> <ul style="list-style-type: none"> Lee, R. & Ashtone, T. 2020. Land-Grab Universities. <i>High Country News</i>. https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities Listen to: <i>The Problem with America's National Parks</i> Fletcher et al (2021) Indigenous knowledge and the shackles of wilderness <p>Assignments</p> <ul style="list-style-type: none"> Quiz 4 <i>Recommended: Organize some initial ideas related to your public land case study</i>



Week	Topics	Course material (e.g., readings, podcasts, videos) and assignments
5 Feb. 6	Transportation, Recreation, and the Changing Approach to Public Lands Management	<p>Readings</p> <ul style="list-style-type: none"> Manning, Chap. 4 - specifically pgs. 81-84 + summary & conclusions (pgs. 95-97, starts at bottom of pg. 95) A TPG to America's National Parks, Chap. 6 Conserving Biodiversity <p>Assignments</p> <ul style="list-style-type: none"> Quiz 5 <i>Recommended: Review at least 5 resources related to your public land case study; seek feedback on initial ideas</i>
6 Feb. 13	Review for Exam EXAM Work on public lands case study	<p>Readings</p> <ul style="list-style-type: none"> None, SEE MODULE FOR OPTIONAL RESOURCES <p>Assignments</p> <ul style="list-style-type: none"> Exam 1 – Wed. Feb. 16th <i>Recommended: During class on Friday, discuss ideas developed thus far on public lands case study</i>
7 Feb. 20	Forest Service Historical overview; The Recreation Opportunity Spectrum and Limits of Acceptable Change	<p>Readings</p> <ul style="list-style-type: none"> Wilson, 2020. Ch. 5: National Forests. Pg. 132 – 154 Stankey et al., 1985. Limits of Acceptable Change (LAC) System for Wilderness Planning. Pg. iii – 21 <p>Assignments</p> <ul style="list-style-type: none"> Quiz 6 <i>Recommended: Start writing your draft paper of public land case study</i>
8 Feb. 27	Bureau of Land Management Historical overview; Minimizing Agency Activities through Visual Resource Management	<p>Readings</p> <ul style="list-style-type: none"> Wilson, 2020. Ch. 7: Bureau of Land Management. Pg. 204 – 224 TBD. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 7 <i>Recommended: Complete writing of your draft paper of public land case study and submit to OSU's Writing Center for initial feedback</i>
9 Mar. 6	Current topics	**This week will be a mixture of in-class and/or field-based activities, extended content from topics above, and/or guest speakers that expand upon concepts we've been learning. Depending on course flow at this point, Quiz 7 may be shifted to this week.
SPRING BREAK – go explore some of our country's greatest public lands!		
10 Mar. 20	National Park Service Historical overview; Frameworks of Recreation: How to Manage Visitor Expectations	<p>Readings</p> <ul style="list-style-type: none"> Wilson, 2020. Ch. 4: National Parks. Pg. 98 – 110 Tweed, 2020. A Thinking Person's Guide to America's National Parks. Ch. 7: Dynamic Nature. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 8 <i>Recommended: Work on your writing for your public lands case study</i>



Week	Topics	Course material (e.g., readings, podcasts, videos) and assignments
11 Mar. 27	National Park Service (continued) Visitor Management and Trail Monitoring	Readings <ul style="list-style-type: none"> Manning, 2001. Visitor Experience and Resource Protection: A Framework for Managing the Carrying Capacity of National Parks. 93 -99, Conclusion Limits of Acceptable Change Assignments <ul style="list-style-type: none"> Quiz 9 Recommended: Incorporate feedback from OSU's Writing Center into draft paper of public land case study (if received) and keep writing
12 Apr. 3	Fish & Wildlife Service Historical overview; Management of Refuges and Endangered Species, Comprehensive Conservation Plans	Readings <ul style="list-style-type: none"> Wilson, 2020. Ch. 6: National Wildlife Refuges. Pg. 177 – 203 Petersen, 1999. Congress and Charismatic Megafauna: A Legislative History of the Endangered Species Act. Pg. 463 – 467 go.osu.edu/NVSresults Assignments <ul style="list-style-type: none"> Quiz 10 Case Study: Written portion - Draft due 4/9
13 Apr. 10	The Interagency Visitor Use Management Council Current approaches to recreation and visitor management	Readings <ul style="list-style-type: none"> Visitor Use Management Tools to Improve Visitor Experience, podcast with Jennifer Reed (FWS): https://digitalmedia.fws.gov/digital/collection/audio/id/105 Overview video starts at minute 5:15 - ends at 19:55 (Speaker: Kerri Cahill) https://www.youtube.com/watch?v=uxpz8b-XvTk&feature=youtu.be Assignments <ul style="list-style-type: none"> Case Study: Presentation portion due 4/16
14 Apr. 17	Access and Diversity in Recreation Current approaches to recreation and visitor management	Readings <ul style="list-style-type: none"> Theriault and Mowatt, 2020. Both Sides Now: Transgression and Oppression in African Americans' Historical Relationships with Nature A Thinking Person's Guide to America's National Parks (pgs. 251-257) Assignments <ul style="list-style-type: none"> Peer Reviews Due 4/23
15 Apr. 25	NO LECTURE: Review session Monday only (Last day of class) Assignments <ul style="list-style-type: none"> Case Study: Written portion - Final Written due Monday, April 24, 2022 at 11:59pm 	
Final Exam	(To be held on select day/time in accordance with university guidelines and calendar)	

