

Parks and Outdoor Recreation Management PTRM 217

Tuesday, Thursday from 9:30 to 10:50 AM in Forestry 305 SYLLABUS

Instructor Information:

Instructor: Wayne Freimund
Office Location: Clapp 466
Office Hours: Tue, Thursday – 1:00-2:00
email: Wayne.freimund@umontana.edu

Graduate TA: Amber Datta
Office Location: CHCB 448
Office Hours: TBA
Email: amber.datta@umontana.edu

Course Description:

The overall objective of the course is to provide a broad survey of the roles of parks and recreation in our global society. We will focus primarily on issues related to the management of wildlands (national parks and forests) as an environment for outdoor recreation. Current and historical relationships between recreation visitors, the resource base, and management policies are explored within the United States and as a global phenomenon. Additionally, issues related to recreation planning on multiple-use forestlands, parks, wilderness, protected areas and private lands are discussed.

Understanding these roles provides the necessary intellectual footing to professional development and conveys to others how we got to where we are. More specifically, the course is designed to address the following questions:

How do societies view the *evolving* roles and purpose of wildlands?

How does recreation make a difference to our social, individual, & environmental lives? What types of recreation opportunities and experiences are valued in American society?

What forms and structures does recreation and tourism take, domestically and internationally?

What are the fundamental issues associated with managing visitors to wildland settings and how do we address those issues?

Overview:

Wildland recreation is the study of and techniques associated with planning, development, management and interpretation of private and public lands for recreational purposes. The current and future challenge to management of recreational lands is finding proper balance between resource sustainability and the provision of recreational outlets to a growing population. To introduce students to the management of both park resources and park visitors, this course combines study in natural resources and the social sciences.

Much of natural resource management is really dealing with the people who use those resources and other managers and policy makers. Agencies and organizations increasingly seek professionals who can combine knowledge of both the biophysical and human dimensions of natural resources management. *The focus of the course is to familiarize you with some of the terms, concepts, research, and literature from the social sciences that have relevance for natural resource managers.* Class discussions, readings and lectures will place an emphasis on examining *why* recreation resources are managed as they are while providing an introduction to *how* they are managed. It will also allow you to apply this knowledge to problem areas encountered by recreation specialists, interpreters, park administrators, planners and rangers, outfitters and guides, landscape architects,

wildlife officers—to name a few.

Much of the work we will explore in this course has its roots in social, environmental, and cognitive psychology. The academic areas of political science, economics, and philosophy also contribute to understanding the human dimension of resource management. Many of the management practices we use in recreation or protected natural areas are based on research from these disciplines. Understanding where to find, interpret and use this type of information is essential for any student who may wish to become involved with the planning and management of parks, wildlands and natural resource protected areas or commercial concessions that are dependent on a natural resource base.

Learning Objectives

By the conclusion of the course you should be able to:

1. Understand the relationships between recreationists and the environment and how these relationships are managed in wildland settings.
2. Understand the problems or challenges resulting from the interactions of people, resources and land managers.
3. Know how to evaluate recreation resource management decision-making (e.g. impact identification).
4. Understand the role of the recreation management profession in relationship to other disciplines of natural resource management.
5. Illustrate how specific concepts have been applied to natural resource settings, for example: *crowding, satisfaction, conflict, values, attitudes, and norms*.

Materials:

Readings: Readings will be available on Moodle as indicated in the schedule below.

2. Supplies: Access to the Internet:

- A) Need enough time to download supplementary readings each week.
- B) Need at least 20 minutes to complete quizzes on Moodle.
- C) Need the class meeting time on exam days (see below) in order to complete exams on Moodle.

Requirements and Evaluations:

1. Weekly assignments and quizzes, slideshow PDFs posted to the Moodle. Moodle will be used every week. Upload assignment submissions as .doc or .docx and use Times New Roman 12 point font. Save files like this using your last name instead of Doe and the assignment number—doe_a011.

2. *All exams and quizzes must be taken as scheduled. Make arrangements with the instructor prior to the due date if special circumstances require an alternative.*
3. *Quiz questions will be multiple-choice and come from the assigned content and lectures. Exam questions will be multiple choice and open-ended. These will require synthesis of content and discussion. The content will parallel class discussion. You are responsible for working through all content. You will benefit from participation in class discussions.*
4. Please inform the instructor immediately following the first class if you have learning disabilities or disadvantages needing special dispensation or assistance.

Grading

Points	Assignment
100	Six quizzes (20 points each - count best five)
100	Exam 1 - multiple choice, true / false, open synthesis
100	Writing Assignments (five short graded assignments and one ungraded assignment via Moodle)
100	Exam 2 - multiple choice, true / false, open synthesis.
400 Total pts.	

Total points at the end of the course will be used to determine your grade.

Grade Scale

The grading scale is consistent with that used on the University of Montana campus. The traditional letter grade scale is below. Please note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option.

<u>Letter Grade</u>	<u>Grade Range</u>
<u>A</u>	<u>90-100</u>
<u>B</u>	<u>89-80</u>
<u>C</u>	<u>79-70</u>
<u>D</u>	<u>69-60</u>
<u>F</u>	<u>59-0</u>

Policies and Guidelines

Attendance: Students are expected to attend all class sessions, take all tests, and complete all reading assignments. It is important that everyone take part in the classroom activities and discussions, and are

not disrespectful of other students, faculty or guest speakers. Arriving on time and leaving on time, not engaging in excessive talking or disturbing activities in the classroom, allowing for diverse opinions, minimized phone usage, etc. are some examples of expected behavior.

Successful students are attentive during class; they do not doze off, do not do homework for other classes, do not organize their bags or purses, or compose messages to friends. They are also aware of those around them and are sensitive to what might offend, so they don't engage in personal relationships during class, and they choose language that will not be considered offensive.

Devices: Please **silence portable electronic devices** before coming into class; they are a serious distraction in college classes and cannot be tolerated. Please instruct relatives or friends to call campus security in case of an emergency. Security will look up the class in the system and then send someone to the class.

Laptop use is **okay** during class **so long as the student remains appropriately engaged and mindful of the course events unfolding in the room.**

Make up policy: In the case of a verifiable emergency (medical, family etc.), I will make every effort to work with the student - but I need to be informed as soon as possible. If the student has university excused absences for athletics or other purposes I need to know in advance to work out make up quizzes or exams.

Plagiarism: Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether an essay or answers during a test, is considered plagiarism. Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism.

Moodle Quizzes and Exams: All Moodle quizzes and exams are closed book and closed notes and are to be taken independently.

Students with Disabilities Statement: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406 243 2243. I will work with you and DSS to provide an appropriate accommodation.

Student Conduct Code Statement: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: [Student Conduct Code Link](#)

Course Withdrawal Deadlines Statement: For full policy see [Withdraw deadline policy link](#)

CALENDAR – Subject to Change

CHECK MOODLE ALL THE TIME, SERIOUSLY, ALL THE TIME

Date	SECTION - Topic	Content	Assignment
WK 1 Aug. 30	DEVELOPING THE PARK IDEA (01) Introduction	NPS (2012) Leopold Report	Look around Moodle, fill out intro questionnaire. Explore the long distance Journal. Link to trailjournals.com
Sept. 1	(02) Introduction cont.	Plummer (2009) Ch 1: The concept and study of outdoor recreation	Moodle Assignment #1 Due Monday Sept. 7th at 9:00 PM Fill out evaluation form on the hikers.
WK 2 Sept. 6 th	(04) The Emerging Social Roles of National Parks and Protected	Jones (2012) Ch 1: Unpacking Yellowstone. An American national park in	Watch YouTube of Ken Burns, The National Parks. Complete Moodle Assignment #2 about video by Friday Sept. 11 th at 9:00 PM.
Sept. 8	(05) Parks alone are vulnerable	Wellman (1987) Ch 5: Institutional origins: The National Park	Quiz #1 due by Friday at 9:00 PM
WK 3 Sept. 13	(06) How National Forests and Parks work together to	Wellman (1987) Forest Service background	Explore these websites for Moodle assignment due Thursday Yellowstone geotourism link Crown Round Table Link
Sept. 15	(07) The role of key personalities	Plummer (2009) Ch 2	Guest Lecturer – Jake Jorgenson Quiz 2 & Assignment 3 Due Friday by (9:00 PM)
WK 4 Sept. 20	(08) From Muir to today. Who are the hooved locusts now and what other	Manning & Anderson Ch 19	
Sept. 22	(09) How do we address these	Manning & Anderson Ch 1 Parks and Outdoor	Quiz 3 Due by Friday (Sept. 26th) Evening (9:00 PM)
WK 5 Sept. 27	(10) Recreation Management in Montana	Montana Statewide Comprehensive Outdoor	Moodle Assignment #4 Open, Due Friday Oct. 2 nd at 9:00 PM
Sept. 29	(11) How do we learn what people want?	Glaspell et al. (2003)	Moodle Assignment Due by Friday October 2nd (9:00 PM) Montana State Parks Link

WK 6 Oct. 4	UNDERSTANDING THE VISITOR EXPERIENCE (12) How do we manage	Davenport et al. (2002)	Guest Lecture: Bill Borrie
Oct. 6	(13) The deeper experience		Guest Lecture: Elena Nikoleava
WK 7 Oct. 11	MANAGEMENT FRAMEWORKS	Manning & Anderson Ch 2, 3 Exam Study Guide	
Oct. 13	(15) Evaluating Practices	Manning & Anderson Ch 4	Quiz #4 Due before class (9:30 AM)
WK 8 Oct. 18	EXAM REVIEW		BRING QUESTIONS TO CLASS FOR DISCUSSION!
Oct. 20			MOODLE-EXAM 1
WK 9 Oct. 25	CURRENT ISSUES & MANAGEMENT RESPONSES	TBA	Guest Lecture: Zach Miller
Oct. 27	(18) Visitor numbers cont...	Grau (2007)	
WK 10 Nov. 1	(19) GUEST LECTURE: Soundscapes	Freimund (2011)	Guest Lecture: Zach Miller
Nov. 3	(20) Cultural Heritage	TBA	Moodle Assignment #5 Due Friday (Oct. 30 th at 9:00 PM.)
WK 11 Nov. 8			Election Day - No Class
Nov. 10	(21) Human Wildlife interactions	Baruch-Mordo et al (2009)	Quiz #5 Due before class (9:30 AM)
WK 12 Nov. 15	(22) Alternative Transportation	Manning, Lawson, Newman, Hallo and Monz 2014: Chapt 1	

WK 6 Oct. 4	UNDERSTANDING THE VISITOR EXPERIENCE (12) How do we manage	Davenport et al. (2002)	Guest Lecture: Bill Borrie
Nov. 17	(23) Technology and national	4 short newspaper articles in Moodle	Moodle Assignment #6 Due before class (9:30 AM)

WK 13 Nov. 22	(24) Night Sky	TBA	
Nov. 24	NO CLASS: Thanksgiving break		
WK 14 Nov. 29	(25) Connectivity and Corridors	TBA	
Dec. 1	(26) Global Perspectives	Carruthers (2012) National Parks, Civilization	Quiz #6 due Friday at 9:00 PM.
WK 15 Dec. 6	(27) Review	Study Guide	
Dec. 8			MOODLE-EXAM 2

Students are responsible for knowing and adhering to due dates for readings, essays, and other in-class activities. Changes to the schedule will be announced during class time and posted to the class website. Students are responsible for noting all changes and adhering to them. Please check the web site announcements for a repetition of calendar changes.

Course Workflow – How to get things done each week for this course

Monday – Compile and work through all content for the week. Review content up until now from last exam.

Tuesday – Come to class and be appropriately engaged. Begin your assignment that will be due Thursday.

Wednesday – Review your notes and readings. Prepare for the quizzes, assignment, or exam that is due Thursday. The quiz will be accessible from Wednesday to Thursday morning.

Thursday – Come to class and be appropriately engaged. Make sure you've submitted the quiz, assignment, or exam beforehand.

Friday – Get the content organized for next week and review content up until now from last exam.

Saturday and Sunday – Go outside and don't think about coursework!