

**PTRM 217: Parks and Outdoor
Recreation Management**

Tuesday & Thursdays: 12:40 – 2:00 p.m.

Stone Hall 304

Three (3) Credits

Instructor Info

Peter Metcalf

Office: Clapp 446

Email: peter1.metcalf@umontana.edu

Office Hours

Tuesday 11:00-12:00

Thursday 4:00-5:00

Or by appointment

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:

1. How do societies view the *evolving* roles and purpose of wildlands?
2. How does recreation make a difference to our social, individual, & environmental lives? What types of recreation opportunities and experiences are valued in American society?
3. What forms and structures does recreation and tourism take, domestically and internationally?
4. What are the fundamental issues associated with managing visitors to wildland settings and how do we address those issues?

Overview of Outdoor Recreation Management

Outdoor recreation management 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.

Like much of natural resource management, outdoor recreation management is really about dealing with the people and organizations 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, and 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, sociology, economics, and philosophy also contribute to understanding the human dimension of natural 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:

1. **Textbook:** Manning, R.E. and Anderson, L.E. (2012). *Managing Outdoor Recreation. Case Studies in the National Parks*. Cambridge, MA: CABI. **Get it** at the bookstore or elsewhere.
2. **Other Readings:** Supplementary readings will be available on [Moodle](#) as indicated in the

schedule below.

3. **Access to the Internet:** You will need to regularly access the class [Moodle](#) site for announcements, review class slides, download supplementary readings, and to complete quizzes and exams.

Requirements and Evaluations:

1. Weekly assignments and quizzes, and slideshow PDFs will all be posted to our class Moodle site. 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_a01.
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

45 pts.	Attendance and Participation
100 pts.	Six quizzes (20 points each - count best five)
100 pts.	Exam 1 - multiple choice, true / false, open synthesis
100 pts.	Writing Assignments (five short graded assignments and one ungraded assignment via Moodle)
100 pts.	Exam 2 - multiple choice, true / false, open synthesis
445 pts.	<u>Total</u>

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.

- A > 93
- A- 90-92
- B+ 88-89
- B 83-87
- B- 82-80
- C+ 78-79

C 73-77
C- 72-70
D+ 68-69
D 63-67
D- 60-62
F 59 or lower

Course Policies and Expectations

Attendance

Students are expected to attend all class sessions on time, with the readings completed. Everyone is expected to participate in classroom activities and discussions, and to complete all assignments, quizzes and tests. Students are expected to conduct themselves in a professional manner, including respectful engagement with diverse opinions and perspectives, attentive listening to all presentations and choose behavior and language that is not distracting, disruptive or may be considered offensive. Successful students take notes, ask clarifying questions and remain engaged throughout the class session; they do not doze off, do not do homework for other classes, do not organize their bags or purses, or compose messages to friends. Absences may be excused, with instructor permission, for illness, injury, family emergency, religious observance, military service, mandatory public service or participation in a UM sponsored activity.

Electronic Devices

Out of respect for your classmates, instructor and guest speakers, 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.

The use of laptops, tablets or e-readers is okay during class *so long as their use is directly related to and compliments rather than distracts from the class session* (i.e. note taking, consulting assigned readings, NOT web browsing or social media).

Make up policy

In the case of a verifiable, excused absence or 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.

Late Work

No late work will be accepted unless arrangements have been made *prior* to the due date. Exceptions will be made for verifiable legitimate, unforeseen circumstances.

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. Any collaboration or submitting a quiz or exam that was not completed by the name on the test will be considered academic misconduct.

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](#).

Course Withdrawal Deadlines Statement

Consult the [Registrar's Office](#) for the complete list of dates, policies, and fees to add/drop a class, or change registration status, including add/drop. See Moodle as well.

Class Communication

Students are responsible to regularly check Moodle and their *University-issued email* address for announcements.

Communication with the instructor outside the classroom

The best way to contact me outside of class is via email. I do check it regularly but it may take me 24 hours to get back to you. If it is an emergency, or short notice, please text me. Be sure to include your name and the class number in your text.

Suggested Reading

The following sites are good sources to keep up on outdoor recreation or National Park related events:

- High Country News, [High Country News Web Page](#)
- Adventure Journal, [Adventure Journal Web Page](#)
- National Park Service, [National Park Service Web Page](#)
- National Parks Magazine (produced by National Parks Conservation Association, an advocacy organization), [National Parks Magazine Web Page](#)
- George Wright Society (academic society for this field-its journal is available through Mansfield), [George Wright Society Web Page](#)

CLASS CALENDAR -- SPRING 2016*(Tentative – Subject to Change)***CHECK MOODLE ALL THE TIME**

Date	SECTION - Topic	Content	Assignment
Week 1 Tuesday, Jan 26	DEVELOPING THE PARK IDEA (01) Introduction	NPS (2012) Leopold Report	Look around Moodle, fill out intro questionnaire. Explore the long distance Journal. Trail Journals Web Page Select three hikers for course.
Thursday, Jan 28	(02) Introduction continued	Plummer (2009) Ch 1: The concept and study of outdoor recreation	Moodle Assignment #1 Due Monday, Feb 1st at 9:00 PM Fill out evaluation form on the hikers.
Week 2 Tuesday, Feb. 2	(04) The Emerging Social Roles of National Parks and Protected Areas	Jones (2012) Ch 1: Unpacking Yellowstone. An American national park in a global perspective.	Watch YouTube of Ken Burns, The National Parks. Complete Moodle Assignment #2 about video Due Friday, Feb 5 th at 9:00 PM.
Thursday, Feb. 4	(05) Parks alone are vulnerable	Wellman (1987) Ch 5: Institutional origins: The National Park Service	Quiz #1 due by Friday, Feb 5th at 9:00 PM
Week 3 Tuesday, Feb. 9	(06) How National Forests and Parks work together to support recreation	Wellman (1987) Forest Service background	Explore these websites for Moodle assignment due Thursday Yellowstone Tourism Web Page http://www.crownroundtable.org/index.html
Thursday, Feb. 11	(07) The role of key personalities	Plummer (2009) Ch 2	Quiz 2 & Assignment 3 Due Friday, Feb 12 by 9:00 PM
Week 4 Tuesday, Feb. 16	(08) From Muir to today. Who are the hooved locusts now and what other questions are raised.	Manning & Anderson Ch 19	
Thursday, Feb. 18	(09) How do we address these questions?	Manning & Anderson Ch 1 Parks and Outdoor Recreation	Quiz 3 Due by Friday, Feb 19 th by 9:00 PM

Week 5 Tuesday, Feb. 23	(10) Recreation Management in Montana	Montana Statewide Comprehensive Outdoor Recreation Plan	Moodle Assignment #4 Open, Due Friday Feb. 24 th by 9:00 PM
Thursday, Feb. 25	(11) How do we learn what people want?	Glaspell et al. (2003)	Moodle Assignment #4 Due Friday Feb 24 th by 9:00 PM State Parks Web Page

Week 6 Tuesday, March 1	UNDERSTANDING THE VISITOR EXPERIENCE (12) How do we manage for experience?	Davenport et al. (2002)	
Thursday, March 3	(13) The deeper experience and relevancy		
Week 7 Tuesday, March 8	MANAGEMENT FRAMEWORKS (14) Impact and Practices	Manning & Anderson Ch 2, 3 Exam Study Guide	
Thursday, March 10	(15) Evaluating Practices	Manning & Anderson Ch 4	Quiz #4 Due before class, Thursday, March 10 (12:30 PM)
Week 8 Tuesday, March 15	EXAM REVIEW		BRING QUESTIONS TO CLASS FOR DISCUSSION!
Thursday, March 17	MOODLE - E X A M 1		
Week 9 Tuesday, March 22	CURRENT ISSUES & MANAGEMENT RESPONSES (17) Visitor	Manning & Anderson Ch 8, 15	

Thursday, March 24	(18) Visitor numbers cont...	Grau (2007)	
Week 10 Tuesday, March 29	(19) Soundscapes	Manning & Anderson Ch 13, 21 & Freimund (2011)	
Thursday, March 31	(20) Cultural Heritage		Moodle Assignment #5 Due Friday (April 1 st at 9:00 PM.)
Week 11	SPRING BREAK!!! April 2 – 10, 2016		
Week 12 Tuesday, April 12	(21) Night Sky	Manning Ch. 10	
Thursday, April 14	(22) Human Wildlife interactions	Baruch-Mordo et al (2009)	Quiz #5 Due before class (12:30 PM)
Week 13 Tuesday, April 19	(23) Alternative Transportation	Manning & Anderson Ch 14 & Ch 11, 20, 24	
Thursday, April 21	(24) Technology and national parks		Moodle Assignment #6 Due before class (12:30 PM)
Week 14 Tuesday, April 26	(25) Connectivity	Manning and Anderson Ch. 7, 12, 25	
Thursday, April 28	(26) Global Perspectives	Carruthers (2012) National Parks, Civilization and Globalization	Quiz #6 Due Friday, April 29 by 9:00 p.m.
Week 15 Tuesday, May 3	(27) Review	Study Guide	
Thursday, May 5	TBA		
Week 16 MONDAY, May 9	Final Exam Period, 8:00 – 10:00 a.m., Monday May 9 MOODLE - E X A M 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!