

PTRM 217: Parks and Outdoor Recreation Management

Tuesday, Thursday from 09:30 to 10:50 AM in FOR 305

SYLLABUS

Instructor Information:

Instructor: Elena A. Bigart

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Office Hours: Tuesdays and Wednesdays – 2-3:30 pm, 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:

- 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 methods 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:

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

Materials:

Required textbooks – The readings for this course will be available on Moodle as indicated in the schedule below.

We will draw upon three books, primarily – the Manning et. al (2017) textbook is available for purchase at the bookstore and is highly recommended:

- Hammitt, W.E., Cole, D.N. and Monz, C.A., 2015. Wildland recreation: ecology and management. John Wiley & Sons.
- Manning, R.E., Anderson, L.E. and Pettengill, P., 2017. Managing outdoor recreation: Case studies in the national parks. CABI.
- Plummer, R., 2009. Outdoor recreation: An introduction. Routledge.

Internet – You will need stable and reliable access to the Internet to successfully complete this course:

- Enough time to download readings each week
- 20 minutes to complete quizzes on Moodle
- Be available at class meeting time on exam days (see below) in order to complete exams on Moodle.

Requirements and Evaluations:

- Weekly assignments, quizzes, exams, slideshow PDFs and reading materials are posted to the Moodle site every week. Please make a habit of checking and downloading each week.
- Assignments will be posted in advance, and must be submitted before due dates mentioned below. Please upload assignment submissions as .doc or .docx and use Times New Roman 12-point font, 1 inch margins, and 1.5 spacing. Save files like this using your last name and the assignment number: LastName_Assignment1.
- All exams and quizzes must be taken as scheduled. There are 6 quizzes and 2 exams. Each quiz will open on the due date at 8 am and will be due at 11 pm that day; you will have 20 minutes to complete each quiz once you start it. Midterm exam will be open for 1.5 hours at class time on October 24th. Final exam will be open for 2 hours from 10:10 am to 12:10 pm on December 11th. Please make arrangements with the instructor prior to the due date if special circumstances require an alternative time.
- 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 the readings and other materials. You will benefit from participation in class discussions and it is expected you are prepared to discuss the readings.

- An extra credit assignment is available (for up to 10 points). Pick one of the chapters of Manning et al. (2017) that were not assigned for this course and write a 500-word paper on the particular recreation management issue faced by park managers, providing your own thoughts and suggestions how the issue could be addressed. You must submit this before November 26, 2019.

Grading:

<i>Points</i>	<i>Assignments, quizzes, and exams</i>
50	Six quizzes (10 points each - <i>count best five</i>)
60	Midterm Exam - 30 multiple choice and true/false questions (30 points total), and 3 open-ended questions (10 points each)
60	Four writing assignments (15 points each)
60	Final Exam – 30 multiple choice and true/false questions (30 points), and 3 open-ended questions (10 points each)
20	Attendance and participation in class discussions
10	Extra credit assignment (optional)
250 (260) 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.

Grade	Points	GPA	Grade	Points	GPA	Grade	Points	GPA
A	93 – 100 %	4.0	C	77 – 79%	2.3	D-	60 – 62%	0.7
A-	90 – 92 %	3.7	C	73 – 76%	2.0	F	< 60 %	0.00
B+	87 – 89 %	3.3	C-	70 – 72%	1.7			
B	83 – 86 %	3.0	D+	67 – 69%	1.3			
B-	80 – 82 %	2.7	D	63 – 66%	1.0			

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, and allowing for diverse opinions are some examples of expected behavior.

Devices: Please do not use cell phones during class time; 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 as long as the student remains appropriately engaged and mindful of the course events unfolding in the room. Please limit laptop use to class related activities only, and avoid web-surfing, sending emails, messaging, and any social media.

Make up policy: If you miss a class because of a verifiable emergency (medical, family etc.), I will make every effort to work with you to help you catch up - 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 about it in advance.

Assignment expectations: All Moodle quizzes and exams are closed book and closed notes and are to be taken independently. Students cannot refer to textbooks, notes, or other materials while taking quizzes and exams. It is expected that all work tended for evaluation will be professionally presented. Please proof-read and spell-check your documents. Points will be deducted for spelling or grammatical errors. Please use 1.5 spacing.

Assignments should be submitted before the due dates. Late submissions are not encouraged. A standard policy of subtracting 10% per day (or part of day) late is fair to everyone (students, instructors, administration). Extraordinary circumstance should be discussed with the instructor in advance. Leave from college due to medical conditions should be documented with doctor's certificates.

Plagiarism: Students should 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 in an essay or during a test, without referencing this person, 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.

You must give due credit to other people's ideas by referencing or quoting the source. I suggest you follow APA style guidelines – i.e. the Publication Manual of the American Psychological Association, Sixth Edition. You should only cite primary or secondary source material – that is, go to the original source whenever possible. Citing Wikipedia is possible, but not enough. While Wikipedia is a very useful resource, particularly as a starting point for your research, it not always accurate. If you choose to cite it, always provide additional references.

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. Any student with learning disabilities of disadvantages needing special dispensation or assistance will inform the instructor immediately during the first week of the fall semester. 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: For full policy see [Withdraw deadline policy link](#).

If you need to drop this course, we recommend you do so as soon as possible. The following deadlines apply this semester.

Important Dates and Deadlines:

Deadline	Description	Date
To 15th instructional day	Students can drop classes on CyberBear with refund and no "W" on Transcript	September 16, 2019, 5 pm
16th to 45th instructional day	A class drop requires a form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W' on transcript, no refund.	September 17 – October 28, 2019, 5 pm
Beginning 46th instructional day	<u>Students are only allowed to drop a class under very limited and unusual circumstances.</u> Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, switching majors, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45th instructional day of the semester. Requests to drop must be signed by the instructor, advisor, and Associate Dean (in that order) so if you pursue this request, <i>leave sufficient time to schedule meetings with each of these individuals</i> (generally this will take at least 3-5 working days). A \$10 fee applies if approved. Instructors must indicate whether the individual is Passing or Failing the class at the time of request.	October 28 – December 6, 2019 5 pm

COURSE SCHEDULE – Subject to Change (Please check Moodle regularly!)

Date	Section/Topic	Readings for this class	Assignment
Section 1 Developing Ideas			
Week 1: August 27, Tuesday	Introduction – class overview, expectations and objectives. Trends in outdoor recreation.		<ul style="list-style-type: none"> • Read Class syllabus and explore Moodle page
Week 1: August 29, Thursday	Trends in outdoor recreation	<ul style="list-style-type: none"> • Plummer (2009) - Ch 1: The concept and study of outdoor recreation • Ketcham (2014) – The Death of backpacking? • Hammitt, Cole and Monz (2015) – Ch 7: Trends in Wildland Recreation 	
Week 2: September 3, Tuesday	The National Park idea	<ul style="list-style-type: none"> • Leopold Report (2012) • Jones (2012) - Ch 1: Unpacking Yellowstone. An American national park in a global perspective. 	<ul style="list-style-type: none"> • Explore Trail journal • Choose 3 hikers for the course, think about their motivations
Week 2: September 5, Thursday	The National Park Service and its partners	<ul style="list-style-type: none"> • Wellman (1987) - Ch 5: Institutional origins: The National Park Service • NPS Organic Act 	
Week 3: September 10, Tuesday	The Forest Service and its partners The history of outdoor recreation	<ul style="list-style-type: none"> • Wellman (1987) - Ch 4: Institutional origins: The Forest Service • Plummer (2009) - Ch 2: Perspectives on the Past 	<ul style="list-style-type: none"> • Quiz 1 – <i>due Sept 10, 11 pm</i>
Week 3: September 12, Thursday	The Wilderness idea <i>Guest lecture –Dr Alan Watson</i>	<ul style="list-style-type: none"> • Landres (2010) - Ch 6: Let it be: A hands-off approach to preserving wildness in PA • 1964 Wilderness Act 	
Week 4: September 17, Tuesday	From Muir to today: issues in recreation. Case study of Yosemite National Park.	<ul style="list-style-type: none"> • Manning et al. (2017) - Ch 23: A Mountain with Handrails at Yosemite 	<ul style="list-style-type: none"> • Moodle Assignment 1 – Watch Ken Burn’s video, respond to 2 questions and write a short essay (see full description on Moodle) – <i>due Sept 17, 11 pm</i>
Week 4: September 19, Thursday	How do we address these questions in Yosemite National Park?	<ul style="list-style-type: none"> • Manning et al. (2017) - Ch 1: Parks and Outdoor Recreation • Adaptive Management of Visitor Use, Half Dome 	<ul style="list-style-type: none"> • Watch Yosemite Nature Notes (link on Moodle)

Date	Section/Topic	Readings for this class	Assignment
Section 2 Understanding Visitor Experiences			
Week 5: September 24, Tuesday	Understanding deeper experiences – introduction and case study of Glacier NP	<ul style="list-style-type: none"> • Hull et al. (1996) – Ebb and Flow of Brief Leisure Experiences • Lee et al. (1994) – The Complex and Dynamic Nature of Leisure Experience 	<ul style="list-style-type: none"> • Quiz 2 – due Sept 24, 11pm
Week 5: September 26, Thursday	How do we manage for experiences? Case studies of Yellowstone NP and Gates of the Arctic NP	<ul style="list-style-type: none"> • Manning et al. (2017) – Ch. 28: The Winter Wonderland of Yellowstone • Davenport et al. (2002) – Assessing the Relationship Between Desired Experiences and Support for Management • Glaspell et al. (2003) - optional 	<ul style="list-style-type: none"> • Explore these websites for the next Moodle assignment Yellowstone Geotourism; Crown Round Table
Week 6: October 1, Tuesday	Measuring quality of the visitor experience Measuring satisfaction	<ul style="list-style-type: none"> • Plummer (2009) – Ch. 4: Social Psychology and Outdoor Recreation • Borrie and Birzell (2001) – Approaches to Measuring Quality of the Wilderness Experience • Graefe and Fedler (1986) - optional 	
Week 6: October 3, Thursday	Managing recreation in state parks	<ul style="list-style-type: none"> • Montana Statewide Comprehensive Outdoor Recreation Plan 	<ul style="list-style-type: none"> • Moodle Assignment 2: Thinking like managers in the Crown of the Continent - due October 3, 11 pm
Section 3 Visitor Management Frameworks			
Week 7: October 8, Tuesday	Tragedy of the commons and carrying capacity	<ul style="list-style-type: none"> • Borrie, McCool and Stankey (1998) – Protected Area Planning Principles and Strategies 	
Week 7: October 10, Thursday	Limits of Acceptable Change (LAC) and Recreation Opportunity Spectrum (ROS)	<ul style="list-style-type: none"> • Eagles & McCool (2002) - Ch 5: Management of Visitors in National Parks and Protected Areas 	<ul style="list-style-type: none"> • Moodle Assignment 3: from Federal to local support for recreation – due Oct 10, 11 pm
Week 8: October 15, Tuesday	Impacts of outdoor recreation	<ul style="list-style-type: none"> • Manning et al. (2017) – Ch. 2: Impacts of Outdoor Recreation • Hammitt et al. (2015) – Ch. 6: Impact Patterns 	

Date	Section/Topic	Readings for this class	Assignment
Week 8: October 17, Thursday	Outdoor recreation management practices	<ul style="list-style-type: none"> • Manning et al. (2017) – Ch. 3: Outdoor Recreation Management Practices • Manning et al. (2017) – Ch. 4: Evaluating Management Practices 	<ul style="list-style-type: none"> • Quiz 3 – due Oct 17, 11 pm
Week 9: October 22, Tuesday	Case study (Yellowstone NP) and preparation for the exam	<ul style="list-style-type: none"> • Midterm Exam Study Guide 	<ul style="list-style-type: none"> • Review all class materials
Week 9: October 24, Thursday	Midterm Exam - Class time		
Section 4 Contemporary Issues and Management Responses			
Week 10: October 29, Tuesday	Alternative transportation	<ul style="list-style-type: none"> • Manning et al. (2017) - Ch. 13: Bussing Among the Grizzlies in Denali • Manning et al. (2017) - Ch. 24: Doing the Zion Shuttle 	
Week 10: October 31, Thursday	The role of wild & scenic rivers in nature protection and recreation. <i>Guest lecture – Dr Chris Armatas</i>	<ul style="list-style-type: none"> • Gimblett et al. (2017) - Dam Removal on the Lower White Salmon River • Fredrickson and Lacroix (2017) - Wild and Scenic Rivers into the Next 50 Years 	<ul style="list-style-type: none"> • Midterm check-in – please <i>fill out a short questionnaire before October 31, 11 pm</i>
Week 11: November 5, Tuesday	Managing a high use recreation location <i>Guest lecture – Kearstin Edwards, Clearwater National Forest</i>	<ul style="list-style-type: none"> • Article in Missoulia (link on Moodle) 	
Week 11: November 7, Thursday	Managing visitors – regulating access to parks	<ul style="list-style-type: none"> • Manning et al. (2017) - Ch. 9: How many visitors are too many in Arches? • Manning et al. (2017) - Ch.15: Wilderness Management at Zion NP • Manning et al. (2017) - Ch. 18: What Goes Up Mt Whitney Must Come Down 	<ul style="list-style-type: none"> • Quiz 4 – due Nov 7, 11 pm
Week 12: November 12, Tuesday	Technology and outdoor recreation	<ul style="list-style-type: none"> • 2 short newspaper articles in Moodle • Martin (2017) – Real and Potential Influences of IT on Outdoor Recreation and Wilderness Experiences 	

Date	Section/Topic	Readings for this class	Assignment
Week 12: November 14, Thursday	Night sky and soundscapes	<ul style="list-style-type: none"> • Manning et al (2017), Ch. 12 – Turning off the Lights of Chaco • Manning et al. (2017), Ch. 16 – The Sounds of Silence in Muir Woods 	
Section 5 Selected Global Perspectives			
Week 13: November 19, Tuesday	Managing thru-hikers in different countries	<ul style="list-style-type: none"> • http://www.pnt.org • Hitchner et al. (2018): Thru-hiking the John Muir Trail as a Modern Pilgrimage: Implications for Natural Resource 	<ul style="list-style-type: none"> • Quiz 5 – <i>due Nov 19, 11 pm</i>
Week 13: November 21, Thursday	World National Parks – Preserving natural and cultural heritage.	<ul style="list-style-type: none"> • Virtual Tour - Pu’uhonua National Historic Park • Manning et al. (2017), Ch. 17 – Stewarding America’s Antiquities at Mesa Verde 	<ul style="list-style-type: none"> • Moodle Assignment 4: Visiting thru-hikers – <i>due Nov 21, 11 pm</i>
Week 14: November 26, Tuesday	Managing parks and recreation in Russia	<ul style="list-style-type: none"> • Nikolaeva et al. (2015) Social Science in the Russian Far East 	<ul style="list-style-type: none"> • Extra credit assignment - <i>due Nov 26, 11 pm</i>
Week 14: November 28, Thursday	Thanksgiving day – no class! ☺		
Week 15: December 3, Tuesday	U.S. National Parks and recreation from a global perspective	<ul style="list-style-type: none"> • Carruthers (2012): National Parks, Civilization and Globalization • Plummer (2009) – Ch. 9: Adventure Recreation 	<ul style="list-style-type: none"> • Quiz 6 – <i>due Dec 3, 11 pm</i>
Week 15: December 5, Thursday	Conclusion and Review	<ul style="list-style-type: none"> • Exam Study Guide 	<ul style="list-style-type: none"> • Review all class materials
December 11: Final exam 10:10 am - 12:10 pm	GOOD LUCK! The exam is taken online		