

PTRM 217: Parks and Outdoor Recreation Management

Tuesday, Thursday from 12:30 to 01:50 PM in FOR 106

Instructor Information:

Instructor: Elena A.

Bigart, Ph.D. **Office**

Location: CHCB 409

Email:

[elena.bigart@umontana](mailto:elena.bigart@umontana.edu)

[.edu](mailto:elena.bigart@umontana.edu) **Office Phone:**

406.243.6210

Office Hours: Wednesdays 1-3 pm, Thursdays 10-11 am, or by appointment

Teaching Assistant: Taylor Mudford, email: taylor.mudford@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 areas and state parks 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,

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 students 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 students 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 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 wildlands.

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, 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 March 26th. Final exam will be open for 2 hours from 08:00 am to 10:00 am on May 5th. 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). The details about the extra credit assignment will be provided in class.

Grading:

| Points | Assignments, quizzes, and exams |
|----------------------|---|
| 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 | | | |

| Grade | Points | GPA | Grade | Points | GPA | Grade | Points | GPA |
|-------|-----------|-----|-------|----------|-----|-------|--------|-----|
| 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. Students with more than three unexcused absences will receive an automatic drop in a full letter grade. If you miss a class because of a verifiable emergency (medical, family etc.), religious observance, or have university excused absences for athletics or other purposes, I will make every effort to work with you to help you catch up, but I need to be informed about it in advance.

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 is okay during class as long as the student uses it for taking notes only, and 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.

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.

All assignments must be submitted before the due dates mentioned below. If assignments are submitted 1-3 days late, they will be graded out of 75%. Later assignments will not be accepted unless the student has a written and verifiable excuse. Extraordinary circumstances should be discussed with the instructor in advance.

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 or disadvantages needing special dispensation or assistance will inform the instructor immediately during the first week of the fall semester. The professor 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](#).

Basic Needs Security Statement: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Office of Student Success](#) for support.

Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

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, last day to change to Audit. | February 3, 2020, at 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. | February 4 – March 25, 2020, at 5 pm |
| Beginning 46th instructional day | <u><i>Students are only allowed to drop a class under very limited and unusual circumstances.</i></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 | March 25 – May 1, 2020 at 5 pm |

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

| Date | Section/Topic | Readings for this class | Assignment |
|-----------|------------------|-------------------------|------------|
| Section 1 | Developing Ideas | | |

| Da te | Section/Topic | Readings for this class | Assignment |
|---------------------------------|--|---|--|
| Week 1: January 14 Tuesday | Introduction – class overview, expectations and objectives | | <ul style="list-style-type: none"> • Read Class syllabus and explore Moodle page |
| Week 1: January 16 Thursday | Main concepts and 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: January 21, Tuesday | History of outdoor recreation and human- wildlife interactions | <ul style="list-style-type: none"> • Plummer (2009) - Ch 2: Perspectives on the Past • Leopold Report (2012) | <ul style="list-style-type: none"> • Explore Trail journal • Choose 3 hikers for the course, think about their motivations |
| Week 2: January 23, Thursday | The National Park Idea and protected area management paradigms | <ul style="list-style-type: none"> • Jones (2012) - Ch 1: Unpacking Yellowstone. An American national park in a global perspective. | |
| Week 3: January 28, Tuesday | 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 | <ul style="list-style-type: none"> • Quiz 1 – <i>due January 28, 11 pm</i> |
| Week 3: January 30, Thursday | The Forest Service and outdoor recreation | <ul style="list-style-type: none"> • Wellman (1987) - Ch 4: Institutional origins: The Forest Service | |
| Week 4: February 4, Tuesday | The Wilderness Idea <i>Guest lecture</i> – Alan Watson, <i>Aldo Leopold</i> <i>Wilderness</i> <i>Research Institute</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 | <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 February 4, 11 pm</i> |

| Date | Section/Topic | Readings for this class | Assignment |
|-------------------------------|---|---|---|
| Week 4: February 6, Thursday | Managing recreation in State Parks Guest lecture – <i>Lauren Flynn, Montana Fish, Wildlife and Parks</i> | <ul style="list-style-type: none"> • Montana Statewide Comprehensive Outdoor Recreation Plan | |
| Week 5: February 11, 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"> • Watch Yosemite Nature Notes (link on Moodle) |
| Week 5: February 13, Thursday | How do we address these questions? | <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"> • Moodle Assignment 2: from Federal to local support for recreation – <i>due February 13, 11 pm</i> |
| Date | Section/Topic | Readings for this class | Assignment |
| Section 2 | Understanding Visitor Experiences | | |
| Week 6: February 18, Tuesday | Understanding deeper experiences – introduction and case study of Glacier NP | <ul style="list-style-type: none"> • Lee et al. (1994) – The Complex and Dynamic Nature of Leisure Experience | <ul style="list-style-type: none"> • Quiz 2 – due February 18, 11pm |
| Week 6: February 20, 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 • Glaspell et al. (2003) – Wilderness experience at Gates of the Arctic | |
| Week 7: February 25, Tuesday | Measuring quality of the visitor experience Measuring satisfaction | <ul style="list-style-type: none"> □ Plummer (2009) – Ch. 4: Social Psychology and Outdoor Recreation | |

| Date | Section/Topic | Readings for this class | Assignment |
|-------------------------------|---|---|---|
| Week 7: February 27, Thursday | Forces affecting outdoor recreation | <ul style="list-style-type: none"> • Borrie and Birzell (2001) – Approaches to Measuring Quality of the Wilderness Experience | <ul style="list-style-type: none"> • Quiz 3 – due February 27, 11 pm |
| Section 3 | Visitor Management Frameworks | | |
| Week 8: March 3, Tuesday | Tragedy of the commons and carrying capacity | <ul style="list-style-type: none"> □ Jensen (2000) - Common Sense and Common-Pool Resources | |
| Week 8: March 5, 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"> • Explore these websites for the next Moodle assignment Yellowstone Geotourism; Crown Round Table |
| Week 9: March 10, 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 | <ul style="list-style-type: none"> • Moodle Assignment 3: Thinking like managers in the Crown of the Continent - due March 10, 11 pm |
| Week 9: March 12, Thursday | Outdoor recreation management practices | <ul style="list-style-type: none"> • Manning et al. (2017) – Ch. 3: Management Practices • Manning et al. (2017) – Ch. 4: Evaluating Management Practices | <ul style="list-style-type: none"> • Quiz 4 – due March 12, 11 pm |
| <i>Week 10: Spring Break</i> | No classes | | |
| Week 11: March 24, Tuesday | Case study 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 |

| Date | Section/Topic | Readings for this class | Assignment |
|-----------------------------|--|--|---|
| Week 11: March 26, Thursday | Midterm Exam - Class time | | |
| Section 4 | Managing Recreation – | | |
| Week 12: March 31, Tuesday | Outdoor recreation in Montana Guest lecture – <i>Norma Nickerson, 1970</i> | | |
| Week 12: April 2, 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. 18: Mt Whitney | <ul style="list-style-type: none"> • Midterm check-in – please <i>fill out a short questionnaire before April 5, 11 pm</i> |
| Week 13: April 7, Tuesday | The role of wild & scenic rivers in nature protection and recreation. <i>Guest lecture – Chris Armatas, Aldo Leopold Wilderness Research Institute</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 | |
| Week 13: April 9, Thursday | Managing high use recreation locations <i>Guest lecture – Nez Perce - Clearwater National Forest</i> | <ul style="list-style-type: none"> • Article in Missoulia (link on Moodle) • Plummer (2009) – Ch. 9: Adventure Recreation | |
| Section 5 | Selected Global Perspectives | | |
| Week 14: April 14, 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 | <ul style="list-style-type: none"> • Quiz 5 – <i>due April 14, 11 pm</i> |
| Week 14: April 16, Thursday | World National Parks – - preserving natural and cultural heritage | <ul style="list-style-type: none"> • Virtual Tour - Pu'uhonua National Historic Park | <ul style="list-style-type: none"> • Moodle Assignment 4: Visiting thru-hikers – <i>due April 16, 11 pm</i> |
| Week 15: April 21, Tuesday | Managing parks and recreation in Russia | <ul style="list-style-type: none"> • Nikolaeva et al. (2015) Social Science in the Russian Far East | |

| Date | Section/Topic | Readings for this class | Assignment |
|-------------------------------------|--|--|--|
| Week 15: April 23, Thursday | Managing recreation at cultural sites | <ul style="list-style-type: none"> • Manning et al. (2017), Ch. 17 – Stewarding America’s Antiquities at Mesa Verde | <ul style="list-style-type: none"> • Extra credit assignment - <i>due April 23, 11 pm</i> |
| Week 16: April 28, Tuesday | U.S. National Parks and recreation from a global perspective | <ul style="list-style-type: none"> • Carruthers (2012): National Parks, Civilization and Globalization | <ul style="list-style-type: none"> • Quiz 6 – <i>due April 28, 11 pm</i> |
| Week 16: April 30, Thursday | Conclusion and Review | <ul style="list-style-type: none"> • Exam Study Guide | <ul style="list-style-type: none"> • Review all class materials |
| May 5: Final exam 08:00 am - | GOOD LUCK! | The exam is taken online | |