

PTRM 217: Parks and Outdoor Recreation Management

Tuesday, Thursday from 08:00 to 09:00AM Remote on Zoom

Zoom Link:

<https://umontana.zoom.us/j/98875670797?pwd=bHBzT3dOdzh5eldCVkxZUkFsYkt4Zz09>

Meeting ID: 988 7567 0797

Passcode: 900214

Instructor Information:

Instructor: Elena A. Bigart, Ph.D.

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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 protected areas (national and state parks, wilderness areas, 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 beyond. Additionally, issues related to recreation planning 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. 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.

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 two books, primarily – the Manning et. al (2017) textbook is available for purchase at the bookstore and is highly recommended:

- 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 internet to successfully complete this course, in particular to:

- Participate in Zoom meetings every Tuesday and Thursday from 8:00 to 9:00 am;
- Download readings each week;
- Complete weekly reflections, assignments, and online exams on Moodle.

Requirements and Evaluations:

- Reading materials, weekly reflections, assignments and exams are posted to the Moodle site every week. Please make a habit of checking and downloading each week.
- *Four 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.
- *Ten Weekly Reflections* will be posted each Thursday after class at 9 am, and must be submitted the same Thursday by 9 pm. Their goal is to assess your comprehension of the course material and class engagement. Each reflection will be focused on the weekly lectures/readings. Reflection responses should be brief and must be submitted on Moodle.
- *Three exams* must be taken online as scheduled. The questions will be multiple choice and open-ended. Midterm 1 will be open from 8 to 9:20 am on February 25; Midterm 2 will be open from 8 to 9:20 am on March 25. Final exam will be open for 2 hours from 08:00 am to 10:00 am April 30. Please make arrangements with me prior to the due date if special circumstances require an alternative time. All Moodle 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.

Grading:

Points	Assignments, quizzes, and exams
50	10 weekly reflections (5 points each)
60	Four writing assignments (15 points each)
40	Midterm exam 1: 20 multiple choice and true/false questions (20 points total), and 2 open-ended questions (10 points each, 20 total)
40	Midterm exam 2: 20 multiple choice and true/false questions (20 points total), and 2 open-ended questions (10 points each, 20 total)
50	Final Exam – 30 multiple choice and true/false questions (30 points), and 2 open-ended questions (10 points each)
10	Attendance and participation in class discussions
250 Total points.	

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 on Zoom, submit all assignments, and complete all readings. 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 class activities and discussions, and are not disrespectful of other students, faculty or guest speakers. Joining the class on time, being attentive and engaged, participating in discussions, and allowing for diverse opinions are some examples of expected behavior.

Assignment expectations:

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 me in advance.

Plagiarism: Students should always make sure that their work is original. This is important because we must be able to gauge what you have 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 15 th instructional day	Students can drop classes on CyberBear with refund & no "W" on Transcript	February 1, @5 PM
16 th to 45 th 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 2 - March 18 @5 PM
Beginning 46 th instructional day	If possible, students should drop courses by the 45th instructional day! Drops after the 45 th instructional day require instructor's, advisor's, and Dean's approval. A \$10 fee applies. A 'WP' or 'WF' will appear on your transcript. No refunds.	March 19 – April 23 @5 PM

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

Date	Section/Topic	Readings for this class	Assignment
Section 1 - The Rise of Outdoor Recreation			
Week 1: January 12 Tuesday	Introduction – class overview, expectations and objectives		<ul style="list-style-type: none"> • Read Class syllabus and explore Moodle page
Week 1: January 14 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? 	<ul style="list-style-type: none"> • Weekly reflection 1 – due <i>Jan 14, 9 pm</i>
Week 2: January 19, 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 21, 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. 	<ul style="list-style-type: none"> • Weekly reflection 2 – due <i>Jan 21, 9 pm</i>
Week 3: January 26, 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 	
Week 3: January 28, 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 	<ul style="list-style-type: none"> • Weekly reflection 3 – due <i>Jan 28, 9 pm</i>
Week 4: February 2, Tuesday	The Forest Service and outdoor recreation	<ul style="list-style-type: none"> • Wellman (1987) - Ch 4: Institutional origins: The Forest Service • Hammitt, Cole and Monz (2015) – Ch 7: Trends in Wildland Recreation 	<ul style="list-style-type: none"> • Moodle Assignment 1 – Watch Ken Burn’s video, respond to two questions and write a short essay due <i>Feb 2, 9 pm</i>
Week 4: February 4, Thursday	The Wilderness Idea	<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"> • Weekly reflection 4 – due <i>Feb 4, 9 pm</i>
Section 2 - Understanding Visitor Experience			
Week 5: February 9, 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)

Date	Section/Topic	Readings for this class	Assignment
Week 5: February 11, 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"> Weekly reflection 5 – due <i>Feb 11, 9 pm</i>
Week 6: February 16, Tuesday	Understanding deeper experiences – intro and case study of Glacier NP	<ul style="list-style-type: none"> Shafer (1969)- Average camper 	<ul style="list-style-type: none"> Moodle Assignment 2: from Federal to local support for recreation – due <i>Feb 16, 9 pm</i>
Week 6: February 18, Thursday	Measuring quality of the visitor experience Measuring satisfaction	<ul style="list-style-type: none"> Borrie and Birzell (2001) – Approaches to Measuring Quality of the Wilderness Experience 	<ul style="list-style-type: none"> Weekly reflection 6 – due <i>Feb 18, 9 pm</i>
Week 7: February 23, Tuesday	Forces affecting experience and outdoor recreation Preparation for the exam	<ul style="list-style-type: none"> Plummer (2009) – Ch. 4: Social Psychology and Outdoor Recreation Exam Study Guide 	<ul style="list-style-type: none"> Review class materials
Week 7: February 25, Thursday	EXAM 1 - Online at class time		
Section 3 - Visitor Management Frameworks			
Week 8: March 2, 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 4, Thursday	Student Break – No Class		
Week 9: March 9, Tuesday	Limits of Acceptable Change (LAC) and Recreation Opportunity Spectrum (ROS)	<ul style="list-style-type: none"> Moore and Driver (2005)- Ch. 4: Natural resource based opportunities 	<ul style="list-style-type: none"> Explore these websites for the next Moodle assignment Yellowstone Geotourism; Crown Round Table
Week 9: March 11, Thursday	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 <i>March 11, 9 pm</i>
Week 10: March 16, Tuesday	Student Break – No Class		
Week 10: March 18, 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"> Weekly reflection 7 – due <i>March 18, 9 pm</i>
Week 11: March 23, Tuesday	Case study and preparation for the exam	<ul style="list-style-type: none"> Exam Study Guide 	<ul style="list-style-type: none"> Review class materials
Week 11: March 25, Thursday	EXAM 2 – Online at class time		

Date	Section/Topic	Readings for this class	Assignment
Section 4 - Practical Examples in Outdoor Recreation			
Week 12: March 30, Tuesday	Outdoor recreation in Montana Guest lecture – <i>Norma Nickerson, ITTR</i>		
Week 12: April 1, 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"> • Weekly reflection 8 – due <i>April 1, 9 pm</i>
Week 13: April 6, 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"> • Fredrickson and Lacroix (2017) - Wild and Scenic Rivers into the Next 50 Years 	
Week 13: April 8, Thursday	Managing high use recreation locations <i>Guest lecture – Kearstin Edwards, Nez Perce - Clearwater National Forest</i>	<ul style="list-style-type: none"> • Plummer (2009) – Ch. 9: Adventure Recreation 	<ul style="list-style-type: none"> • Weekly reflection 9 – due <i>April 8, 9 pm</i>
Week 14: April 13, Tuesday	Managing thru-hikers	<ul style="list-style-type: none"> • http://www.pnt.org • Hitchner et al. (2018): Thru-hiking the John Muir Trail 	
Week 14: April 15, 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"> • Weekly reflection 10 – due <i>April 15, 9 pm</i>
Week 15: April 20, Tuesday	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"> • Moodle Assignment 4: Visiting thru-hikers – due <i>April 20, 9 pm</i>
Week 15: April 22, Thursday	Conclusion and review	<ul style="list-style-type: none"> • Exam Study Guide 	<ul style="list-style-type: none"> • Review all class materials
April 30, Friday: Final	EXAM 3 – Online 08:00-10:00 am		