

**PTRM 217**  
**Parks & Outdoor Recreation Management**  
**Spring 2022 / 3 Credits**  
**Jeannette Rankin Hall Room 204**  
**Tuesdays & Thursdays 8– 9:20 AM**



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Office Hours: By appointment

## Course Objectives

The objective of the course is to provide a broad survey of parks and outdoor recreation management in a global society. We will focus on issues related to wildlands, public lands (national and state parks and forests), and protected areas 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. Issues related to recreation planning on multiple-use forestlands, parks, wilderness areas, and state parks are discussed. The course will 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 barriers exist that marginalize people out of outdoor recreation experiences?
- 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?

## 1. Learning Objectives

Students successfully completing this course 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.

## 2. Course Structure

Class time will be divided between lectures and discussion. Students are expected to complete readings prior to the class meeting to which they are assigned and be prepared to participate in class discussions. As a result, participation will be tracked and is mandatory.

This course will be primarily offered in-person. However, some sessions will be held via Zoom when the instructor is travelling. Due to the ongoing COVID-19 pandemic, I will attempt to remain highly flexible in modality of this course as needed. **Please check your email and Moodle before leaving for class each day.**

## 3. Course Texts and Media

There is no required textbook for this course. All readings will be posted to Moodle. Students are expected to have read the required readings before class *and* to bring them to class (when assigned). These readings are REQUIRED, if you fail to stay current, you will fall behind in class as well as on the assignments.

#### 4. Grading

Grades will be based on the final project, two exams, fourteen quizzes, five activities, four guest speaker prep assignments, and class participation. Participation and attendance will be taken into consideration when formulating final grades. If you do not attend class, do not expect a good grade.

Grades will be determined as follows:

Final Project	125 pts.	Final Grade = % of total points (600)	
Project Topic Identification (10 pts.) Due 3/10		Percentage	Grade
Annotated Bibliography (30 pts.) Due 3/31		>93%	A
Final Project (85 pts.) Due 5/5		90-93%	A-
4 Activities @ 25 points	100 pts.	88-89%	B+
4 Guest Speaker Prep Assignments @ 25 points	100 pts.	83-87%	B
Mid-term Exam	100 pts.	80-82%	B-
Final Exam	100 pts.	78-79%	C+
Class Participation	75 pts.	73-77%	C
<b>Total Points</b>	<b>600 pts.</b>	70-72%	C-
		68-69%	D+
		63-67%	D
		60-62%	D-
		Below 60%	Let's Chat

#### 5. Assignments and other Graded Work

##### **Choose Your Own Adventure Final Project (125 points) Due: 5/5/2022**

This assignment serves as the capstone of this course. Students must pick a class topic of their choice, conduct additional research on it, and produce a creative piece that further explores the topic. This project will begin with an annotated bibliography wherein students will provide two citations of possible articles in their research area and then provide a minimum of six sentences describing each article and its importance to recreation managers. Then students can choose one of three options for a creative response: (1) a five-page paper exploring the topic and why it is important to recreation managers and you. The paper must include three citations, two of which must be articles outside of class readings (from your annotated bibliography). (2) a visual art piece (e.g., painting, collage, sculpture) that creatively explores the topic and a three-page paper defining the issue, discussing its importance to managers and to you, and explaining your piece. The paper must include three citations, two of which must be articles outside of class readings (from your annotated bibliography). (3) a podcast exploring the topic and a three-page paper defining the issue, discussing its importance to managers and to you. You must interview at least one person for the podcast. The paper must include three citations, two of which must be articles outside of class readings (from your annotated bibliography).

##### **In & Out of Class Activities (100 points total)**

There will be various in-class activities as well as some that are expected to take time out of class to complete. These are informal assignments and in-class assignments can be hand-written, however, you are still expected to do a thorough and thoughtful job. Students must be in class the day the assignment is given to receive credit, unless discussed with the instructor PRIOR to that day.

##### **Guest Speaker Prep Assignments (100 points) Due: See Moodle**

Prior to a guest speaker coming to class, students must submit four questions for the speaker that are either related to the assigned reading for that day or their research brief subject area. These questions must be well-crafted and given serious thought.

## **Exams**

**(200 points total)**

**Due: March 17th & TBD**

Exams will consist of a mixture of multiple choice, matching, true and false, and short answer items. All lecture content and assigned readings/podcasts/videos are eligible for inclusion on the exams. The final exam will not be cumulative, covering only the content from the second half of the course.

## **Participation**

**(75 points)**

Students are expected to attend and participate in class. Notes will not be posted on Moodle or any other internet forum, therefore students are expected to take notes and participate in class and small group discussion. Being present at class, but not participating will result in a significantly low participation score. Use of cell phones and disruptive electronic devices is your decision but such use is discouraged while in class – if you are noticeably unengaged in class your participation score will be impacted.

## **6. Course Policies**

- Students are responsible for attending all classes, participating in discussion, and completing assignments as scheduled by the instructor.
- Plagiarism will be taken very seriously and will be disciplined with consultation with the PTRM program chair and academic integrity officer. If students plagiarize the instructor reserves the right to give them a zero on the assignment and/or fail them for the course. It is the student's responsibility to make sure they are familiar with University policies governing academic integrity.
- Please orient yourself with Moodle page. The course site contains course materials (readings) and will be used to communicate updates and announcements. Students should check their email and the Moodle page regularly.
- Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
- Behaviors that disrupt other students' learning are not acceptable (arriving consistently late, social conversation during class, leaving consistently early)
- Late assignments policy: All assignments (other than in-class/take-home assignments that count toward the participation grade) must be submitted before the class period begins on the due date. Due dates are as stated on the individual assignment descriptions as posted on Moodle and/or in this syllabus.
  - If an assignment is submitted within 48-hours of the original due date and time, 10% will automatically be deducted;
  - After the 48-hour period, late assignments submitted up to 7 days from the original due date and time will have 50% automatically deducted;
  - Beyond 7 days from the original due date and time, a 0 will be assigned to the missing assignment.
- In-class activities/assignments must be completed in the classroom on the dates they are assigned. Failure to attend class on these dates will result in a zero for that particular assignment (unless excused through proper documentation – see below). Students who arrive late to class on these days will not be given extra time to complete these requirements.
- Requests for submitting assignments after the due dates require official documentation of such events such as illness, family emergency or a University-sanctioned activity.
- Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related University activities, or other University activities. In the case of an absence due to a University-sanctioned event, students should make prior arrangements to miss class, assignments, and exams by emailing the instructor, Will Rice (will.rice@mso.umt.edu) at least one week in advance to document their absence. For University sanctioned events, official University documentation must be provided with this request in order to make up a missed exam or assignment. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
- Keep all copies of returned assignments.
- Students are responsible for monitoring their grades.

Note: I will always find time to assist students outside of class regarding assignments, course material, advising, grades, or any other matter related to class or UM. Please talk to me during the semester if you're stuck on an assignment, unclear about a topic, concerned about your grade, etc. I check my email throughout the day, so please feel free to do so whenever you have a question. Don't wait until the end of the semester, or the day an assignment is due to see me if you're having difficulties early on.

## 7. Tentative Schedule

Week	Date	Topic	Readings / Podcasts / Films
1	T 1/18	Course Introduction	
	TH 1/20	Defining leisure and outdoor recreation: Part 1	Listen: Parks Podcast – Yellowstone  Read: Jensen & Guthrie - History of Anglo-European Outdoor Recreation
2	T 1/25	Defining leisure and outdoor recreation: Part 2	Read: Gross - From buckskin to Gore-Tex
	TH 1/27	Understanding public lands	Read: DOI – Public lands explained <a href="https://www.doi.gov/blog/americas-public-lands-explained">https://www.doi.gov/blog/americas-public-lands-explained</a>  Read: Treuer – Return the national parks to the tribes <a href="https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/">https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/</a>
3	T 2/1	National Park Service	Read: Moore & Driver – Public Sector Providers  Watch: Yosemite's Buffalo Soldiers <a href="https://www.nps.gov/media/video/view.htm?id=E716F219-C864-EBCC-6A4A60D9DEF0C715">https://www.nps.gov/media/video/view.htm?id=E716F219-C864-EBCC-6A4A60D9DEF0C715</a>
	TH 2/3	U.S. Forest Service	Watch: The Greatest Good (2 hours)
4	T 2/8	Bureau of Land Management	Listen: Wildish episodes 1 & 4 (42 minutes combined)
	TH 2/10	U.S. Fish and Wildlife Service and Montana State Lands	Listen: <a href="#">Connecting people with Nature</a> (30 minutes)  Read: Montana Statewide Comprehensive Outdoor Recreation Plan
5	T 2/15	Wilderness	Read: Ries et al. - Using the "Keeping It Wild" framework to develop a wilderness character monitoring protocol for the Otis Pike Fire Island High Dune Wilderness  Due: Activity #1 Montana SCORP Scavenger Hunt
	TH 2/17	Management Case Study: Wilderness / Guest Lecture: TBD	TBD  Due: Guest Speaker Prep Assignment #1
6	T 2/22	Native Nations and Public Land	Read: Reis - #EquityOutdoors: Public lands and the decolonial mediascape
	TH 2/24	Management Case Study: Wild & Scenic Rivers Guest Lecture: Colter Pence, USFS	TBD  Due: Guest Speaker Prep Assignment #2
7	T 3/1	Marginalization: Part 1	Listen: She Explores - Diversity, Beyond The Buzzword
	TH 3/3	Marginalization: Part 2	Listen: Outside/In - Gnar Pow
8	T 3/8	Visitor Use Monitoring	Read: Muhar et al. – Methods for visitor use monitoring in recreational and protected areas  Watch: Science Friday – Visitor Use Monitoring  Explore: Glacier NP VUM Story Map

	TH 3/10	Impacts from Outdoor Recreation	Read: Cole – Reflections on the early history of recreation ecology  Due: Final Project Topic Identification
9	T 3/15	Management Case Study: Recreation Ecology / Guest Lecture: Ashley D'Antonio, Oregon State University	TBD  Due: Guest Speaker Prep Assignment #3
	TH 3/17	Exam 1	Study Guide Exam 1
	T 3/22	Spring Break	None
	TH 3/24	Spring Break	None
10	T 3/29	Managing Outdoor Recreation: The concept of Freedom	Read: Young - "Green and Shady Camps": E.P. Meinecke and the Restoration of America's Public Campgrounds
	TH 3/31	Direct and Indirect Management	Read: Manning & Lime - Defining and Managing the Quality of Wilderness Recreation Experiences (pp. 30-41)  Due: Activity #2 Recreation Resource Inventory
11	T 4/5	Introduction to Quality Management	Read: Borrie & Birzell – Approaches to Measuring Quality of Wilderness Experience
	TH 4/7	Carrying Capacity	Read: Brissette - Justifications for Recreation Carrying Capacity: What the Public is Willing to Accept  Due: Final Project Annotated Bibliography
12	T 4/12	Management by Objectives (LAC, VERP, IVUM)	Watch: Zion NP Planning Meeting Video
	TH 4/14	Management Case Study: Planning Frameworks Guest Lecture: Zach Miller, NPS	TBD  Due: Guest Speaker Prep Assignment #4
13	T 4/19	Outcomes-focused Management	Read: TBD
	TH 4/21	Recreation Opportunity Spectrum	Read: van Oosterzee - The recreation opportunity spectrum: Its use and misuse
14	T 4/26	Crowding	Watch: <a href="https://youtu.be/ltjc14Fm-gs">https://youtu.be/ltjc14Fm-gs</a>
	TH 4/28	Social Norms	Watch: Candid Camera <a href="https://www.youtube.com/watch?v=3vAKfdan0ao">https://www.youtube.com/watch?v=3vAKfdan0ao</a>  Due: Activity #3 Norm Curves
15	T 5/3	Recreation Conflict	Watch: Silver Linings - An Alta Snowboard Film Watch: <a href="https://youtu.be/q9JuQOz9QXY">https://youtu.be/q9JuQOz9QXY</a>
	TH 5/5	Review for Final Exam (in-class)	Due: Activity # 4 Conflict & Final Project
<b>Final Exam: 8 – 10 AM Tuesday, May 10<sup>th</sup> on Zoom</b>			

## 8. Course Resources and University Policies

### COVID-19 Policies (per the Office of the Provost):

- **Mask use is required within the classroom**
- **Not wearing a mask in classrooms is a violation of the Student Code of Conduct**
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you require a COVID-related accommodation in order to safely attend, you should contact the Office of Disability Equity (ODE) (formerly Disability Services for Students). ODE will work with you and your advisor.

- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.

**Statement on safety:** I expect that students and I will follow all UM safety protocols (including disinfecting their workspace and equipment, using hand sanitizers, and using masks properly for all inside and outside class activities). Please contact Office of Disability Equity for either an accommodation to be completely remote for the semester or for any safety protocol modification you may need (*depending on the needs we may or may not be able to accommodate the modification without requesting that you complete the class remotely*). **If students decide not to follow all safety protocols, I will immediately adjust our F2F activities and transition towards full remote learning for the entire class.**

This is for your safety as well as mine to minimize any risk of transmission. Secondary contacts of asymptomatic people will likely occur for all of us whether through work, socializing, or school. Working to reduce transmission increases the probability that we all stay healthy, be able to maintain all F2F activities planned, and the better the class will be for all. That said, I will be prepared to have all assignments able to be completed remotely if needed, so if you are feeling sick or have been exposed please follow the UM Policy. Please let me know and I will excuse or allow you to make up any participation points or any points from F2F activities.

If you feel uncomfortable with any proposed activity or as UM cases increase, please reach out and we can accommodate more remote learning through the rest of the semester. Again, this is a novel and ever changing landscape so mutual respect, honest and early communication, and flexibility is needed for us to have a successful semester.

**Students with Disabilities:** Access is a civil right. Programs at the University must be readily accessible to and usable by people with disabilities. The University is not barrier-free. However, reasonable modifications will be made to guarantee program access. All modifications' requests will be given due process and consideration. Students can file a grievance when they have been denied or have limited participation in the benefits of any program based solely on a disability. Students are encouraged to discuss their concerns with their Office of Disability Equity coordinator or with the director. If the grievance is not resolved informally or a student wishes to pursue a formal complaint or grievance, the following options are available:

- **Report barriers by using the [online barrier report](#).** This method does not constitute a formal complaint or grievance. The University will attempt to follow up in a timely manner as the information provided permits.
- **Contact the [Americans with Disabilities Act \(ADA\) Team](#).** Bernadine Gantert (Co-Chair) at 406.243.5306 and Lucy France (Interim Co-Chair) at 406.243.6786.

**University Standards for Academic Conduct:**

(for a full list of regulations and procedures please see the [Student Conduct Code](#))

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to [Academic Penalty](#) (or penalties) by the course instructor and/or [University Sanction\(s\)](#) by the University through the Provost and Vice Provost for Academic Affairs. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with



one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.

3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

### **Penalties for academic misconduct**

Depending on the severity of the academic misconduct, a student may incur one or more of the following penalties:

1. **Academic Penalty(ies) by the Course Instructor:** The student may receive a failing or reduced grade in an academic exercise, examination, or course, and/or be assigned additional work which may include re-examination.
2. **University Sanction(s):** The University may also impose a sanction that exceeds the academic penalty. Sanctions (c) through (f) require administrative review and approval by the Provost and Vice Provost for Academic Affairs:
  - a. **Disciplinary Warning:** The student is warned that further misconduct may result in more severe disciplinary sanctions.
  - b. **Disciplinary Probation:** The student is warned that further misconduct may result in suspension or expulsion. Conditions may be placed on continued enrollment for a specified period of time.
  - c. **Suspension:** The student is separated from the University for a specified period of time and may also be excluded from participation in any University-sponsored activity.



- d. **Expulsion:** The student is permanently separated from the University and may also be excluded from any University-owned and/or -controlled property or events.
- e. **Denial of a Degree:** A degree is not awarded.
- f. **Revocation of a Degree:** A previously awarded degree is rescinded.

***Behavioral Policies:*** Faculty members at the University of Montana have the independent authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment and/or safety and well-being of others in the classroom.

1. If circumstances warrant dismissal from a class session for behavior reasons, the faculty member should contact the Student Conduct Officer immediately following the class to discuss the situation and make a determination about whether Student Conduct Code charges will be initiated.
2. The student remains eligible to return to the next class session.
3. The faculty member maintains the authority to remove the student from any future class session during which the student is disruptive.
4. The student may be suspended permanently from a class upon recommendation of the Dean of the college or school offering the class in accordance with the disciplinary procedures outlined in the "General Conduct" section of this Code.

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**This syllabus is subject to change.** We will follow the schedule outlined in this document to the best of our ability, but adjustments may have to be made due to unforeseen factors, including weather. Remaining in the course after reading this syllabus will signify that you accept the possibility of changes and responsibility for being aware of these changes. These changes, should they occur, will be discussed during class periods, and sent out via email or Moodle.

**Notes or Important Changes:**

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