

## **PTRM 300- Recreation Behavior**

**Instructor:** Dr. Elizabeth Covelli Metcalf

**Teaching Assistant:** Megan Moore

**When:** TR 2:00-3:20pm

**Where:** FOR 106

**Office:** FOR 108B

**Email:** elizabeth.metcalf@umontana.edu

megan7.moore@umconnect.umt.edu

**Phone:** 406.243.4448

**Office hours:** by appointment

**Course Description:** This course will outline the technical and scientific knowledge that informs our field.

**Course Overview:** This course is to provide students with an understanding of the nature of science in the field of parks, tourism and recreation management. The course will focus on the theory behind management of our natural resources and demonstrate how theory, management and research inform the field.

### **Course Objectives:**

1. To educate students about the socio-political and institutional systems in which this profession operates.
2. To familiarize with the current body of technical and scientific knowledge that informs the field.
3. To introduce theories and demonstrate how they relate to management of recreation resources.
4. To familiarize students with reading, analyzing, and synthesizing scientific literature.
5. To encourage students to research topics related to recreation management and to provide a detailed description of “what’s missing” from the literature.

### **Approved Writing Course Learning Outcomes:**

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

### **Upper-division Writing Requirement in the Major Outcomes:**

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

**Learning Materials:** All readings are on Moodle and on reserve at the library. You are required to bring a hard copy of the assigned reading with you to class each day.

**Masks:** Must be worn at all times in the classroom. I have extras, just ask! Do not pull them down to talk. Make sure they are covering both your mouth and nose.

**Technology in the classroom:** You are not allowed to use computers in class. Please see the instructor if you have a special circumstance. Other forms of technology that are prohibited in the classroom include cellphones and e-readers.

**Course evaluation**

Class engagement and attendance		15%
Issue identification		10%
Annotated Bibliography		15%
Exam 1		20%
Exam 2		20%
Final paper		20%
<b>Total</b>		<b>100%</b>

  

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	Below 60%	F
77-79%	C+		

**Class engagement and attendance:**

- We will use the application Socrative <https://socrative.com/> to help take attendance.
- The success of this course depends on lively in-class discussion. Therefore, students are expected to come to class everyday well-prepared and ready to discuss the assigned readings and topics. Students who do not prepare and those who miss class will find it difficult to succeed in this course.
- Excused absences from class include illness with a doctor’s note or some major life event that is discussed and approved previously with the instructor at least 1 day before the missed class. Curry Health Center works with students to make appointments that do not overlap with class times or work schedules.

- Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course.
- If you are going miss an exam, you must have an excused absence and get in touch with the instructor at least an hour before the exam time.

**Food and Housing Security:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of Student Success or me for support.

**Academic Integrity:** 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. The Code is available for review online at: [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

**Equal Access:** 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 modification.

**Assignments:** Papers are due at the beginning of class. If a paper is late your grade will decrease by 5 points for each day. Deductions start after the first 20 minutes of class on the due date of the assignment.

*In class discussion assignments*

There will be daily in-class discussions that will help illustrate key points and bring concepts to life. You have to be in class to complete these efforts.

*Issue Identification*

You will write a 2 page paper outlining a major parks, tourism and recreation management issue. This paper will help define your topic for the annotated bibliography and final term paper.

*Annotated bibliography*

Please pick a major issue facing outdoor recreation (we have discussed many, feel free to use any topics from class). Using at least 6 academic journal articles compile an annotated bibliography. We will discuss what this means in class. These articles should inform your topic and provide a basis to write you final term paper.

*Final Paper*

The final paper is to be developed from your annotated bibliography. You are to pick a major issue facing outdoor recreation and develop an argument as to why it is important. The paper should include an introduction of the problem (2 pages), literature review (3-4 pages), and a section on implications and future research needs (2-3 pages). We will discuss this paper throughout the semester. You will have an opportunity to submit this paper before the due date for review.

**Important Dates Restricting Opportunities to Drop a Course Spring 2022:**

<b>Deadline</b>	<b>Description</b>	<b>Date</b>
To 15 <sup>th</sup> instructional day	Students can drop classes on CyberBear with refund & no "W" on Transcript	February 7 @5 PM
16 <sup>th</sup> to 45 <sup>th</sup> 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 8 – March 29 @5 PM
Beginning 46 <sup>th</sup> instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. 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 45 <sup>th</sup> 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, leave sufficient time to schedule meetings with each of these individuals (generally this will take at least 3-5 working days). A \$10 fee applies if approved. Instructor must indicate whether the individual is Passing or Failing the class at the time of request.	March 30 – May 6 @5 PM

**Course Schedule: subject to change**

<b>Date</b>	<b>Topic and assignments due</b>	<b>Readings</b>
Jan. 18	Introduction to the course	
<b>Introduction to Theory</b>		
Jan. 20	What is theory and science?	Syllabus
Jan. 25	What is theory and science?	Henderson, K. A. 1994. Theory application and development in recreation, parks, and leisure research. <i>Journal of Park and Recreation Administration</i> 12:51-64.
<b>Biological basis of behavior</b>		
Jan. 27	Theory and conceptual foundations	Bourassa, S. C. (1991). <i>The Aesthetics of Landscape</i> . London: Belhaven Press. (pp. 57-65)
Feb. 1	What physiological responses tell us of nature's importance <b>Issue Identification due</b>	Ulrich, R. S., Simons, R. F., Losito, B. D., Fiorito, E., Miles, M. A., & Zelson, M. (1991). Stress recovery during exposure to natural and urban environments. <i>Journal of Environmental Psychology, 11</i> , 201-230.
Feb. 3	Cognitive evolution and the quest for knowledge	Kaplan, R. (1994). Informational issues: a perspective on human needs and inclinations. In G. A. Bradley (Ed.), <i>Urban Forest Landscapes: Integrating Multidisciplinary Perspectives</i> (pp. 60-71): University of Washington Press.
Feb. 8	Wilderness solitude	Hammitt, W. E. (1982). Cognitive dimensions of wilderness solitude. <i>Environment and Behavior, 14</i> (4), 478-493.
<b>Values, attitudes, and motivation</b>		
Feb. 10	Attitude theory	Lutz, R. J. 1990. The role of attitude theory in marketing. In H. H. Kassarian and T. S. Roberson (eds.) <i>Perspectives in Consumer Behavior</i> , 4 <sup>th</sup> Edition. (pp. 317-319, 332-334). Englewood Cliffs, NJ: Prentice-Hall.
Feb. 15	Research session 1	
Feb. 17	Attitude theory	Bright, A. D., & Manfreda, M. J. (1996). A conceptual model of attitudes toward natural resource issues: A case study of wolf reintroduction. <i>Human Dimensions of Wildlife, 1</i> (1), 1-21.
Feb. 22	Motivation and Visitor Experiences	Manfreda, M. J., Driver, B. L., & Tarrant, M. (1996). Measuring leisure motivation: A meta-analysis of the recreation experience

		preference scales. <i>Journal of Leisure Research</i> , 28(3), 188-213.
Feb. 24	Motivation and hunting	Larson, L. R., Stedman, R. C., Decker, D. J., Siemer, W. F., & Baumer, M. S. (2014). Exploring the social habitat for hunting: Toward a comprehensive framework for understanding hunter recruitment and retention. <i>Human Dimensions of Wildlife</i> , 19(2), 105-122.
Mar. 1	Peer review discussion	Lovejoy, T., Revenson, T., & France, C. (2011). Reviewing manuscripts for peer-review journals: A primer for novice and seasoned reviewers. <i>Annals of Behavioral Medicine</i> , 42, 1-13.
Mar. 3	<b>Review Exam 1</b>	
Mar. 8	<b>Exam 1</b>	
<b>Goal directed behavior</b>		
Mar. 10	Constraints to recreation	Crawford D. W. & Godbey, G. (1987). Reconceptualizing barriers to family leisure. <i>Leisure Sciences</i> , 9 (2), 119-127.  Jackson, E. L., Crawford, D. W. & Godbey, G. (1993). Negotiation of leisure constraints. <i>Leisure Sciences</i> , 15, 1-11.
Mar. 15	Constraints to recreation	Floyd, M, Gramann, J., & Saez, R. (1991). Ethnic factors and the use of public outdoor recreation areas: the case of Mexican Americans. <i>Leisure Sciences</i> , 12, 2, 8-93.
Mar. 17	Research session 2	
Mar. 22-24	Spring Break	No class
Mar. 29	Visitor satisfaction <b>Annotated Bibliography due</b>	Graefe, A. R., & Fedler, A. J. (1986). Situational and subjective determinants of satisfaction in marine recreational fishing. <i>Leisure Sciences</i> , 8, 275-295.
Mar. 31	Visitor satisfaction	Vaske, J. J., Donnelly, M.P., Heberlein, T. A. & Shelby, B. (1982). Differences in reported satisfaction between consumptive and nonconsumptive recreationists. <i>Journal of Leisure Research</i> , 14, 195-206.
Apr. 5	Individual conferences final paper (Megan)	
Apr. 7	Conflict	Jacob, G. R. & Schreyer (1980). Conflict in outdoor recreation: A theoretical perspective. <i>Journal of Leisure Research</i> , 4, 368-380.

Apr. 12	Conflict	Graefe, A. R. & Thapa, B. (2004). Conflict in natural resources. In Manfredi, M. J., Vaske, J. J., Brown, P. & Bruyere, B. (eds.), <i>Society and Natural Resources: A Summary of Knowledge</i> . Jefferson City, MO: Modern Litho, pp. 209-224.
<b>Crowding and norms</b>		
Apr. 14	Carrying capacity	Wagar, J. A. (1964). The carrying capacity of wild lands for recreation. <i>Forest Science</i> , 10
Apr. 19	Normative theory	Roggenbuck, J. W., Williams, D. R., Bange, S. P., & Dean, D. J. (1991). River float trip encounter norms: Questioning the use of the social norms concept. <i>Journal of Leisure Research</i> , 23, 173-187.
Apr. 21	Crowding	Manning, R., Lawson, S., Newman, P., Laven, D., & Valliere, W. (2002). Methodological issues in measuring crowding-related norms in outdoor recreation. <i>Leisure Sciences</i> , 24(3-4), 339-348.
Apr. 26	Bringing it all together	
Apr. 28	Individual conferences	
May 3	Individual conferences	
May 5	Review for exam 2 <b>Final paper due</b>	
May 11	<b>Exam 2 1:10-3:10pm</b>	