

**University of Montana; Department of Society and Conservation
Parks, Tourism & Recreation Management Program
PTRM 217: Parks and Outdoor Recreation Management
Spring 2023; Class Meets: FOR 206**

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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 for 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?

Course Overview:

Overview: Wildland recreation is the study of methods and techniques associated with the 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.

Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come. In this course, we will discuss the role parks and outdoor recreation played, and continues to play, in the history of the United States of America and how colonial constructs such as wilderness have impacted indigenous ways of life around the globe. We will also discuss what it means to recreate on native lands.

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 *if needed*;
- Download readings each week;
- Complete weekly reflections, assignments, and online exams on Moodle.

Disability Equity: Access is a civil right. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). Programs at the University must be readily accessible to and usable by people with disabilities, but is not always barrier-free. However, reasonable modifications will be made to guarantee program access. All modifications' requests will be given due process and consideration. 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 semester. The professor will work with you and DSS to provide an appropriate accommodation.

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 Writing 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.
- **Eight Weekly Reflections** 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. You can choose 8 out of 12 possible reflections.
- **Two exams** must be taken online as scheduled. The questions will be multiple choice and open-ended. You must make arrangements 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
80	8 weekly reflections (choose 8 out of 12 possible @ 10 points each)
60	Four writing assignments (15 points each)
50	Midterm exam 1: 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.

Grading 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			

Class Communication: The Instructor will use several mediums to communicate effectively: A detailed syllabus with clear assignment expectations; A course website with the class syllabus, website, assignments, notes and exam reviews; Announcements at the beginning of class. Professional agencies require that their employees use email to enhance agency communication. You are responsible for checking your account on a regular basis (at least twice per week).

Classroom Policies and Etiquette:

1. Class will start on time. Please be present and plan accordingly so you do not come to class late.
2. Please turn all electronic devices/phones off or on vibrate during class time. Personal phone calls/texting cannot be made or accepted during class time.
3. Late assignments will not be accepted after the due date.
4. Exams will not be made up unless a student has made arrangements PRIOR to the time of the exam.

Exams: There will be two exams. All material on the exams will be drawn from the readings, lectures, videos, and presentation. **Any** assigned reading may appear on exams, regardless of whether or not it was covered in class. Exams may include essay, matching, multiple choice, true/false and/or short answer questions. The final exam will be comprehensive. Make-up exams will not be given without prior arrangements with the instructor. The final exam will be comprehensive to allow a broad perspective and wrap-up of the central topics discussed throughout the semester. **If you arrive late on an exam day, you will have only the remaining time to complete the exam.**

Policies and Guidelines:

Attendance: Students are expected to attend all class sessions, 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, we will make every effort to work with you to help you catch up, but 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. No late assignments will be accepted. Extraordinary circumstances should be discussed in advance.

Academic Dishonesty: As a community of learners at the University of Montana, we value the Student Conduct Code (INTERIM) that embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. The instructor retains the right to set the minimum "academic" penalty for academic dishonesty in a course. **(A student cannot drop a course in order to avoid being charged with academic dishonesty).** This course will follow the provisions of the University Standards for Academic Conduct: (for a full list of regulations and procedures, please see the [Student Conduct Code](#))

Plagiarism: Students should always make sure that their work is original. This is important because we must be able to gauge what we 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. You should 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 is not always accurate. If you choose to cite it, always provide additional references.

Transportation Policy: Students are allowed to drive their own vehicles to any field trip, but need to communicate with the instructor at least 48 hours prior to the day of the field trip. Students are welcome to, but **not required** to drive to field learning sites. Students who drive their own vehicles will not be reimbursed for mileage and are covered only by their own auto insurance. If students choose to drive together (carpool), please note the driver is liable for not only themselves but also the passenger (as with any private vehicle).

Campus Resources:

Mental Health Resources: University of Montana provides many resources to support your mental health and wellbeing through Curry Health Center. Check out this link to see a full list of resources: <https://www.umt.edu/wildlife-biology/resources/mental-health-resources.php>

Food and Housing Insecurity: Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the [UM Food Pantry website](#) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a [list of resources](https://medium.com/griz-renter-blog) (<https://medium.com/griz-renter-blog>) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can [check their eligibility \(www.umt.edu/trioss/apply.php\)](http://www.umt.edu/trioss/apply.php) for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

Legal Support:

Students can get free legal advice. To learn more: <https://www.umt.edu/asum/agencies/legal/>

Office of Equal Opportunity and Title IX:

The Office of Equal Opportunity and Title IX supports UM's commitment to diverse and inclusive working and learning environments free from all forms of discrimination, harassment, and sexual misconduct. We work to eliminate barriers inhibiting individuals from achieving their full potential in education, employment, and other programs at the University. To learn more: <https://www.umt.edu/equal-opportunity-title-IX/>

Cultural Leave Policy: Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Course Withdrawal Deadlines: For full policy see Withdraw deadline policy link. If you need to drop this course, we recommend you do so as soon as possible. <https://www.umt.edu/withdrawal/how-to.php> Dates: [Spring 2023 \(umt.edu\)](https://www.umt.edu/withdrawal/how-to.php)

University of Montana; Department of Society and Conservation Parks, Tourism & Recreation Management Program PTRM 217: Parks and Outdoor Recreation Management Spring 2023

Dates		Topics	Readings/Podcast/Films	Assignments Due
Section 1 - Foundations of Outdoor Recreation				
Week 1	Tuesday, January 17	Introduction – class overview, expectations and objectives		
	Thursday, January 19	Defining leisure and outdoor recreation trends and main concepts	Listen: Parks Podcast – Yellowstone Plummer (2009) - Ch 1: The concept and study of outdoor recreation Ketcham (2014) – The Death of backpacking? Gross - From buckskin to Gore-Tex	
Week 2	Tuesday, January 24	Understanding public lands	Plummer (2009) - Ch 2: Perspectives on the Past Read: DOI – Public lands explained https://www.doi.gov/blog/americas-public-lands-explained Read: Treuer – Return the national parks to the tribes https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/	Reflection 1
	Thursday, January 26	The National Park Idea	Jones (2012) - Ch 1: Unpacking Yellowstone. An American national park from a global perspective Wellman (1987) - Ch 5: Institutional origins: The National Park Service Watch: Yosemite's Buffalo Soldiers https://www.nps.gov/media/video/view.htm?id=E716F219-C864-EBCC-6A4A60D9DEF0C715	Reflection 2
Week 3	Tuesday, January 31	The Forest Service	Watch: The Greatest Good (2 hours) Wellman (1987) - Ch 4: Institutional origins: The Forest Service Hammit, Cole and Monz (2015) – Ch 7: Trends in Wildland Recreation	Reflection 3
	Thursday, February 2	Bureau of Land Management	Listen: Wildish episodes 1 & 4 (42 minutes combined) Wildish Podcast: Wild horses in a not-so-wild West — High Country News — Know the West (hcn.org)	

			Wildish Podcast: Why helicopter gathers are so controversial — High Country News – Know the West (hcn.org)	
Week 4	Tuesday, February 7	U.S. Fish and Wildlife Service	Listen: Connecting people with Nature (30 minutes) Read: History of the U.S. Fish and Wildlife Service U.S. Fish & Wildlife Service (fws.gov)	Reflection 4
	Thursday, February 9	The Wilderness Idea	Landres (2010) - Ch 6: Let it be: A hands-off approach to preserving wildness in PA 1964 Wilderness Act 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	
Week 5	Tue Feb 14	State Parks – Guest lecture - Loren Flynn	Read: Montana Statewide Comprehensive Outdoor Recreation Plan Gov. Releases Update To Montana's Outdoor Recreation Plan Montana Public Radio (mtpr.org)	Reflection 5
	Thu Feb 16	Native Nations and Public Lands	Read: Reis - #EquityOutdoors: Public lands and the decolonial mediascape	
Section 2 - Understanding Visitor Experience				
Week 6	Tuesday, February 21	From Muir to today: issues in recreation. Case study of Yosemite National Park.	Manning et al. (2017) - Ch 23: A Mountain with Handrails at Yosemite	Reflection 6
	Thursday, February 23	Understanding deeper experiences – intro and case study of Glacier NP	Shafer (1969)- Average camper	Paper 1
Week 7	Tuesday, February 28	Measuring quality of the visitor experience Measuring satisfaction	Borrie and Birzell (2001) – Approaches to Measuring Quality of the Wilderness Experience	Reflection 7
	Thursday, March 2	Marginalization	Listen: She Explores - Diversity, Beyond The Buzzword Outside/In - Gnar Pow We’re Here. You Just Don’t See Us. - Outside Online Exam Study Guide	
Week 8	Tuesday, March 7	Preparation for the exam		
	Thursday, March 9	EXAM 1 - Online at class time (Week 8)		
Section 3 - Visitor Management Frameworks				
Week 9	Tuesday, March 14	The tragedy of the commons and carrying capacity	Jensen (2000) - Common Sense and Common-Pool Resources Read: Brissette - Justifications for Recreation Carrying Capacity: What the Public is Willing to Accept	Reflection 8
	Thursday, March 16	Limits of Acceptable Change (LAC) and Recreation Opportunity Spectrum (ROS)	Moore and Driver (2005)- Ch. 4: Natural resource based opportunities Read: van Oosterzee - The recreation opportunity spectrum: Its use and misuse	Paper 2
Week 10	Tuesday, March 21	Spring Break		
	Thursday, March 23			

Section 3 - Practical Examples in Outdoor Recreation				
Week 11	Tuesday, March 28	Impacts of outdoor recreation	Manning et al. (2017) – Ch. 2: Impacts of Outdoor Recreation Hammit et al. (2015) – Ch. 6: Impact Patterns	Reflection 9
	Thursday, March 30	Management Practices	Read: Young - “Green and Shady Camps”: E.P. Meinecke and the Restoration of America’s Public Campgrounds Manning et al. (2017) –Ch. 3: Management Practices Manning et al. (2017) –Ch. 4: Evaluating Management Practices	
Week 12	Tuesday, April 4	Outdoor recreation in Montana		
	Thursday, April 6	Managing visitors – Crowding & regulating access to parks	Watch: What happens when nature goes viral? https://youtu.be/ltjc14Fm-gs Manning et al. (2017) - Ch. 9: How many visitors are too many in Arches?	
Week 13	Tuesday, April 11	Crowding and social norms	Read: Is Aspen Overrun? - Outside Online Read: When COVID hit, a Colorado county kicked out second-home owners. They hit back. (Second Citizens) — High Country News – Know the West (hcn.org)	Reflection 10
	Thursday, April 13	Managing high use recreation locations	Plummer (2009) – Ch. 9: Adventure Recreation	
Week 14	Tuesday, April 18	Managing thru-hikers	http://www.pnt.org Hitchner et al. (2018): Thru-hiking the John Muir Trail Does Thru-Hiking Have a Drinking Problem? - Outside Online	Reflection 11
	Thursday, April 20	World examples of outdoor recreation	Virtual Tour - Pu’uhonua National Historic Park	
Week 15	Tuesday, April 25	NO Class: Montana Governors Conference on Tourism (regfox.com)	Against Wildlife Republics: Conservation and Imperialist Expansion in Africa The Republic	Online Discussion Forum
	Tuesday, April 27	The role of wild & scenic rivers in nature protection and recreation. <i>Guest lecture Chris Armatas</i>	Fredrickson and Lacroix (2017) - Wild and Scenic Rivers into the Next 50 Years	
Week 16	Tuesday, May 2	Recreation Conflict <i>Guest Lecture: Kearstin Edwards</i>	Watch: Silver Linings - An Alta Snowboard Film Watch: https://youtu.be/g9JuQOz9QXY	Reflection 12
	Thursday, May 4	Conclusion and review	Exam Study Guide	Paper 3
Final exam			Thursday, May 11 from 8-10am	Paper 4

**Syllabus Subject to Change*