

Instructor: Dr. Will Rice

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Parks, Tourism, and Recreation Management Program

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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.

1. Introduction

Increasingly, planning for wildland recreation opportunities occurs in highly politicized settings. In these settings, a variety of interest groups vie and compete for allocation of scarce resources. This course is designed to develop the conceptual background needed to participate and eventually lead recreation planning processes in an era of turbulence. This background includes understanding various wildland recreation planning frameworks, the role of the public in planning processes, relevant federal environmental planning policies, predominant recreation conditions within wildland settings that require consideration, and management strategies for achieving desired planning goals.

2. Course Objectives

Students successfully completing this course should:

- Be able to describe the importance of planning in providing optimal recreational conditions and ecological wellbeing;
- Be able to define each of the five predominant wildland recreation planning frameworks;
- Be able to articulate the pros and cons of each of the five predominant wildland recreation planning frameworks;
- Be able to outline the NEPA planning process as it relates to wildland recreation resource development;
- Be able to define at least one agency-specific planning policy for each of the four major federal land management agencies;
- Be able to articulate the pros and cons of direct and indirect management, and provide examples of when each approach is appropriate;
- Be able to assess the distributive justice of a planned recreation opportunity allocation strategy;
- Be able to work together with stakeholders to meet a compromised agreement in order to allocate scarce recreation opportunities in a politically-charged environment;
- Be able to articulate the importance of actionable data in selecting desired conditions and establishing indicators and thresholds.

3. 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.

Please understand that the COVID-19 pandemic requires us to remain highly flexible, and thus the meeting locations and class formats listed in the syllabus are tentative and may change. **Please check your email and Moodle before leaving for class each day.**

4. Course Texts and Media

We will be using two primary texts in this class (along with other online class readings and media selections). These two primary texts are freely available online and include:

McCool, S. F., Clark, R. N., & Stankey, G. H. (2007). [*An Assessment of Frameworks Useful for Public Land Recreation Planning*](#). U. S. Department of Agriculture, Forest Service, Pacific Northwest Research Station.

Interagency Visitor Use Management Council. (2016). [*Visitor Use Management Framework: A Guide to Providing Sustainable Outdoor Recreation*](#). National Park Service.

Students are expected to have read the required readings before class *and* to bring them to class (when assigned). These readings and media selections are REQUIRED, if you fail to stay current, you will fall behind in class as well as on the assignments.

5. Grading

Grades will be based on the stakeholder project, the ski trail design project, two activities, 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.

Extra credit opportunities will be given throughout the semester.

Grades will be determined as follows:

Stakeholder Project	250 pts.	Final Grade = % of total points (700)	
Research Brief Assignment (20 pts.)		Percentage	Grade
Indicators of Quality Assignment (20 pts.)		>93%	A
Standards of Quality Assignment (20 pts.)		90-93%	A-
Use Allocation Assignment (20 pts.)		88-89%	B+
Video/Rationing Assignment (20 pts.)		83-87%	B
Participation (150 pts.)		80-82%	B-
Ski Trail Design Project	280 pts.	78-79%	C+
Notes from Venn Diagram Discussion (due end of class on 2/7; 20 pts.)		73-77%	C
Field Trip Participation (on 2/16; 50 pts.)		70-72%	C-
Element #1 of Plan (due 3/2; 40 pts.)			
Element #2 of Plan (due 3/14; 20 pts.)		68-69%	D+
Element #3 of Plan (due 4/18; 40 pts.)		63-67%	D
Final Plan (due 5/2; 80 pts.)		60-62%	D-
Final Presentation of Plan (due 5/2; 30 pts.)		Below 60%	Let's Chat
5 Random Reading Quizzes (16 pts. Each)	80 pts.		
Participation	90 pts.		
Total Points	700 pts.		

6. Assignments and other Graded Work

Stakeholder Project

(250 points)

Due: See Moodle

Throughout the semester, we will be learning about how to effectively plan for high quality outdoor recreation experiences while meeting stakeholder needs and minimizing impacts to natural environments. Additionally, we will be hearing from a number of outdoor recreation professionals about their experiences planning in the recreation context. Some of these presentations will examine the Rattlesnake National Recreation Area and Wilderness, specifically. In turn, we will apply what we learn about recreation

planning theory and practice from regular lectures, assigned readings, guest lecturer presentations, and small-group discussions to a series of mock stakeholder meetings and related assignments focused on the Rattlesnake area. Through the course of four stakeholder meetings, we will determine varying recreation-related elements of a hypothetical recreation plan for the Rattlesnake area.

Each student will be assigned to a specific stakeholder group, with a unique special interest in the Rattlesnake area's recreation plan. Along with your group, you will advocate for management outcomes, thresholds, and recreation allocation you desire. While part of your grade will be determined by the performance of your group, the majority will be determined by your individual performance. Five assignments will compose 100 points of this 250 point project, with the remaining 150 points deriving from your level of participation within your group. See Moodle for the specific due dates of each of these assignments and the dates of the stakeholder meetings.

Quizzes (80 points total)

Students will be given periodic random quizzes to ensure that they are engaging with the course content, including—but not limited to—readings, podcasts, and films. These quizzes will be given at throughout the semester in class. Five of these quizzes will be given throughout the semester.

Ski Trail Planning Project (280 points total)

Due: See Moodle

Students will work in combined Forestry-PTRM groups of 6 students to create a planning document for the construction of a new ski trail at Lubrecht Experiment Forest.

Participation (90 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.

7. Course Policies

- Students are responsible for attending all classes (or viewing content via Moodle), taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
- Students are responsible for their own education. The instructor will not be monitoring or policing how you choose to allocate your mental bandwidth during class. Use of laptops and cell phones will not be monitored unless they interfere with class participation. That said, if you choose to use your laptop to partake in activities beyond taking lecture notes, please sit in the back of the classroom to avoid distracting others.
- Plagiarism and cheating on exams will be taken very seriously and will be disciplined with consultation with the PTRM program chair and academic integrity officer. If students plagiarize or cheat the instructor reserves the right to give them a zero on the assignment or exam 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.
- Exams and 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 taking exams or 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. If I don't respond within a few days, please email me a reminder. 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. **Tentative Schedule**

Week	Date	Topic	Readings/Videos/Podcasts
1	T 1/17	Course introduction	<i>None</i>
	TH 1/19	Why is recreation planning a thing? Why is forest planning a thing?	Recreation Planning - Meinecke
2	T 1/24	Carrying Capacity	An Assessment of Frameworks Useful for Public Land Recreation Planning (pp. 31-43) Elinor Ostrom – Planet Money (podcast)
	TH 1/26	Guest Lectures: Missoula Nordic Ski Club and UM Forestry Club present to class about Lubrecht Trails Management	Winter Use Trails – Minnesota DNR The Visual Experience in Forests Used for Dispersed Winter Recreation - Brush
3	T 1/31	Ski Trail Planning Workday (Work on Sliding Scale Tool)	IVUMC Visitor Use Management Framework – Chapters 1 & 2
	TH 2/2	Guest Lecture: Katie Knotek, Lolo National Forest	<i>None</i>
4	T 2/7	Ski Trail Planning Workday (Complete Venn Diagram Discussion)	Ski Touring Trails: Planning Trails for Visual Enjoyment – Nielsen
	TH 2/9	Guest Lecture: Lucy Rummler, City of Missoula Parks and Recreation	<i>None</i>
5	T 2/14	Recreation Opportunity Spectrum and Limits to Acceptable Change	An Assessment of Frameworks Useful for Public Land Recreation Planning (pp. 43-100)
	TH 2/16	Lubrecht Field Trip - 8 AM to 12 PM	<i>None</i>
6	T 2/21	Group Prep for Stakeholder Meeting #1	IVUMC Monitoring Guidebook – Chapter 4
	TH 2/23	Stakeholder Meeting #1	<i>None</i>

7	T 2/28	Ski Trail Planning Workday (Work on Element 1 of Plan)	IVUMC Visitor Use Management Framework – Chapter 3
	TH 3/2	Outcomes Focused Management (No in-person meeting, watch recorded lecture on Moodle)	What is Outcomes-Focused Management? - Driver
8	T 3/7	Ski Trail Planning Workday (Work on Element 2 of Plan)	Review IVUMC Visitor Use Management Framework – Chapters 1 & 2 AND IVUMC Monitoring Guidebook – Chapter 4
	TH 3/9	NEPA	The National Environmental Policy Act (video/puppetshow)
9	T 3/14	Group Prep for Stakeholder Meeting #2	Defining and Managing the Quality of Wilderness Recreation Experiences (pp. 16-29)
	TH 3/16	Stakeholder Meeting #2	None
10	T 3/21	Spring Break	None
	TH 3/23	Spring Break	None
11	T 3/28	Ski Trail Planning Workday (Work on Element 3 of Plan)	Guidelines for Developing Ski Touring Trails – Alesch (Review previously read <i>Winter Use Trails – Minnesota DNR</i>)
	TH 3/30	Other major policy considerations	Wilderness Management (Chapter 8)
12	T 4/4	Ski Trail Planning Workday (Work on Element 3 of Plan)	(Review previously read <i>Winter Use Trails – Minnesota DNR</i> AND <i>The Visual Experience in Forests Used for Dispersed Winter Recreation – Brush</i>)
	TH 4/6	Group Prep for Stakeholder Meeting #3	None
13	T 4/11	Stakeholder Meeting #3	None
	TH 4/13	Direct and Indirect Management (focus on rationing)	Defining and Managing the Quality of Wilderness Recreation Experiences (pp. 30-41) Allocation issues identified in recreation research - Shelby
14	T 4/18	Flex day	None
	TH 4/20	Stakeholder Group Video Workday	None
15	T 4/25	Ski Trail Planning Workday (Work on Final Plan and Presentations)	None
	TH 4/27	Stakeholder Meeting #4	None
16	T 5/2	Ski Trail final presentations to the City	None
	TH 5/4	Course De-Brief (First half with FORS, second half with just PTRM)	None
Final Exam: TBA			

8. Course Resources and University Policies

Tutoring

There are many resources on campus for tutoring to provide support for courses:

<https://www.umt.edu/oss/for-students/tutoring.php>

Writing Center

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. We're ready when you are. www.umt.edu/writingcenter.

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:

1. **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).

2. **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.

3. **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](http://www.umt.edu/trioss/apply.php) (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/>

Disability Equity

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.

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).

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.

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:
