

**University of Montana; Department of Society and Conservation
Parks, Tourism & Recreation Management Program
PTRM 217: Parks and Outdoor Recreation Management
Spring 2024 – Tuesdays and Thursdays, 08:00-09:20 AM in Chemistry 123**

*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.*

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Office hours: Mondays 2-3 pm, or by appointment

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:

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 parks and outdoor recreation management, 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.

Materials:

There is no required textbook for this course. All readings, podcasts, or videos will be posted to Moodle. Students are expected to have read/listen/watched the required materials before class. These readings, podcasts, or films are **REQUIRED**, if you fail to stay current, you will fall behind in class as well as on the assignments.

Internet – You will need stable and reliable internet to successfully complete this course, in particular to:

- Download readings / watch videos each week;
- Complete assignments and online exams on Moodle.

Disability Equity:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit www.umt.edu/disability for more information. If you have an accommodation request, please let me know as soon as possible. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

Requirements and Evaluations:

- Reading materials, assignments, and exams are posted on Moodle. Please make a habit of checking and downloading each week.
- **Three writing reflections and five activities** will be posted a week in advance of the deadline, 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: e.g, LastName_Reflection1.
- **Two exams** must be taken online as scheduled. The questions will be multiple choice, true/false, and open-ended. Midterm exam will be open from 8:00 to 9:20 am on March 7; final exam will be open for 2 hours from 08:00 am to 10:00 am May 6. 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 online. Students cannot refer to textbooks, notes, or other materials while taking quizzes and exams.

Grading:

Points	Assignments, quizzes, and exams
100	Five activities (20 points each)
60	Three writing reflections (20 points each)
50	Midterm exam 1: 20 multiple choice and true/false questions (20 points total), and 3 open-ended questions (30 points total)
70	Final Exam – 30 multiple choice and true/false questions (30 points total), and 4 open-ended questions (40 points total)
20	Attendance and participation in class discussions
300 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 Moodle shell with weekly materials, assignments overview, and exam reviews; announcements at the beginning of each class. You are responsible for checking your account on a regular basis.

What I expect from you:

- Dedication to reading/listening/watching the assigned materials, and being prepared to discuss them in class
- Engagement in class conversations and activities
- Consistency in submitting thoughtful, high-quality assignments on time
- Respectful and timely communication when you have questions, concerns, or need special accommodations or assistance
- Courteous and compassionate treatment of your fellow classmates, instructors, and guest presenters
- Curiosity, and willingness to ask questions and learn.

Policies and Guidelines:

Attendance:

Attendance is mandatory in this class! Exceptions will only be made if there is a documented excuse (i.e. doctor's note). 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 from the lectures. Please arrive and leave on time, and allow for diverse opinions during discussions.

Devices:

The use of electronic devices during class, including laptops and tablets, is only permitted as long as the use is directly related to the class session. Out of respect for your fellow students, instructors and guest speakers, please silence portable electronic devices before coming into class.

Assignments:

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. Exams will not be made up unless a student has made arrangements PRIOR to the time of the exam.

Plagiarism:

Students should always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether in an assignment or during an exam, 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.

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.

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](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.

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 15th instructional day	Students can drop classes on CyberBear with refund and no “W” on transcript, last day to change to Audit.	February 7, 2024 at 5 pm
16th to 45th 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 28, 2024 at 5 pm
Beginning 46th instructional day	<u><i>Students are only allowed to drop a class under very limited and unusual circumstances.</i></u> 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 45th 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, <i>leave sufficient time to schedule meetings with each of these individuals</i> (generally this will take at least 3-5 working days). A \$10 fee applies if approved. Instructors must indicate whether the individual is Passing or Failing the class at the time of request.	March 29 – May 3, 2024 at 5 pm

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 are stuck on an assignment, unclear about a topic, concerned about your grade, etc. I check my emails multiple times throughout the week days, so please feel free to email me whenever you have a question. I will do my best to respond in a timely manner. Don’t wait until the end of the semester, or the day an assignment is due to see me if you need help.

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Week	Dates	Topics	Readings/Podcasts/Films	Assignments Due
Section 1 - Foundations of Outdoor Recreation				
Week 1	Thursday January 18	Introduction – class overview, expectations and objectives		
Week 2	Tuesday, January 23	Outdoor recreation trends, definitions, and main concepts	Read: Plummer (2009) - Ch 1: The concept and study of outdoor recreation Watch: The fight for America’s public lands (1 hour and 30 min)	
	Thursday, January 25	The history of outdoor recreation Understanding public lands	Read: Plummer (2009) - Ch 2: Perspectives on the past Read: DOI (2016) – Public lands explained Read: Hammitt, Cole and Monz (2015) – Ch 7: Trends in wildland recreation	
Week 3	Tuesday, January 30	The National Park Idea The National Park Service	Read: Jones (2012) - Ch 1: Unpacking Yellowstone. An American national park in a global perspective. Read: Wellman (1987) - Ch 5: Institutional origins: The National Park Service Listen: Parks Podcast – Yellowstone (27 minutes)	
	Thursday, February 1	The Forest Service and Bureau of Land Management	Watch: The Greatest Good (2 hours) Read: Wellman (1987) - Ch 4: Institutional origins: The Forest Service Listen: Wildish episodes 1 & 4 (42 minutes combined)	
Week 4	Tuesday, February 6	Wild and Scenic Rivers and Recreation <i>Guest lecture by Chris Armatas, Aldo Leopold Wilderness research Institute</i>	Read: Fredrickson and Lacroix (2017) - Wild and scenic rivers into the next 50 Years Prepare: Two questions that you would like to ask the guest speaker	Activity 1 – due 2/6@11 pm
	Thursday, February 8	U.S. Fish and Wildlife Service Montana State Parks	Listen: Connecting people with nature (30 minutes) Review: History of U.S. Fish and Wildlife Service Review: Montana Statewide Comprehensive Outdoor Recreation Plan	
Week 5	Tuesday, February 13	The Wilderness Idea	Read: Landres (2010) – Ch 6: Let it be: A hands-off approach to preserving wildness in protected areas Review: 1964 Wilderness Act Read: Cordes and Hutson (2019) – Ch. 7: Federal Resources and Recreation Optional: 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	
	Thursday, February 15	Native Nations and Public Lands	Read: Reis - #EquityOutdoors: Public lands and the decolonial mediascape Review: Montana – Indian Country Watch: Spirit of the Peaks (40 min)	Reflection 1 – due 2/15@11 pm
Section 2 - Understanding Visitor Experience				
Week 6	Tuesday, February 20	Understanding deeper experiences – intro and case study of Glacier NP	Read: Shafer (1969)- The average camper who does not exist	
	Thursday, February 22	Measuring quality of the visitor experience Measuring satisfaction	Read: Borrie and Birzell (2001) – Approaches to measuring quality of the wilderness experience Read: Plummer (2009) - Ch.4: Social psychology and outdoor recreation	

Week 7	Tuesday, February 27	Marginalization and outdoor recreation <i>Guest lecture by Melissa Weddell, Institute for Tourism and Recreation Research</i>	Listen: She Explores - Diversity, Beyond the Buzzword Read: Graham - We're here. You just don't see us. Outside online. Read: Guignard - When everything beyond the walls is wild Prepare: Two questions that you would like to ask the guest speaker	
	Thursday, February 29	<i>No class – assignment work and preparation for exam</i>		Reflection 2 – due 2/29@11 pm
Week 8	Tuesday, March 5	Measuring visitor use – case study of Yosemite Exam review	Read: Manning et al. (2017) - Ch 23: A mountain with handrails at Yosemite Review: Exam study guide	
	Thursday, March 7	EXAM 1 - online at class time		
Section 3 - Visitor Management Frameworks				
Week 9	Tuesday, March 12	The tragedy of the commons and carrying capacity	Read: Jensen (2000) - Common sense and common-pool resources Read: Brissette (2001) - Justifications for recreation carrying capacity: what the public is willing to accept	
	Thursday, March 14	<i>No class</i>		
Week 10	Tuesday, March 19	Spring Break		
	Thursday, March 21			
Week 11	Tuesday, March 26	Limits of Acceptable Change (LAC) and Recreation Opportunity Spectrum (ROS)	Read: Moore and Driver (2005) - Ch. 4: Natural resource-based opportunities Read: van Oosterzee (1984) - The recreation opportunity spectrum: its use and misuse Optional: Forest Service (2017) – National ROS inventory mapping protocol	
	Thursday, March 28	ROS continued Visitor Use Management Framework	Read: Rotich (2012). Concept of zoning management in protected areas. Review: Visitor Use Management Framework - A Guide to Providing Sustainable Outdoor Recreation	Activity 2 – due 3/28 @11 pm
Week 12	Tuesday, April 2	Impacts of outdoor recreation	Read: Manning et al. (2017) – Ch. 2: Impacts of outdoor recreation Review: Hammitt et al. (2015) – Ch. 6: Impact patterns Read: “Green and Shady Camps”: E.P. Meinecke and the Restoration of America’s Public Campgrounds	
	Thursday, April 4	Management Practices	Read: Manning et al. (2017) –Ch. 3: Management practices Read: Manning et al. (2017) – Ch. 4: Evaluating practices	Activity 3 – due 4/4@ 11pm
Section 4 - Practical Examples in Outdoor Recreation				
Week 13	Tuesday, April 9	Managing visitors – crowding & regulating access to parks Reservation systems	Read: Manning et al. (2017) - Ch. 9: How many visitors are too many in Arches? Read: Manning et al. (2017) – Ch. 18: What goes up Mt. Whitney must come down Read: Is Aspen overrun? Outside online.	
	Thursday, April 11	Managing high use recreation locations <i>Guest lecture by Kearstin Edwards, Forest Service</i>	Read: Plummer (2009) – Ch. 9: Adventure recreation Read: What is type two fun and why is it good for you? Prepare: Two questions that you would like to ask the guest speaker	
Week 14	Tuesday, April 16	<i>No class – assignment work</i>		Activity 4 – due 4/16@11 pm
	Thursday, April 18	Managing thru-hikers Collaboration	Read: Hitchner et al. (2018) - Thru-hiking the John Muir Trail Read: Does thru-hiking have a drinking problem? Outside online. Review: http://www.pnt.org	

Week 15	Tuesday, April 23	World national parks – preserving natural and cultural heritage	Read: Manning et al. (2017), Ch. 17 – Stewarding America’s Antiquities at Mesa Verde	
	Tuesday, April 25	Protected areas and outdoor recreation in Ghana, Brazil and India <i>Guest lecture by Isaiah Tuolienuo, Kika Bradford, and Adyasha Nayak</i>	Read: Dudley – Guidelines for Applying Protected Area Management Categories Prepare: Three questions that you would like to ask the guest speakers	Activity 5 – due 4/25@11 pm
Week 16	Tuesday, April 30	Visitor monitoring Forces affecting outdoor recreation	Read: Moore and Driver (2005) - Ch. 15: Gathering data for managing outdoor recreation Read: Moore and Driver (2005) - Ch. 16: Influencing and managing visitor behavior	Reflection 3 - due 4/30@11 pm
	Thursday, May 2	Conclusion and review	Review: Exam study guide	
Final Exam	Monday, May 6	EXAM 2 - online 8:00-10:00 am		