

PTRM 300
Recreation Behavior
Spring 2024 / 3 Credits
Forestry Building 106
Tuesdays and Thursdays 2:00 – 3:20 PM



Undated photo of a woman feeding an American Crocodile in Everglades National Park

Instructor: Dr. Will Rice
Assistant Professor
Parks, Tourism, and Recreation Management Program
Department of Society and Conservation
Office: Clapp 409
Email: william.rice@umontana.edu

Office Hours: By appointment

TA: Hayley Johnson
MS Student in Parks, Tourism, and Recreation
Management
Department of Society and Conservation
Email: hayley.johnson@umconnect.umt.edu

Office Hours: By appointment (email to set up a meeting)

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

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.

2. Course Objectives

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

Additionally, this course will help students hone their writing skills in the following ways:

- 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
- 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

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.

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

All readings are on Moodle. You are required to bring a hard copy of the assigned reading with you to class each day.

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

Extra credit opportunities will be given throughout the semester.

Grades will be determined as follows:

Class engagement and attendance	15 pts.	Final Grade = % of total points (120)	
Issue identification	10 pts.	Percentage	Grade
Annotated Bibliography	15 pts.	>93%	A
Exam 1	20 pts.	90-93%	A-
Exam 2	20 pts.	88-89%	B+
Final paper	20 pts.	83-87%	B
Final Presentation	20 pts.	80-82%	B-
Total	120 pts.	78-79%	C+
		73-77%	C
		70-72%	C-
		68-69%	D+
		63-67%	D
		60-62%	D-
		Below 60%	Let's Chat

6. Assignments and other Graded Work

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.

Micro-Expert Assignment

In this assignment, you will be tasked with becoming an expert on a very specific topic within recreation behavior. This should be a topic that 1) you are highly interested in and 2) that is very focused. Examples of topics of an appropriate scale and focus for this project include how can we stop people from stealing fossils in parks, how do campers' select their campsites within a campground, does visitor behavior

influence moose behavior, with whom do canoeists experience recreation conflict, why do visitors walk off-trail, how can we get visitors to pick up their dog's poop, how does Instagram influence recreation behavior, what are recreation management issues associated with LARPing, or how has Bluetooth technology influenced recreation behavior?

This project will have four components.

1. Issue Identification

You will write a 2 page paper outlining your micro-area-of-focus. This paper will help define your topic for the annotated bibliography and final term paper.

2. Annotated bibliography

Using at least 6 academic journal articles compile an annotated bibliography for your micro-area-of-interest. We will discuss what this means in class. These articles should inform your topic and provide a basis to write your final term paper.

3. Final Paper

The final paper is to be developed from your annotated bibliography to explain the primary conclusions of the research literature on your topic. 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.

4. Class Presentation

You will prepare a 5-minute PowerPoint presentation on your micro-area-of-focus and present it to the class.

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.

8. Tentative Schedule

Week	Date	Topic	Readings/Videos/Podcasts
1	TH 1/18	Introduction to the course	
2	T 1/23	Recreation Participation	Syllabus
	TH 1/25	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.
3	T 1/30	The Science of Recreation Behavior	Freeman, S., Taff, B. D., Lawhon, B., Benfield, J. A., Kreye, M., Newton, J., Miller, L., & Newman, P. (2023). The Impact of Message Framing on Wildlife Approach During Ungulate Viewing Experiences in the Greater Yellowstone Ecosystem. <i>Journal of Interpretation Research</i> , 28(1), 7–24.
	TH 2/1	Visitor satisfaction / Park Observation Activity due	Burns, R. C., Popham, A. R., & Smaldone, D. (2018). Examining Satisfaction and Crowding in a Remote, Low Use Wilderness Setting: The Wenaha Wild and Scenic River Case Study. <i>International Journal of Wilderness</i> , 24(3), 40–51.
4	T 2/6	Research session 1	

	TH 2/8	Normative theory / Issue Identification due	Stanfield, R., Manning, R., Budruk, M., & Floyd, M. (2005). Racial Discrimination in Parks and Outdoor Recreation: An Empirical Study. In J. G. Peden & R. M. Schuster (Eds.), <i>Proceedings of the 2005 northeastern recreation research symposium; 2005 April 10-12; Bolton Landing, NY. Gen. Tech. Rep. NE-341.</i> (pp. 247–253). U.S. Department of Agriculture, Forest Service, Northeastern Research Station.
5	T 2/13	Crowding	Absher, J. D., & Lee, R. G. (1981). Density as an incomplete cause of crowding in backcountry settings. <i>Leisure Sciences, 4</i> (3), 231–247.
	TH 2/15	Wilderness solitude	Lang, T., & Borrie, W. T. (2021). Wilderness Solitude in the 21st Century: A Release from Digital Connectivity. <i>International Journal of Wilderness, 27</i> (3), 28–42.
6	T 2/20	Conflict	Jacob, G. R. & Schreyer (1980). Conflict in outdoor recreation: A theoretical perspective. <i>Journal of Leisure Research, 4</i> , 368-380.
	TH 2/22	Conflict	Gibson, M. J., & Fix, P. J. (2014). Further clarification of interpersonal versus social values conflict: Insights from motorized and non-motorized recreational river users. <i>Journal of Outdoor Recreation and Tourism, 7–8</i> , 1–7.
7	T 2/27	Coping	Johnson, A. K., & Dawson, C. P. (2004). An exploratory study of the complexities of coping behavior in Adirondack wilderness. <i>Leisure Sciences, 26</i> (3), 281–293.
	TH 2/29	Review Exam 1	
8	T 3/5	Exam 1	
	TH 3/7	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, 42</i> , 1-13.
9	T 3/12	Motivation and Visitor Experiences	Rice, W. L., Taff, B. D., Newman, P. B., Miller, Z. D., D'Antonio, A. L., Baker, J. T., Monz, C., Newton, J. N., & Zipp, K. Y. (2019). Grand Expectations: Understanding Visitor Motivations and Outcome Interference in Grand Teton National Park, Wyoming. <i>Journal of Park and Recreation Administration, 37</i> (2), 26–44.
	TH 3/14	Research session 2	
10	T 3/19	Spring Break	No class
	TH 3/21	Spring Break	No class
11	T 3/26	Cognitive Hierarchy/Attitude theory / Annotated Bibliography due	Rossi, S. D., Byrne, J. A., Pickering, C. M., & Reser, J. (2015). "Seeing red" in national parks: How visitors' values affect perceptions and park experiences. <i>Geoforum, 66</i> , 41–52.
	TH 3/28	Cognitive Hierarchy/Attitude theory continued	van Riper, C. J., & Kyle, G. T. (2014). Understanding the internal processes of behavioral engagement in a national park: A latent variable path analysis of the value-belief-norm theory. <i>Journal of Environmental</i>

			<i>Psychology</i> , 38, 288–297.
12	T 4/2	Depreciative Behavior	D'Antonio, A., & Monz, C. (2016). The influence of visitor use levels on visitor spatial behavior in off-trail areas of dispersed recreation use. <i>Journal of Environmental Management</i> , 170, 79–87.
	TH 4/4	Elaboration Likelihood Model	Rice, W. L., Shellhorn, J., Bloomgren, V., Booth, L., Duncan, S., Elias, J., Flowers, K., Gambini, I., Gans, A., Medina, A., Obadare, D., Neill, C. O., Rooney, Q., Scherck, G., Schmidt, K., Thomas, C., Thomas, E., Walhus, G., Whitney, P., & Winckler, C. (2023). The impact of graphic design on attention capture and behavior among outdoor recreationists: Results from an exploratory persuasive signage experiment. <i>Journal of Outdoor Recreation and Tourism</i> , 42, 100606.
13	T 4/9	Theory of Planned Behavior	Miller, Z. D., Freimund, W., Metcalf, E. C., Nickerson, N., & Powell, R. B. (2019). Merging elaboration and the theory of planned behavior to understand bear spray behavior of day hikers in Yellowstone National Park. <i>Environmental Management</i> , 63, 366–378.
	TH 4/11	Constraints to recreation	Thomas, E. R., Rice, W. L., Rushing, J. R., Thomsen, J. M., & Armatas, C. A. (2022). Constraints to Wilderness Recreation: A Scoping Review of Existing Research. <i>International Journal of Wilderness</i> , 28(2), 18–35.
14	T 4/16	Constraints to recreation	Stodolska, M., Shinew, K. J., & Camarillo, L. N. (2020). Constraints on Recreation Among People of Color: Toward a New Constraints Model. <i>Leisure Sciences</i> , 42(5–6), 533–551.
	TH 4/18	Conspicuous Leisure	Beall, J. M., Boley, B. B., Landon, A. C., & Woosnam, K. M. (2021). What drives ecotourism: environmental values or symbolic conspicuous consumption? <i>Journal of Sustainable Tourism</i> , 29(8), 1215–1234.
15	T 4/23	Individual conferences	No Class
	TH 4/25	Individual conferences	No Class
16	T 4/30	Presentations / Final Paper Due	
	TH 5/2	Presentations	
Exam 2: Wednesday 5/8 from 1:10 – 3:10 PM			

9. 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

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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 campuses 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:
