NRM 365 – Principles of Outdoor Recreation Management, fall 2020

Instructor: Dr. Peter J. Fix
Time: 5:30 p.m. to 7:00 p.m. M&W; Location: 359 O’Neill, in person lecture, synchronous online
Office: 323 O’Neill; Office hours: 3:00 p.m. to 4:30 p.m. M & W., or by appt.
Telephone: 474-6926
E-mail: pjfix@alaska.edu

Catalog Description
Theories, practices, economics and problems fundamental to the use of land and related natural resources for recreation. The course focuses on human dimension related issues faced by recreation managers and research to address those issues.

Course Goals and Objectives
The goal of this course is to have students become familiar with the concepts that form the contemporary foundation of outdoor recreation management. To achieve this goal, the course is divided into four sections. The first section provides a broad overview, the second section discusses fundamentals of management, the third section focuses on recreation management frameworks and case studies, and the final section will discuss recent trends of focusing on the “bigger picture.”

Student Learning Outcomes
Upon successful completion of this course, the students will be able to:
• articulate how historical aspects of outdoor recreation management influence the contemporary situation,
• cite congressional policies influencing recreation management,
• describe and compare the recreation management frameworks used by federal agencies, and
• examine how current events might influence recreation management.

Readings

There will be additional readings assigned for many class periods. These readings will be passed out or posted to Blackboard.

Several class periods will bring in guest speakers who are in various upper-level management positions of Fairbanks area recreation-providing agencies. Their knowledge provides an excellent learning opportunity.

Coursework
The coursework will consist of assignments, quizzes, and three exams.

Assignments: Assignments are noted in the syllabus on the day they are due. Some assignments will build on material after we discuss in class; other assignments will ask you to reflect on the reading material for that day and will form the basis for class discussion. Assignments will be posted to blackboard, and students will post completed assignments to Blackboard. Many assignments are short papers, an example writing assignment format is posted to Blackboard.
Quizzes: Short quizzes covering material in the course readings will occur during class periods. These quizzes will not be announced ahead of time.

Exams: Three exams will be given. The first two exams will have an in-class portion and a take-home portion. The third exam will be a take home exam due during the final exam period.

Class Participation
It is expected that students not only attend class, but show up prepared and ready to participate in discussions.

Grading
The final grade will be based on a combination of the exams, assignments, and quizzes. Assignments are due by the start of the class period noted as the due date. For assignments and take-home exams one letter grade will be deducted each day they are late. The +/- grading system will be employed. Absolute points (i.e., your score will not be weighted against other students) will be used as the basis for grading. The composition of the final grade is as follows:

<table>
<thead>
<tr>
<th>Components of grade</th>
<th>Requirements for letter grade</th>
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<tbody>
<tr>
<td>Assignments</td>
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<tr>
<td>45%</td>
<td>A 96% to 99%</td>
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<tr>
<td>Quizzes</td>
<td>C 77 to 79</td>
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<tr>
<td>5%</td>
<td>A- 90% to 92%</td>
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<td>Exams</td>
<td>C- 70 to 72</td>
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<td>50%</td>
<td>B+ 87 to 89</td>
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<td>B  83 to 86</td>
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<td>B-  80 to 82</td>
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<td>D+ 67 to 69</td>
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<td>D-  60 to 62</td>
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<td>F  &lt; 60%</td>
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  a. Numbers will be rounded, e.g., a 92.6 will be rounded to 93.

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy: “The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

Plagiarism & Cheating
According to the UAF code of conduct "Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless the instructor of the course grants permission. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors." Students are expected to abide by the UAF Student Code of Conduct. You are encouraged to review the UAF Student Code of Conduct at:
http://www.uaf.edu/register/services/#conduct

Plagiarism will not be tolerated. Please read the following document that explains what constitutes plagiarism:
http://library.uaf.edu/ls101-plagiarism
Also, please read following document that explains how to properly cite sources: http://library.uaf.edu/ls101-citing. Plagiarism is a major ethical violation and is grounds for course failure.

Disability Services
If you have a disability that you believe will affect your performance in this course, please speak with me directly AND contact the Disability Services in 208 Whitaker Building, uaf-disability-services@alaska.edu, phone 474-5655. Every effort will be made to accommodate you in accordance with the Americans with Disabilities Act. Further information is available at their website at http://www.uaf.edu/disability/.

Writing Center
The writing center in 801 Gruening Building can assist with your writing skills.

Student protections and services statement
Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: alaska.edu/nondiscrimination.

The tentative course schedule appears on the following pages. Changes might be made to the order of the topics and assignments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Readings / Assignment due</th>
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</thead>
<tbody>
<tr>
<td><strong>SECTION 1: OVERVIEW AND WHY PROVIDE RECREATION</strong></td>
<td></td>
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<tr>
<td>Aug. 24</td>
<td>Introduction to course</td>
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<td>• Class discussion – Will stoke save us?</td>
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<td>Aug. 26</td>
<td>Key concepts and benefits and the role of leisure in society</td>
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<td>• Chapters 1 &amp; 2</td>
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<td><strong>Assignment due:</strong> Read Anderson, T. L. (2017) Utah faces down the rock-climbing industrial complex; companies selling outdoor gear lobby endlessly for more federal wilderness—subsidized by the taxpayer. Wall Street Journal, March 12, 2017 and <a href="https://www.cdc.gov/physicalactivity/about-physical-activity/index.html">https://www.cdc.gov/physicalactivity/about-physical-activity/index.html</a>. Using those two sources, chapters 1 &amp; 2, and supplementing with other material, do you feel public expenditures for recreation management are justified? Provide evidence to support your position. (Approx. 1 page, see example assignment posted to blackboard.)</td>
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<tr>
<td>Aug. 31</td>
<td>History of the recreation management field</td>
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<td>• Chapters 3 &amp; 5</td>
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<tr>
<td>Sept. 2</td>
<td>History of the recreation management field Cont.</td>
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<td>• Mission 66, LWCF, etc.</td>
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<td>• Great American Outdoors Act</td>
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<td>• Secretarial Order No. 3356 Hunting, Fishing, Recreational Shooting, and Wildlife conservation opportunities and coordination with states, tribes, and territories.</td>
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Sept. 7

- Video: http://www.pbs.org/independentlens/videos/back-to-malheur-two-years-later/

Sept. 9

History of the recreation management field: part II current state

- Exploration of issues: Grand Staircase of Escalante National Monument and Bears Ears, Sage Grouse, Malheur National Wildlife Refuge occupation, Recapture canyon, etc.

Assignment due: What era are we currently in? How do current events relate to the future of outdoor recreation management? 2 – 3 pages. Weighted 2x. Papers will be discussed in class on this day.

Sept. 14

Outdoor recreation resources: public sector providers

- Chapter 6
- ANILCA: Skim through: http://alaska.fws.gov/asm/anilca/toc.html


Sept. 16

Trends affecting outdoor recreation

Recent perspective:

- Chapter 4

Current perspective:

- NPS visitation highlights: https://www.nps.gov/subjects/socialscience/annual-visititation-highlights.htm

Sept. 21

Trends in outdoor recreation (Cont.): Outdoor recreation during the COVID pandemic

- The Stokecast episode to be posted
Trends in outdoor recreation (Cont.)


Assignment due: What do you see as the future of outdoor recreation? Increasing/visitation, diversity, impacts of climate change. (Approx. 1 page.)

SECTION 2: MANAGEMENT BASICS

Sept. 28 Gathering data
- Chapter 15
- Use estimates utilized by federal agencies

Sept. 30 Denali National Park Visitor Use Estimation case study
- Handouts

Assignment due: Develop a study plan to estimate visitation in Denali National Park and Preserve. Where would you sample, what questions would you ask, what would you want to know to determine how many days to sample. Could be up to 2 pages, maybe more depending on maps included.

EXAM 1 Posted to Blackboard

Oct. 5 Policy development and management; planning and science-based management
- Ch 11
- Reading TBA, possible guest speaker

Oct. 7 Negative impacts of recreation use
- Chapter 14 through pg. 216 (up to “Systems for Managing Negative Recreation Impacts”)

Oct. 12 Negative impacts of recreation use - conflict
- Review chapter 14 through pg. 216 (up to “Systems for Managing Negative Recreation Impacts”).

Assignment due: Find an example of conflict in AK. Describe the situation and assess whether the frameworks apply. (Approx. 1 page.)

Oct. 14 Influencing and managing visitor behavior
- Chapter 16

Oct. 19 Case study of influencing and managing visitor behavior

Oct. 21 Economics of outdoor recreation: economic impact and benefits
- Chapter 19, up to “Recreation Entrance and Use Fees”
- AVSP readings posted to Blackboard
- BEA readings posted to Blackboard

Assignment due: Results of managing visitor behavior exercise.
Oct. 26  Recreation user fees
- Chapter 19, pgs 293-300

Assignment due: Take a position regarding user fee policy. (Approx. 1 page.)

SECTION 3: OUTDOOR RECREATION MANAGEMENT FRAMEWORKS

Oct. 28  The Recreation Opportunity Spectrum – Experienced Based Management
- Ch 12
- In class exercise

Nov. 2  VERP (and LAC) – a normative approach
- Ch 14 pg 216 to end

Case study of VERP in Denali National Park Backcountry
- Park Studies Laboratory, University of Vermont (draft 2009 report). Indicators and standards of quality for the visitor experience on the Denali Park Road. Skim report, read Ch. 1 and pgs. 51-71.

Assignment due: Find an example of the application of ROS, describe how it has been applied. Are there any additional recommendations you would make? Explain why or why not. (Approx. 1 page.)

Nov. 4  Case study of VERP in Denali National Park Backcountry (continued)

Assignment due: Construction of norm curves.

Nov. 9  Beneficial Outcomes Approach to Leisure/Outcomes Focused Management
- Chapter 13
- Appendix A
- Planning for Recreation and Visitor Services. BLM Manual H-8320-I

Section 4: THE BIGGER PICTURE

Nov. 11  Public Lands Recreation Research Partnership
- Case study TBD

Assignment due: Indicators and standards.

Nov. 16  NPS Healthy Parks Healthy People – Note: links to be updated.
- http://www.parkrx.org/
- https://www.cdc.gov/healthyplaces/healthtopics/parks_resources.htm

Exam 2 Posted to Blackboard
**Nov. 18**

**Assignment due:** Find examples of studies that measure the link between outdoor recreation and well-being. (Approx. 1 page.)

**Nov. 23**

**Sustainable Recreation Research Working Group**

**Assignment due:** Compare and contrast OFM, HPHP, & ParkRx. (Approx. 1 page.)

**Nov. 25**

Thanksgiving break, no class!

**Nov. 30**

**Interagency Visitor Use Management (Collaborative planning and management; partnerships)**
- Chapters 17, 8 & 9

Interagency Visitor Use Management Council Visitor Capacity Guidebook. Pages TBA

**Dec. 2**

**Other initiatives**
- NPS night skies: https://www.nps.gov/subjects/nightskies/index.htm
- Social Science: https://www.nps.gov/subjects/socialscience/index.htm

**Dec. 7-12**

Finals

Final exam due Dec. 12 @ 11:59 p.m.