NRM 365 – Principles of Outdoor Recreation Management, fall 2022

Instructor: Dr. Peter J. Fix
Time: 5:30 p.m. to 7:00 p.m. M&W; Location: 305 O’Neill, F2F
Office: 323 O’Neill; Office hours: 12:30 p.m. to 2:00 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 not be one assigned text for the class. Rather I will post reading to Canvas. Several readings will be from: Moore R. L. & Driver, B. L. (2005). Introduction to outdoor recreation: Providing and managing natural resource based opportunities. State College, PA: Sagamore Venture Publishing Inc. Note, you purchase it used for approx. $25.00, plus a few dollars in shipping.

Other readings will be a mix of journal articles and newspaper articles, and magazine articles.

Several class periods will bring in guest speakers who are in various 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 canvas, and students will post completed assignments to Canvas. Many assignments are short papers, an example writing assignment format is posted to Canvas.
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 a timed closed book part posted to Canvas and an open-book essay portion. The third exam will be a take home, open book 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. Grades will not be weighted. 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 45%</td>
<td>A + &gt; 96%</td>
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<tr>
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<td>A 93% to 96</td>
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<td>A- 90% to 92%</td>
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<tr>
<td>Quizzes 5%</td>
<td>C+ 77 to 79</td>
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<td>Exams 50%</td>
<td>C 73 to 76</td>
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<td>C- 70 to 72</td>
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<td>B+ 87 to 89</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. Percentages 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.”

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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<tbody>
<tr>
<td>Aug. 29</td>
<td><strong>Introduction to course</strong></td>
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<td>• Class discussion – Will stoke save us?</td>
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<td>Aug. 31</td>
<td><strong>Key concepts and benefits and the role of leisure in society</strong></td>
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<td>• Moore &amp; Driver Chapters 1 &amp; 2</td>
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<td>Sept. 5</td>
<td>Labor day – no class : -)</td>
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<tr>
<td>Sept. 7</td>
<td><strong>History of the recreation management field</strong></td>
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<td>• Moore &amp; Driver Chapter 3</td>
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<td>Sept. 12</td>
<td><strong>History of the recreation management field Cont.</strong></td>
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<td>• Mission 66, LWCF, etc.</td>
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<td>Sept. 14</td>
<td><strong>Outdoor recreation resources: public sector providers</strong></td>
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<td></td>
<td>• Moore &amp; Driver Chapter 6</td>
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<td></td>
<td>• Great American Outdoors Act: <a href="https://www.doi.gov/gaoa">https://www.doi.gov/gaoa</a>; America’s Outdoor Recreation Act of 2022</td>
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<td></td>
<td>• Recent orders: Executive order 13266, Activities to Promote Personal Fitness; Secretarial order 3356, Hunting, Fishing, Recreational Shooting, and Wildlife conservation opportunities and coordination with states, tribes, and territories; Executive Order 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government.</td>
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<td><em>Assignment due:</em> Paper comparing the role of recreation in the Forest Service, Park Service, Bureau of Land Management, and Fish and Wildlife Service. Explain why differences exist. (Approx. 1 page.)</td>
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<td>Sept. 19</td>
<td>Public sector providers continued.</td>
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<td>Sept. 21</td>
<td><strong>History of the recreation management field: part II current state</strong></td>
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<td>• Exploration of issues: Grand Staircase of Escalante National Monument and Bears Ears, Sage Grouse, Malheur National Wildlife Refuge occupation, Recapture canyon, etc.</td>
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<td>• Others TBA</td>
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<td><em>Assignment due:</em> What era are we currently in? How do current events relate to the future of outdoor recreation management? Approx. 1 page. Papers will be discussed in class on this day.</td>
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<td></td>
<td>• Readings TBA</td>
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<tr>
<td>Sept. 28</td>
<td><strong>Trends affecting outdoor recreation</strong></td>
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<td></td>
<td>Recent perspective on use:</td>
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Sept. 28 (cont.)


**Current perspective:**

- NPS visitation highlights: [https://www.nps.gov/subjects/socialscience/annual-visitaton-highlights.htm](https://www.nps.gov/subjects/socialscience/annual-visitaton-highlights.htm)

**Outdoor recreation during the COVID pandemic**


**Current perspective:**

- NPS visitation highlights: [https://www.nps.gov/subjects/socialscience/annual-visitaton-highlights.htm](https://www.nps.gov/subjects/socialscience/annual-visitaton-highlights.htm)

**Outdoor recreation during the COVID pandemic**


**Trends in outdoor recreation (Cont.)**

- Technology, societal shifts, etc.
- Various recent examples

**Climate Change**

- [https://www.fs.usda.gov/ccrc/topics/recreation](https://www.fs.usda.gov/ccrc/topics/recreation)

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### SECTION 2: MANAGEMENT BASICS

**Oct 5** Rec management in municipal parks. Guest speaker: John Haas, Parks Superintendent, FNSB Parks and Recreation

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

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**Oct. 10** Gathering data

- Moore & Driver Chapter 15
- Use estimates utilized by federal agencies, readings to be posted

**EXAM 1 Posted to Canvas**
Oct. 12  Denali National Park Visitor Use Estimation case study
   • Handouts

Oct. 17  Negative impacts of recreation use *(might be switched with the conflict section)*
   • Moore & Driver Chapter 14 up to “systems for managing negative recreation impacts” pg. 2016

Oct. 19  Negative impacts of recreation use - conflict
   • Case study: Muktuk Marston/Hunter Pass Trail in Chugach State Park
   **Assignment due:** Find an example of conflict in AK. Describe the situation and assess whether the frameworks apply. (Approx. 1 page.)

Oct. 24  Influencing and managing visitor behavior
   Moore & Driver Chapter 16

Oct. 26  Case study of influencing and managing visitor behavior

Oct. 31  Economics of outdoor recreation: economic impact and benefits
   • Alaska Visitors Statistics Program: Readings posted to Canvas
   • Bureau of Economic Analysis, the Outdoor Recreation Economy: Readings posted to Canvas
   • Potential impact of AK Long Trail and AK hut system: Readings posted to canvas

Nov. 2  Recreation user fees
   • Moore & Driver Chapter 19, pgs 293-300
   • Federal Lands Recreation Enhancement Act available online and on canvas: 
     https://www.law.cornell.edu/uscode/text/16/chapter-87 ; look at
     http://www.westernslopenofee.org/
   **Assignment due:** Take a position regarding user fee policy. (Approx. 1 page.)

SECTION 3: OUTDOOR RECREATION MANAGEMENT FRAMEWORKS

Nov. 7  The Recreation Opportunity Spectrum – Experienced Based Management
   • Moore & Driver Ch 12 pages 168 to 175
   In class exercise

Nov. 9  VERP (and LAC) – a normative approach
   • Ch 14 pg 216 to end
   **Case study of VERP in Denali National Park Backcountry**
### Nov. 9 (cont.)
- 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. 14
Case study of VERP in Denali National Park Backcountry (continued)

### Nov. 16
Recreation management in BLM. Guest Speaker: Steve Taylor, Outdoor Recreation Planner, CYFO

**Assignment due:** Construction of norm curves & Indicators and standards.

**Exam 2 Posted to Canvas**

## Section 4: THE BIGGER PICTURE

### Nov. 21
Public Lands Recreation Research Partnership
- Appendix A from Moore & Driver
- Planning for Recreation and Visitor Services. BLM Manual H-8320-I
- Case study TBD

### Nov. 23
Thanksgiving break, no class!

### Nov. 28
Public Lands Recreation Research Partnership
- Case study TBD

### Nov. 30
NPS Healthy Parks Healthy People
- [https://www.nps.gov/orgs/1735/index.htm](https://www.nps.gov/orgs/1735/index.htm)
- [https://www.nps.gov/subjects/healthandsafety/healthy-parks-healthy-people-resources.htm](https://www.nps.gov/subjects/healthandsafety/healthy-parks-healthy-people-resources.htm)
- [https://www.parkrx.org/](https://www.parkrx.org/)
- [https://www.cdc.gov/healthyplaces/healthtopics/parks_resources.htm](https://www.cdc.gov/healthyplaces/healthtopics/parks_resources.htm)

### Dec. 5
Sustainable Recreation Research Working Group and Interagency Visitor Use Management (Collaborative planning and management; partnerships)
- Interagency Visitor Use Management Council Visitor Capacity Guidebook. Pages TBA

**Assignment due:** Compare and contrast OFM, HPHP, & ParkRx, comment on the feasibility. (Approx. 1-2 pages.)

### Dec. 7
Other initiatives
- NPS night skies: [https://www.nps.gov/subjects/nightskies/index.htm](https://www.nps.gov/subjects/nightskies/index.htm)
- NPS natural sounds: [https://www.nps.gov/subjects/sound/index.htm](https://www.nps.gov/subjects/sound/index.htm); [https://www.nps.gov/subjects/aknatureandscience/sounds.htm](https://www.nps.gov/subjects/aknatureandscience/sounds.htm)
- Social Science: [https://www.nps.gov/subjects/socialscience/index.htm](https://www.nps.gov/subjects/socialscience/index.htm)

### Dec. 12-17
Finals
- Final exam due Dec. 16 @ 11:59 p.m.
COVID-19 statement: Students should keep up-to-date on the university’s policies, practices, and mandates related to COVID-19 by regularly checking this website: https://sites.google.com/alaska.edu/coronavirus/uaf?authuser=0
Further, students are expected to adhere to the university’s policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

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Student Academic Support:
- Speaking Center (907-474-5470, uaf-speakingcenter@alaska.edu, Gruening 507)
- Writing Center (907-474-5314, uaf-writing-center@alaska.edu, Gruening 8th floor)
- UAF Math Services, uaf-traccloud@alaska.edu, Chapman Building (for math fee paying students only)
- Developmental Math Lab, Gruening 406
- The Debbie Moses Learning Center at CTC (907-455-2860, 604 Barnette St, Room 120, https://www.ctc.uaf.edu/student-services/student-success-center/)
- For more information and resources, please see the Academic Advising Resource List (https://www.uaf.edu/advising/lr/SKM_364e19011717281.pdf)

Student Resources:
- Disability Services (907-474-5655, uaf-disability-services@alaska.edu, Whitaker 208)
- Center for Student Rights and Responsibilities (907-474-7317, uaf-studentrights@alaska.edu, Eielson 110)
- Associated Students of the University of Alaska Fairbanks (ASUAF) or ASUAF Student Government (907-474-7355, asuaf.office@alaska.edu, Wood Center 119)

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UAF Department of Equity and Compliance
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907-474-7300
uaf-deo@alaska.edu
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