

NRM 365 – Principles of Outdoor Recreation Management, fall 2018

Instructor: Dr. Peter J. Fix
Time: 5:30 p.m. to 7:00 p.m. M&W; Location: 305 O'Neill, in person lecture
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

Course text: 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.

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 will be used as the basis for grading. The composition of the final grade is as follows:

<u>Components of grade</u>		<u>Requirements for letter grade</u>	
Assignments	45%	A + > 96%	C+ 77 to 79
Quizzes	5%	A 93% to 96	C 73 to 76
		A- 90% to 92 ^a	C- 70 to 72
Exams	50%	B+ 87 to 89	D+ 67 to 69
		B 83 to 86	D 63 to 66
		B- 80 to 82	D- 60 to 62
			F < 60%

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.

Date	Topic / Readings / Assignment due
SECTION 1: OVERVIEW AND WHY PROVIDE RECREATION	
Aug. 27	Introduction to course Class discussion – Will your stake save us?
Aug. 29	Key concepts and benefits and the role of leisure in society Chapters 1 & 2 Assignment due: 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. <i>Wall Street Journal</i>, March 12, 2017 and Charles, S. (2017). A dose of nature: doctors prescribe a day in the park for anxiety. <i>NBC News</i>, November 25, 2017. Using those two readings, chapters 1 & 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.)
Sept. 3	Labor day – no class.
Sept. 5	History of the recreation management field Chapters 3 & 5
Sept. 10	History of the recreation management field Cont. - Mission 66, LWCF, etc. - Secretarial Order No. 3356 Hunting, Fishing, Recreational Shooting, and Wildlife conservation opportunities and coordination with states, tribes, and territories. - Video: http://www.pbs.org/independentlens/videos/back-to-malheur-two-years-later/

- Sept. 12 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, Recaptures canyon, etc.
 - Reading list (material for your assignment): could watch entire no man's land video (available on Amazon Prime), Wiles, T. (2018) After Malheur, side effects of the Bundys' extremism linger, *High Country News*, June 14, 2018; Petrzalka, P. & Marquart-Pyatt, S. (2015). Perceptions of power and manner of designation: impact on trust. *Society & Natural Resources*, 28: 1261-1277, Gelles, D. (2018). Patagonai v. Trump. *New York Times*, May 5, 2018, <http://www.wbur.org/hereandnow/2017/12/05/trump-national-monuments-utah-official> (pro shrinking); Segerstrom, C. (2018). Sage grouse shake-up alienates conservationists. *High Country News*, May 24, 2018; Maffly, B. (2018). Utah public-lands bill that would protect 1 million acres, establish a Jurassic National Monument is drawing fire from conservation groups. *Salt Lake City Tribune*, May 11, 2018; Davidson, L. (2017). Appeals court upholds conviction of San Juan Commissioner Phil Lyman for leading protest ATV ride, *Salt Lake City Tribune*, October 24, 2017, (video from those on the protest ride) <https://www.youtube.com/watch?v=d-8TOaXYg4I>.
- 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. 17 Outdoor recreation resources: public sector providers
- Chapter 6
 - ANILCA: Skim through: <http://alaska.fws.gov/asm/anilca/toc.html>
 - Pagano, R. (2006). Promises to keep. *Alaska Magazine*, December/January, 2006, p. 28-37.
- Assignment due:** 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.)
- Sept. 19 Trends affecting outdoor recreation
- Recent perspective:
- Chapter 4
 - Pergams, O. R. and Zaradic, P. (2008). Evidence for a fundamental and pervasive shift away from nature-based recreation. *Proceedings of the National Academy of Sciences*, 105, 2295-2300.
 - Jacobs, M. H. & Manfredo, M. J. (2008). Decline in nature-based recreation is not evident. *Proceedings of the National Academy of Sciences*, 105, E40.
 - **Skim:** Stevens, T. H., More, T. A., Markowski-Lindsay, M. (2014). Declining National Park Visitation: An Economic Analysis. *Journal of Leisure Research*, 46, 153-164.
- Current perspective:
- Segerstrom, C. (2018). National parks endure rising visitation and less staff. *High Country News*, June 1, 2018. <https://www.hcn.org/articles/national-park-service-loved-to-death-or-just-in-need-of-some-love>
 - NPS visitation highlights: <https://www.nps.gov/subjects/socialscience/annual-visitation-highlights.htm>
 - Grossman, J. (2010). Expanding the palette. *National Parks*, summer 2010, 33-39.
 - Hu., J. C. (2018). 'Unlikely hikers' gain traction. *High Country News*, May 14, 2018.
- Sept. 24 Trends in outdoor recreation (Cont.)
- Dolesh, R. J. (2017). Climate change is changing the face of outdoor recreation. *Parks and Recreation Magazine*, October 2017. <https://www.nrpa.org/parks-recreation-magazine/2017/october/climate-change-is-changing-the-face-of-outdoor-recreation/>
 - Chan, N. W. & Wichman, C. J. (2017). How will climate change affect outdoor recreation? *Resources for the Future*, Dec 6, 2017. <http://www.rff.org/blog/2017/how-will-climate-change-affect-outdoor-recreation>

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. 26 Gathering data
- Chapter 15
 - Use estimates utilized by federal agencies
- Oct. 1 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.
- Oct. 3 **Exam 1**
- Oct. 8 Policy development and management; planning and science-based management
Guest speaker: Michelle Ethun, Supervisory Outdoor Recreation Planner, Bureau of Land Management, Eastern Interior Field Office
- Ch 11
- Oct. 10 Negative impacts of recreation use
Guest speaker Brooks Ludwig, Superintendent, Northern Region, Alaska State Parks
- Chapter 14 through pg. 216 (up to “Systems for Managing Negative Recreation Impacts”)
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- Oct. 15 Negative impacts of recreation use - conflict
- Review chapter 14 through pg. 216 (up to “Systems for Managing Negative Recreation Impacts”).
 - Vaske, J. J., Needham, M. D. & Cline Jr. R.C. (2007). Clarifying the interpersonal and social values conflict among recreationists. *Journal of Leisure Research*, 39(1), 182-195.
 - Gibson, M. J. & Fix, P. J. (2014) Further clarification of interpersonal conflict versus social values conflict: insights from motorized and non-motorized recreational users. *Journal of Outdoor Recreation and Tourism*, 7-8, 1-7.
- Assignment due:** Find an example of conflict in AK. Describe the situation and assess whether the frameworks apply. (Approx. 1 page.)
- Oct. 17 Influencing and managing visitor behavior
- Chapter 16
- Oct. 22 Case study of influencing and managing visitor behavior
- Oct. 24 Economics of outdoor recreation: economic impact and benefits
- Chapter 19, up to “Recreation Entrance and Use Fees”
 - McDowell Group (2010). Economic Impact of Alaska’s Visitor Industry. Report for the State of Alaska, Department of Commerce, Community, and Economic Development, Office of Economic Development.
- Assignment due:** Results of managing visitor behavior exercise.
- Oct. 29 Recreation user fees
- Chapter 19, pgs 293-300

- Zaffos, J. (2017). RV industry lobbies to privatize services on public lands. *High Country News*, September 29, 2017.
- Langlois, K. (2017). The price of a National Park fee hike. *High Country News*, December 14, 2017.
- Federal Lands Recreation Enhancement Act available online and on blackboard:
<https://www.law.cornell.edu/uscode/text/16/chapter-87> ; look at
<http://www.fs.fed.us/passespermits/about-rec-fees.shtml> ; <http://www.westernslopenofee.org/>

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

SECTION 3: OUTDOOR RECREATION MANAGEMENT FRAMEWORKS

Oct. 31 The Recreation Opportunity Spectrum – Experienced Based Management

- Ch 12
- United States Forest Service. *ROS users guide*. United States Department of Agriculture.
- In class exercise

Nov. 5 VERP (and LAC) – a normative approach

- Ch 14 pg 216 to end
- Manning (2011). Ch. 6. Indicators and standards of quality: A normative approach. Pgs. 137-150.

Case study of VERP in Denali National Park Backcountry

- National Park Service. (2005). Denali National Park and Preserve Backcountry Management Plan. Summary. Denali National Park, US Department of the Interior. Denali Park, AK. Skim plan, read Pgs. 29-43.
- 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. 7 Case study of VERP in Denali National Park Backcountry (continued)

- Fix, P. J. & Hatcher, H. (2011). Monitoring indicators of the visitor experience and resource conditions in the Denali backcountry: Summer 2010. Natural Resource Technical Report NPS/DENA/NRTS-2011480. National Park Service, Fort Collins, Colorado. Skim report.

Assignment due: Construction of norm curves.

Nov. 12 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. 14 Public Lands Recreation Research Partnership

- Case study TBD

Assignment due: Indicators and standards.

Nov. 19 Exam 2

Nov. 21 Thanksgiving break, no class!

Nov. 26 NPS Healthy Parks Healthy People – Note: links to be updated.

- http://www.nps.gov/public_health/hp/hphp.htm
- http://www.nps.gov/public_health/hp/hphp/press/HPHP_Science%20Plan_accessible%20version.final.23.july.2013.pdf
- <http://www.parkrx.org/>
- https://www.cdc.gov/healthyplaces/healthtopics/parks_resources.htm

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

Nov. 28 Sustainable Recreation Research Working Group

- Miller A. (2018). Sustainable recreation research workshop: compiled notes (Golden Colorado, April 3 – 5, 2018. Pages TBA.
- Selin, S. (ed) (2018). Re-imagining sustainable recreation research. A series of working papers compiled for the Sustainable Recreation Research Workshop in Golden, Colorado, April 2 – 6, 2018. Pages TBA.

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

Dec. 3 Interagency Visitor Use Management (Collaborative planning and management; partnerships)

- Chapters 17, 8 & 9
- Interagency Visitor Use Management Council Visitor Capacity Guidebook. Pages TBA

Dec. 5 Other initiatives

- NPS night skies: <https://www.nps.gov/subjects/nightskies/index.htm>
- NPS natural sounds: <https://www.nps.gov/subjects/sound/index.htm>; <https://www.nps.gov/subjects/aknatureandscience/sounds.htm>
- Social Science: <https://www.nps.gov/subjects/socialscience/index.htm>

Dec. 10-15 Final exam due Dec. 15 @ 9:00 a.m.