

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.
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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:

<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. 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.

Date	Topic / Readings / Assignment due
SECTION 1: OVERVIEW AND WHY PROVIDE RECREATION	
Aug. 29	Introduction to course Class discussion – Will stoke save us?
Aug. 31	Key concepts and benefits and the role of leisure in society Moore & Driver 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 https://www.cdc.gov/physicalactivity/about-physical-activity/index.html. Using those two sources, 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 canvas.)
Sept. 5	Labor day – no class : -)
Sept. 7	History of the recreation management field Moore & Driver Chapter 3
Sept. 12	History of the recreation management field Cont. Mission 66, LWCF, etc.
Sept. 14	Outdoor recreation resources: public sector providers - Moore & Driver Chapter 6 - Great American Outdoors Act: https://www.doi.gov/gaoa; America’s Outdoor Recreation Act of 2022 - 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. 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	Public sector providers continued. - ANILCA: Skim through: https://www.adfg.alaska.gov/index.cfm?adfg=habitatoversight.anilca – <i>INCLUDING</i> the link at the end of the first paragraph. - Pagano, R. (2006). Promises to keep. <i>Alaska Magazine</i>, December/January, 2006, p. 28-37.
Sept. 21	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. https://www.pbs.org/independentlens/blog/takeovers-and-occupations-a-survey-of-american-mini-rebellions-and-political-stands/ - Others TBA Assignment due: 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.
Sept. 26	Diversity, Equity, and Inclusion. Guest speaker: Rachel Garcia, DEI coordinator for the Public Lands Recreation Research Partnership. Readings TBA
Sept. 28	Trends affecting outdoor recreation Recent perspective on use: Pergams, O. R. and Zaradic, P. (2008). Evidence for a fundamental and pervasive shift away from nature-based recreation. <i>Proceedings of the National Academy of Sciences</i>, 105, 2295-2300.

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- Sept. 28 (cont.)
- Jacobs, M. H. & Manfredi, 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>
- Thompson, J. (2021). Crowds swarm public lands. *High Country News*, June 18, 2021.
- Pearson, S. (2022). Crowd mentality. *Outside*, July 2022.

Outdoor recreation during the COVID pandemic

- Childs, C. (2020). During the pandemic, how do you ethically get outdoors? Sheltering responsibly doesn't mean you have to stay inside. *High Country News*, March 24, 2020.
- Gonzalez, J. (2020). Park closures have unequal costs. As we limit outdoor access, consider the impact on underrepresented communities. *High Country News*, April 16, 2020.
- Hassan, R. Sallis, J. F., Coleman, N., Kaushal, N., Nocera, V. G., & Keith, N. (2021). COVID-19: implications for physical activity, health disparities, and health equity. *American Journal of Lifestyle Medicine*.

Oct. 3 Trends in outdoor recreation (Cont.)

Technology, societal shifts, etc.

- Various recent examples
- Ebikes and policy: <https://www.nps.gov/subjects/biking/e-bikes.htm>; <https://www.nationalparkstraveler.org/2022/05/court-ruling-retains-e-bike-rules-national-parks-calls-study-impacts>; <https://www.fs.usda.gov/visit/e-bikes>; <https://www.blm.gov/programs/recreation/e-bikes/faq>; <https://www.blm.gov/programs/recreation/e-bikes>

Climate Change

- Dolesh, R. J. (2022). Meeting the challenge of climate change. *Parks and Recreation Magazine*, March 2022. <https://www.nrpa.org/parks-recreation-magazine/2022/april/meeting-the-challenge-of-climate-change/>
- 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>
- <https://www.fs.usda.gov/ccrc/topics/recreation>
- McGivney, A. (2021). Climate change sinks Lake Powell, local rec industry. *High Country News*, July 30, 2021. Posted to Canvas
- Miller, A. B., Winter, P. L., Sanchez, J. J., Peterson, D. L., & Smith, J. W. (2022). Climate change and recreation in the western United States: effects and opportunities for adaption. *Journal of Forestry*. Posted to Canvas

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.)

Oct. 10 Gathering data

- Moore & Driver Chapter 15
- Use estimates utilized by federal agencies, readings to be posted
- Other approaches: https://headwaterseconomics.org/wp-content/uploads/HE_CountingRecreationReport_2021.pdf

EXAM 1 Posted to Canvas

Oct. 12	Denali National Park Visitor Use Estimation case study • Handouts
Oct. 17	Negative impacts of recreation use (<i>might be switched with the conflict section</i>) • Moore & Driver Chapter 14 up to “systems for managing negative recreation impacts” pg. 2016 • Meyer, K. G. (2013). Designing Sustainable Off-Highway Vehicle Trails: An Alaska Trail Manager’s Perspective. USDA Forest Service. Pages TBA.
Oct. 19	Negative impacts of recreation use - conflict • Vaske, J. J., Needham, M. D. & Cline jr. R.C. (2007). Clarifying the interpersonal and social values conflict among recreationists. <i>Journal of Leisure Research</i>, 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. <i>Journal of Outdoor Recreation and Tourism</i>, 7-8, 1-7. • 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 • McDowell Group (2018). Economic Impact of Alaska’s Visitor Industry. Report for the State of Alaska, Department of Commerce, Community, and Economic Development, Office of Economic Development. Posted to Canvas • 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 • Zaffos, J. (2017). RV industry lobbies to privatize services on public lands. <i>High Country News</i>, September 29, 2017. • Langlois, K. (2017). The price of a National Park fee hike. <i>High Country News</i>, December 14, 2017. • Segerstrom, C. (2021). Who should pay for conservation? <i>High Country News</i>: March 9, 2021. • Federal Lands Recreation Enhancement Act available online and on canvas: https://www.law.cornell.edu/uscode/text/16/chapter-87 ; look at https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5358261.pdf ; 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 • United States Forest Service. <i>ROS users guide</i>. United States Department of Agriculture. In class exercise
Nov. 9	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

Nov. 9 (cont.)	- 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. 14	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.
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/subjects/healthandsafety/healthy-parks-healthy-people-resources.htm https://www.parkrx.org/ 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) - 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. - 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 - 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. 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.

Student protections statement: UAF embraces and grows a culture of respect, diversity, inclusion, and caring. Students at this university are protected against sexual harassment and discrimination (Title IX). Faculty members are designated as responsible employees which means they are required to report sexual misconduct. Graduate teaching assistants do not share the same reporting obligations. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: <https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>.

Disability services statement: I will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities.

ASUAF advocacy statement: The Associated Students of the University of Alaska Fairbanks, the student government of UAF, offers advocacy services to students who feel they are facing issues with staff, faculty, and/or other students specifically if these issues are hindering the ability of the student to succeed in their academics or go about their lives at the university. Students who wish to utilize these services can contact the Student Advocacy Director by visiting the ASUAF office or emailing asuaf.office@alaska.edu.

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-tracccloud@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)
- Student Health & Counseling [6 free counseling sessions] (907-474-7043, <https://www.uaf.edu/chc/appointments.php>, Gruening 215)
- 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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