

ENVS 4500 Wildland Recreation Behavior

Fall 2020

Contact Information and Meeting Times

Instructor	Noah Creany
Email	noah.creany@usu.edu
Office hours	Wed 9:00 - 11:30 a.m. via Zoom
Office	BNR 214A
Classroom	Online via Zoom
Meeting Times	Tuesday 12:00-1:15 p.m. Thursday 12:00-1:15 p.m.

Contents

1 Course Background & Description	2
2 Learning Objectives	2
3 Course Expectations	3
3.1 Student Expectations	3
3.2 Instructor Expectations	3
4 Grading & Assignments	4
4.1 Assignments	4
4.2 Grading Schema	5
5 Required Readings	5
6 Scholarly Work	5
7 Editorial and Writing Style	6
8 Class Schedule	7
Reading List	10

1 Course Background & Description

The popularity of outdoor recreation in the United States and worldwide continues to grow dramatically. In the United States, land managers are often charged with a seemingly contradictory mandate to provide opportunities for “unconfined” recreation experiences while simultaneously maintaining a high degree of resource protection. This will guide our discussions and learning throughout the semester as we address the following questions:

- What are “wildlands”, how are they used by recreationists, and what issues arise from recreation use?
- What tools and frameworks can be used to manage recreation on wildlands in a way that both protects natural resources and provides quality recreation experiences?

While there are Parks and Protected Natural Areas throughout the world Public Lands in the United States are unique. Roughly 605 million acres have been set aside to provide access for a wide range of uses and are managed with the best available *science* to ensure their perpetuity for future generations. Public Lands have maintained very high levels of public support and have been considered a non-partisan (non-political) issue since their inception. In this course we will discuss Public Lands and how climate change is influencing decision making and management of Public Lands, but the focus will be *empirically supported (fact-based) and scientific discourse*.

This course is divided into three sections/modules based on the following themes:

1. **Wildlands and Recreation Use** – In this first section we will learn what defines wildland, how wildlands are used by humans, who is using wildlands for recreation, and why people recreate on wildlands.
2. **Social and Ecological Issues of Recreation Use** – The second section of the course will focus on understanding the intersection of social and ecological issues associated with recreation use of wildlands.
3. **Recreation Management of Wildlands** – After we have gathered the context of the previous two sections, we will shift focus to an applied unit where we will examine exactly what is managed in wildlands and the management frameworks and approaches to provide recreation use and protects ecological resources.

2 Learning Objectives

1. Learning fundamental principles of wildland recreation especially related to social and ecological theory
2. Learning how to apply the above principles and theories effectively to maintain the quality of visitor experience and resource protection priorities common to wildlands.
3. Developing specific skills, competencies and perspectives essential for professional wildland recreation managers.

3 Course Expectations

3.1 Student Expectations

I want you to practice and develop your critical thinking skills for readings, discussions, and writing for this class and the rest of your life. Question the assumptions, what's between the lines, or what's not said in the articles that we read and media that we consume.

3.1.1 Attend and participate in class

- I expect you to attend every class (yes the lecture notes are online, but that is not a substitute for attending class). If you are ill or something comes up that prevents you from being able to attend class, please let me know as soon as possible.
- In order to cultivate critical thinking about these issues, I expect you to participate in class by asking questions and contributing to discussion about course concepts and discussions. I expect everyone to maintain a professional decorum and be respectful of your classmates' perspectives. Please remember that there is a distinct difference between arguing and civil, respectful discussion of a topic – I will not tolerate the former.

3.1.2 Read

- Informed, lively discussions about these topics are only possible if we read and digest new information. I expect you to be self-motivated and diligent by reading and preparing yourself for class.

3.1.3 Complete all assignments to the best of your ability

- This is an upper-level course and I expect all written assignments to be concise, well-organized and composed, and demonstrate proper use of English grammar and mastery of spell-check . Beyond this course, writing skills are important in nearly every work environment. Finally, I expect all assignments to be turned in through Canvas at the assigned due-date.

3.2 Instructor Expectations

3.2.1 Preparation, Organization, and Facilitation

- You can expect me to be present for every class, be prepared with lecture material, and to facilitate discussion during class. If extenuating circumstances arise and I am unable to attend class, I will communicate that through Canvas.
- I will ensure that all course material is organized in an intuitive fashion, and I will provide clear and straightforward instructions for assignments and when I expect them to be due. I understand that you are likely balancing a full course load and are a multi-faced human being with interests outside of the classroom, therefore, I will do my best to make sure that the course load is reasonable.

3.2.2 I will facilitate learning and provide prompt communication

- We are collectively participating in a grand experiment of online learning and I understand how much of a challenge this can be for students. I will do my best to make myself available to you through Canvas, Zoom, or via phone.

- Please reach out to me if you are feeling confused, overwhelmed with class material, or are concerned about your grade. If you have a question about an assignment, please message me through Canvas – If I receive several messages same question, I will send out an announcement to provide clarification to the whole class. I promise to check the Canvas site frequently to make myself as available as possible and provide prompt responses.

3.2.3 Grading will be fair and completed in a timely fashion

- I promise to communicate clear expectations for each assignment and include information about how the assignment will be evaluated for your grade. I hope that this will reduce anxiety and provide you with clear instructions to complete the assignments to the best of your ability.
- Many of the assignments for this course will take the form of short response and essay writing assignments. Once again, I expect your writing to be high quality and demonstrate critical analysis of the course topics and concepts. On the first [two?] assignments, I will not grade your paper on grammar but will provide feedback. The following assignments will have a small percentage of the total points evaluating your grammar
- Finally, I will do my best to make it as clear as possible why you receive the grade that you received. If you have any questions about a grade you received on an assignment, please to do not hesitate to come and talk to me.

4 Grading & Assignments

4.1 Assignments

- **Exams** - There will be a midterm and a final exam, consisting of a mixture of short answer and essay questions. Further details will be provided later in the term.
- **Papers** - There will be a total of two short (3-6 page) papers for this class:
 - **Critical Essay:** This paper will be a graded take home assignment of three to four pages in length. You will be asked to conduct an analysis of a contemporary issue in wildland recreation. For more detail on this assignment, see the Canvas page and corresponding grade rubric.
 - **Management Issue Paper & Presentation:** This five to six page paper will require you to address a current visitor management scenario of your choosing in a park or protected area. This will be a semester-long investigation culminating in a 10 minute student presentations at the end of the semester. More details will be provided in accord with the course schedule.
- **Participation and quizzes:** Participation will be determined as a combination of attendance and a subjective assessment by the instructor. I will only give quizzes if I feel the students are not preparing adequately for the discussion.

Assignment/Component	% of Total Points
Mid-Term Exam	25%
Critical Essay	15%
Final Exam	30%
Management Paper and Presentation	20%
Attendance, Participation, and Effort	10%

4.2 Grading Schema

Pct. of Total Points	Grade	Description of Student Performance
93-100%	A	Exceptional with superior effort. Outstanding
89-92%	A-	
86-88%	B+	
82-86%	B	Good. Significant and consistent effort and dedication.
79-81%	B-	
77-78%	C+	“Average” effort and knowledge of material.
73-77%	C	Effort and dedication Ok.
70-72%	C-	
68-69%	D+	Poor, Below expectations
66-67%	D	
64-65%	D-	
Less than 60%	F	

5 Required Readings

The majority of the reading assignments from this course will come from these two textbooks (Note the APA Style!):

- Hammitt WE, Cole DN, Monz CA (2015). *Wildland recreation: ecology and, management*. John Wiley & Sons. ISBN 1-118-39700-2.
- Manning RE (2011). *Studies in outdoor recreation: Search and research, for satisfaction*. Oregon State University Press. ISBN 0-87071-621-2.

I understand how expensive textbooks can be coupled with the challenges of accessing University facilities like the Library to borrow materials. To help with this I will provide the chapters from the Manning (2011). The Hammitt et.al (2015) text is available online through the USU Library - just search the title from library.usu.edu. In addition to these texts, we will read popular magazine articles, legal documents, and peer-reviewed journal articles. All of the reading materials (with the exception of the Hammitt et al.,(2015)) will be posted to Canvas.

6 Scholarly Work

Writing and critical thinking are essential elements of a University Education. As such, the highest standards of quality will be expected in this class for written work. Below is a brief list of some of the critical elements of high quality writing and analysis.

- 1) Unsubstantiated statements of opinion carry less value than statements well supported with empirical evidence and the literature. **Cite your sources on all written materials including exams, papers, reflections, and critiques.**
- 2) Your writing should emphasize analysis, not simply a reporting of the “situation at hand”. Beginning your work by developing a framework for how you will analyze a particular topic or issue is an excellent approach.

- 3) An element of reporting and/or personal experience is always appropriate to enhance the subject matter, but should not dominate the discussion. Otherwise the work tends to take on the “What I did on my summer vacation tone”.
- 4) Synthesis of multiple important concepts reflects a thorough understanding of the subject matter.

7 Editorial and Writing Style

- 1) While you may have experienced a variety of styles in your studies at USU, for this course we will use standard American Psychological Association (APA) format. As such the (Author, Date) format is suggested for citations of works in the text. I strongly encourage students to use free resources like Zotero, Mendeley, or OneNote to keep track and properly cite sources in their written work. Additionally, the following link provides a primer on APA formatting and style and answer any questions you may have for how to properly cite material:
 - [Purdue Online Writing Lab \(OWL\)](#)
- 2) Longer written works should have a clear introduction that specifically addresses the scope and extent of the paper. Similarly, conclusions sections should be substantial and provide enough information to summarize the main findings of the paper and point to the direction of future research.
- 3) Including data, trends, or other important information from previous research in tabular or figure format almost always enhances your argument.
- 4) Consider breaking any paper into discreet, labeled sections based on a logical sequence. Of course, starting with the introduction and ending with the conclusion always makes sense!

8 Class Schedule

Students must read the assigned readings *prior* to the class session. Important: class readings are subject to change, contingent on mitigating circumstances and the progress we make as a class. Students are encouraged to attend lectures and check the course website for updates.

Week 01, 08/31 - 09/04

Tuesday 09/01: Review Syllabus and Course Outline

Reading: Syllabus

Assignment Due: **"Who are We" Survey**

Thursday 09/03: Contemporary Perspectives on Wildland Recreation

Reading: (Manning 2011)- Chapter 2, HCN Pages 7 & 9

Week 02, 09/07 - 09/11

Tuesday 09/08: Public Lands and Outdoor Recreation

Reading: None

Thursday 09/10: Intro to Wilderness and Wildland Management

Reading: Wilderness Act 1964

Week 03, 09/14 - 09/18

Tuesday 09/15: Recreation Opportunity Spectrum- Historical and Contemporary Contexts

Reading: (Manning 2011)-Chapter 8

Thursday 09/17: Recreation Specialization

Reading: (Manning 2011)-Chapter 11

Week 04, 09/21 - 09/25

Tuesday 09/22: Place Attachment

Reading: (Manning 2011)- Chapter 12

Thursday 09/24: **Critical Essay Assignment - No Class**

Week 05, 09/28 - 10/02

Tuesday 09/29: Wildland Visitors: Trends and Characteristics

Reading: (Outdoor Rec. Participation Report, 2019), (Cordell, 2004)

Assignment Due: **Management Paper: Topic and Abstract**

Thursday 10/01: Motivations and Benefits

Reading: (Manning 2011)-Chapter 7

Week 06, 10/05 - 10/09

Tuesday 10/06: Values in Collision: Conflict in Recreation

Reading: Reading: (Manning 2011)-Chapter 9

Assignment Due: **Critical Essay**

Thursday 10/08: Wildland Ecosystems

Reading: (Hammit, Cole, and Monz 2015)-Chapters 1 & 9

Week 07, 10/12 - 10/16

Tuesday 10/13: Vegetation and Soil Impacts/Trampling Studies

Reading:(Hammitt, Cole, and Monz 2015)-Chapters 2 & 3

Thursday 10/15: Wildlife, Water and Air Quality, and Recreation

Reading:(Hammitt, Cole, and Monz 2015)-Chapters 4 & 5

Week 08, 10/19 - 10/23

Tuesday 10/20: **Mid Term Examination**

Thursday 10/22: **TBD**

Week 09, 10/26 - 10/30:

Tuesday 10/27: Crowding

Reading:(Manning 2011)-Chapter 5

Thursday 10/29: Visitor Capacity

Reading: (Manning 2011)-Chapter 4

Week 10, 11/02 - 11/06:

Tuesday 11/03: Spatial aspects of Recreation Behavior

Guest: Patrick Gallo (Student Conservation Association)

Assignment Due: **Annotated References for Management Paper**

Thursday 11/05: Risk in Outdoor Recreation

Reading: AAC Accident Reports 2017, (Martin and Pope 2012)

Week 11, 11/09 - 11/13:

*Tuesday 11/10:*Principles of Wildland Recreation Management: Visitor Management

Reading: (Manning 2011) Pages 273-292

Thursday 11/12: Recreation Management Strategies I: Education & Interpretation

Reading: (Hammitt, Cole, and Monz 2015)- Chapter 12

Week 12, 11/16 - 11/20 :

Tuesday 11/17: Recreation Management Strategies I: Management Frameworks and Monitoring

Reading: (Hammitt, Cole, and Monz 2015)- Chapter 11 & 13

Thursday 11/19: Guest Speaker: Sam Commarto (USFS) - Klamath National Forest

Justice, Equitiy, Inclusion, & Diversity (JEDI) in the Outdoors

Reading: (Mullen 2020)

Week 13, 11/23 - 11/27 :

Tuesday 11/24: **No Class** - Work on Management Paper

Thursday 11/26: **No Class**

Week 14, 11/30 - 12/04 :

Tuesday 12/01: Conflict Management/Rec. Planning

Assignment Due: **Management Paper**

Thursday 12/03: Student Paper Presentations I

Week 15, 12/07 - 12/11 :

Tuesday 12/08: Student Paper Presentations II

Assignment Due: **Management Topic Presentation**

Thursday 12/10: Topic TBD/Final Exam Review

Week 16, 12/14 - 12/18 Finals Week :

Thursday 12/17: Final Exam 12:00-1:50 PM

Reading List

Hammitt, William E., David N. Cole, and Christopher A. Monz. 2015. *Wildland Recreation: Ecology and Management*. John Wiley & Sons.

Manning, Robert E. 2011. *Studies in Outdoor Recreation: Search and Research for Satisfaction*. Oregon State University Press.

Martin, Steven R., and Kristen Pope. 2012. "The Influence of Hand-Held Information and Communication Technology on Visitor Perceptions of Risk and Risk-Related Behavior." *In: Cole, David N., Comp. Wilderness Visitor Experiences: Progress in Research and Management; 2011 April 4-7; Missoula, MT. Proc. RMRS-P-66. Fort Collins, CO: US Department of Agriculture, Forest Service, Rocky Mountain Research Station P. 119-126. 66: 119–26.*

Mullen, Maggie. 2020. "Race, Public Lands and the Debate over Geotagging KUER." *Race, Public Lands and the Debate over Geotagging*. <https://www.kuer.org/arts-culture-religion/2020-11-11/race-public-lands-and-the-debate-over-geotagging>.