

Fall 2021 ENVS-6130-EW1 XL Syllabus

ENVS POLICY ASPECTS WILDLAND REC 4130

Course Description

Political, legal, and economic bases for wildland recreation management. Relationship between outdoor recreation and tourism. Lectures concurrent with ENVS 4130. Also includes weekly discussion session focusing on relevant scientific research and policy analyses.

Fees

No fees required

Course Objectives

By the end of this course, you will be able to:

1. Gain factual knowledge in the outdoor recreation/natural resources-based tourism policy and planning arena.
2. Learn fundamental principles in the recreation resources management policy and planning arena with emphasis on: a) history and legislation; b) resource management agencies and their mandates/missions, administration/management, and culture; c) policy implications; and d) salient issues of concern.
3. Learn to apply policy to recreation resources planning and management related to: a) policy implications; b) basic planning concepts and principles; c) management frameworks, processes, and tools; d) dimensions and assessment of use impacts (biophysical/ecological, social, cultural, economic, managerial); and d) implementation of recreation resources management strategies.
4. Learn to analyze and critically evaluate ideas, arguments, and points of view in the recreation resources management and natural resources-based tourism policy and planning arenas.
5. Learn how to learn about policy as you are confronted by issues that are new to you or emerging for our field. Things will keep changing throughout your career, how will you keep up?
6. Develop communication skills by expressing oneself through writing and oral presentation.

Instructor

Wayne Freimund

Professor, Recreation Resource Management

USU- Moab

Based in Moab, available by appointment via Zoom

Periodic Lecture/Discussion: Wednesday, 5:15pm – 7:30pm use Zoom link

Course Resources

Provided on Canvas

Course Requirements

Participate in class and fulfill all assignments.

Evaluation Methods and Criteria

Graded Work:

For this course, we have assigned the following points to your required activities (**Totaling 100 Points**):

Reactions and Discussion (10 pts total – 1pt each):

These are low-stakes writing assignments that will be done each week to assist with your reflection on one of the weeks readings or material. The submission should be at least 250 words and illustrate one reaction you had to the context of the reading. Themes of your reactions could include: Did you agree with the authors? What surprised you? How do you think the content was relevant to today's issues? Did the reading give you any additional insight to the issues we are discussion in class?

Discussion participation. (**10 points**) The weekly discussions will be an important part of this course. Through these will learn from one another and hopefully think critically about our own views on the issues discussed. Each week we will have both large group discussions and break out discussions.

Quizzes (total of 15 pts)

Quizzes will be based off the reading and will be posted on Canvas each week. They are worth 2 or 3 points depending on the amount of work required, and they will be due by the end of the week. They will use multiple formats.

Exams (30 points)

Approximately 2/3 of the way through the course you will have an online exam. This exam will be a mix of open ended, multiple-choice, and true false questions. The purpose of the exam is to demonstrate your grasp of the primary laws and frameworks that are being used in the class. From that point forward in the course we will focus on your analysis of cases and your presentations. If you have been successful with the quizzes, reading reactions and engaged in the class discussion, this exam should be relatively straightforward for you.

Policy Paper (35 pts total):

This is the core assignment of the course. Ultimately, the goal of this assignment is to get you *very acquainted* with policy, and more specifically, the policy that guides the management of recreational use in a specific area. Generally, the assignment is this:

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1. Choose a topic and have it approved by the professor.
2. Provide a description of the context and background on why a policy needs to be considered. Why is this important?
3. Discuss a range of realistic policy options.
4. Develop criteria for evaluating the options.
5. Evaluate the options with your criteria and make a recommendation.

We will discuss this assignment throughout the semester, and I will meet with each of you about your paper.

Final Paper - Due 12/16

Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Course Schedule/Outline

Course Schedule

Week	Date	Topic	Reading	Laws or regulations discussed	Video or case study	Assignments
Section One – Introduction to policy and planning						
			Beeco			
1	9/1	Introduction to the course	How do we know when our actions are legal?	NPS Organic Act	Introduction and how the course works	Fill out preliminary quiz
2	9/8	The policy process	Cabbage	Endangered Species Act		Reaction paper Quiz
3	9/15	Planning for visitor management	IVUM Framework	<ul style="list-style-type: none"> · MUSY Act 1960 · FLPMA 1976 · NFMA 1976 · Antiquities Act · National Park and Recreation Act 1978 		Reaction paper Quiz
4	9/22	The Importance of Wilderness in Framing Wildland Recreation Policy	Sutter Wellman	<ul style="list-style-type: none"> · National Trail System Act 2008 · Sikes Act 1960 · Wild and Scenic Rivers Act 1968 		Exam 1
Section 2. the interaction of policy and planning in visitor management						
5	9/29	Managing for desired conditions	Crowding in our parks (Manning et al, 1996)	· General Authorities Act 1970		Reaction paper Quiz
6	10/13 (fall break week)	Should we limit access to public lands?			Half dome, winter in Yellowstone and Glacier National Park	Reaction paper Quiz

7	10/20	Involving the public in decision making		National environmental Policy Act	Corona Arch Rope Swinging	Reaction paper Quiz
8	10/27	continued		NEPA continued	Corona Arch continued	Reaction paper Quiz
9	11/3	The importance of a cultural baseline: The role of the Wilderness Act	Wellman	The Wilderness Act	Hetch Hetchy	Exam 2

Section 3: Issues that will define the future of planning and management

10	11/10	Managing Rapid change: Climate and Popularity as agents of change	Scenario planning			Reaction paper Quiz
11	11/17	Financing outdoor Recreation		America Great Outdoors Act		Reaction paper Quiz
12	11/24	Thanksgiving				
13	12/1	Who gets to decide our future?		Antiquities Act Revisited	Bears Ears National Monument	Exam 3
14	12/8 (No test week)	A critique of our frameworks and policies				
15	12/15	Final Exam week				Policy paper due.

What I expect from you

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Attend and participate in class – We expect you to attend every class (yes, the lecture notes are online but that is not a substitute for *attending* lecture). We also understand that life happens. So, if something serious and unavoidable comes up or you are ill and must miss a class please let us know as soon as possible. We want you to be able to think critically in this course about the concepts and topics that we discuss in class. Therefore, not only

will we expect you to be in class, but we will also expect you to think, ask questions, and participate in discussions and class activities. As such, we will also ask that all of you to be respectful of your classmates' opinions and viewpoints. Please remember that even today discussing a topic can be done civilly and respectfully.

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Read before coming to class – Productive class discussion will be dependent on you coming to class prepared by being self-motivated and reading the assignments beforehand.

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Complete all assignments to the best of your ability and turn them in on-time – This is an upper-level course and we expect all formal written assignments to be clear, concise, well-organized, well-thought out, and contain minimal errors. Good writing skills are important and valued in all work environments. We expect all assignment to be turned in by the beginning of class on their due date.

Late work policy – We expect work to be turned in on-time. Unless you have a legitimate reason and/or agreement with us beforehand, we will deduct 10% of the assignment's grade each day it is late.

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/> (<http://www.usu.edu/riskmgt/>)

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. (<http://libguides.usu.edu/rc>)

Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual

engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://studentconduct.usu.edu/studentcode/article5>) for more information.

University Policies & Procedures

COVID-19 Classroom Accommodations

To ensure that you receive the appropriate accommodation for COVID-19 related challenges, the University requires you to fill out the COVID-19 Questionnaire (<https://www.usu.edu/covid-19/questionnaire/index.php>). Upon doing so, the University COVID CARE Team (<https://www.usu.edu/covid-19/if-you-are-sick/care-team.php>) will contact you to determine your needs and how to support you. The CARE Team will also contact your instructors and provide important direction on how best to accommodate your needs. For additional reference, please see USU's Attendance and Excused Absence (<https://catalog.usu.edu/content.php?catoid=12&navoid=3160>) policy and the COVID-19 Classroom Accommodations (<https://www.usu.edu/covid-19/operations/accomodations>) page.

Reducing COVID-19 Risk

You can help keep classes, events, and activities happening in person this semester by following these steps:

1. **Get vaccinated if you're able.** Vaccines are the best available tool to help stop the spread of COVID-19. They are safe, free, and easy to access.
2. **If you are vaccinated, let USU know.** Please upload your proof of full vaccination (<http://aggiehealth.usu.edu/>) to AggieHealth. If you are exposed to COVID-19, USU's case containment will not require you to quarantine if they know you are vaccinated and you do not have symptoms.
3. **Stay home if you're sick** and get tested for COVID-19 if you have symptoms or have been exposed. It's important to not bring any illness to campus.
4. **Wear a mask indoors.** Public health experts recommend that even vaccinated people wear masks indoors in high COVID-19 transmission areas, which includes most of Utah.

If USU's COVID Case Containment team identifies an uncontained situation in the classroom, you will be notified of any temporary changes to your course delivery method through a Canvas announcement. Please make sure you are receiving immediate notifications of new Canvas announcements. The situation will be handled according to protocols on the COVID Classroom Exposure (<https://www.usu.edu/covid-19/students/classroom-exposure>) page.

Class Seating Charts (For In-Person Classes)

In classes with more than 10 students, a seating chart will be used to track where you are sitting. After the first week of classes, your instructor will tell you how to enter your seat number in Canvas. **You must sit in the same seat for the rest of the semester.** This is extremely important for tracking cases of COVID-19 and helping classes remain in person.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://studentconduct.usu.edu/studentcode/article6>)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<http://www.usu.edu/policies/339>) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Office of Equity (<https://equity.usu.edu/>) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305 (<http://www.usu.edu/policies/305/>)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (<https://studentaffairs.usu.edu/>), (435) 797-1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (<https://ususa.usu.edu/student-association/student-advocacy/legal-services>), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (<http://accesscenter.usu.edu/>), (435) 797-1728, access@usu.edu (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (<http://accesscenter.usu.edu/multiculture>), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (<http://accesscenter.usu.edu/lgbtqa/>), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (<https://www.usu.edu/provost/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (<https://studentconduct.usu.edu/studentcode/>)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (<https://studentconduct.usu.edu/studentcode/article7>).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://studentconduct.usu.edu/studentcode/>)
- Academic Integrity (<https://studentconduct.usu.edu/studentcode/article6>)
- USU Academic Policies and Procedures (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- Academic Freedom and Professional Responsibility Policy (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (<https://counseling.usu.edu>).

Students are also encouraged to download the "SafeUT App" (<https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Course format:

- This will be a web broadcast course with Zoom meetings every two-three weeks. Most of the work for this course will be completed independently in a modular online format. You will complete work weekly that will include a quiz and participation in a discussion forum. The material for the course will be available to you via the canvas site. That material will include a weekly message from me, pre-recorded PowerPoint lectures, assignments and readings. We will meet for two hours at the beginning of each section (approximately every three weeks) on Wednesday's between 5:15pm and 7:45 via Zoom. These discussions will be highly interactive. We will use those meetings to set up the upcoming section and review the progress on the previous section. We will make frequent use of breakout rooms so that everyone gets a chance to talk.

What are we going to discuss in this course?

- Recreation Policy and Planning (3 credits) examines the historical, philosophical, legal, and political context of outdoor recreation planning and policy on public lands; government agency culture, regulation, and partnering; relationship of outdoor recreation to tourism; and theory and application of principal planning tools for outdoor recreation settings. We will review a select set of policies that directly affect planning for visitor use on public land. The focus will largely be on federal land but will have many applications at the state or country level. The course will be designed to address the messy situations at the interface of policy and management or planning and policy. This is where most practitioners spend their time.

What can you expect from me?

- **Attend and prepare for class** - You can expect me to be at every class or arrange an appropriate substitute except under crazy circumstances. We will come to class prepared with lecture material, any assignment material, and we will facilitate discussions and class activities. We will answer all student questions to the best of our abilities. We will ensure that material for class is posted on Canvas in an organized and timely fashion. We understand that this is not your only class and that you have a life outside of this course, therefore we will do our best to make the course load reasonable.

- **We will facilitate learning** – Do not hesitate to ask questions (either in class or outside of class). We will be in our office during office hours to help students in any way necessary. Please come to us if you are feeling confused about a topic, overwhelmed with class material, are concerned about your grade, have a question about an assignment, or just want more information about a topic. Also, do not hesitate to email us as well, we check our email frequently (although not as frequently in the evenings and on the weekends) and will respond to any question or concern in a timely manner.
- **Grading will be fair and completed in a timely fashion** – We will do our best to ensure that grades are assigned fairly. We will also try to make it as clear as possible why you receive the grade that you received. If you have any questions about an assignment or grades, please come and talk to us. If you do not understand what is expected of you for an assignment; please ask!

Course Procedures

This class follows a web broadcasting format, with students participating in multiple locations throughout the state. Zoom enables us to generally see one another. But it can be difficult to catch all of the questions you may have in the chat. While we are in discussion, please keep your mic muted when you are not speaking and your video on. Being able to see one another is helpful for establishing a sense of community within the class. We will do our best to pause and provide ample opportunity for students to ask questions. Speak clearly and with sufficient volume so that students at other locations can hear your questions and responses. Finally, please do not engage in conversations unrelated to class material while class is in session. Our Zoom sessions will be recorded. That includes all chats; public and private. So please consider all of your chat's public. Be kind to one another. The University policy on Classroom Incivility can be accessed at the following link: <http://www.usu.edu/policies/pdf/Classroom-Incivility.pdf> (<http://www.usu.edu/policies/pdf/Classroom-Incivility.pdf>)

How will I gauge your level of learning?

My job is to facilitate the learning of a particular topic. As educators, we gauge how you have put forth effort to learn the material with letter grades and GPAs. Therefore, you will complete several assignments that will be assessed as part of your overall grade for this course. More importantly however, these assignments will help you learn the material and me understand how well you are learning the material. I will strive to make these assignments as useful and interesting as possible, and I am opened to suggestions regarding course assignments.

Readings:

The readings for this course will be provided through Canvas. I will draw on chapters from books, peer reviewed journal articles, documents provided by management agencies and popular articles. I expect you to do the readings BEFORE class.

Writing and Grammar: Paper Guidelines

Writing and critical thinking are essential elements of your education. As such the highest standards of quality will be expected in this class for written work. We believe that each and every one of you can achieve these high standards and to help you, below are some elements to keep in mind when writing.

- **Always** cite your sources of information. A point that is backed up with a credible source carries much more weight than a random claim.
- All papers in this course should emphasize analysis and the application of class material. An excellent way to go about this is to begin your paper with a framework (or outline of the structure of your paper) explaining how you will analyze the topic or approach the problem.
- Personal experience is an important component of this class. However, do not ONLY include personal experience in your writing – please frame personal experience in the context of the literature and class material.

- While you may have experienced a variety of styles in your studies at USU, for this course utilize standard American Psychological Association (APA) format for citing your sources. As such, the Author-Date format is suggested for citations of works in the text and reference list at the end of your papers. APA Sources of information on APA style will be provided on Canvas. (Note: We do not expect your entire paper to be in APA format just your in-text citations and reference lists).
- Consider the following for a well-organized paper: bookend the body of your paper with concise and clear introduction and conclusion sections, use headers to organize your paper, use table and figures in your papers to support your arguments or make information clearer.

For writing resources and assistance, visit the USU Writing Center: <http://writing.usu.edu/> (<http://writing.usu.edu/>)