COURSE TITLE: RECREATION POLICY AND PLANNING  
COURSE NUMBER: ENVS 4130  
CLASS MEETINGS: Thursdays from 5:15-7:45 p.m. (when scheduled)  

INSTRUCTOR: Dr. Steve Burr, Associate Professor of Recreation Resources Extension Specialist in Outdoor Recreation and Tourism  
University of Utah State University  
OFFICE: #125 East Building  
125 W 200 S | Moab, UT 84532  
TELEPHONE: 435-797-5120  
E-MAIL: steve.burr@usu.edu  

COURSE DESCRIPTION:  
ENVS 4130—Recreation Policy and Planning (3 credits) examines the historical, legal, and political context of outdoor recreation 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.  

COURSE OBJECTIVES:  
This course is one of four Recreation Resources Management core courses, and is intended to introduce students to the principles and methods of policy and planning as applied to outdoor recreation and natural resources-based tourism on public lands in the United States with an emphasis on Utah, the Intermountain West, and certain other areas of the country with significant public lands.  

Course Objectives:  

Essential:  
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.  

Important:  
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. Develop communication skills by expressing oneself through writing and oral presentation.

COURSE DESIGN AND FORMAT:

This course is designed as a blended or “hybrid” course in that most student work is completed on-line via Canvas with broadcast class meetings, when scheduled. Each week during the semester there will be assigned readings, mainly chapters from the textbook, but also from additional materials posted on the Course Canvas. Associated with each week’s readings will be required quizzes and/or writing assignments utilized to evaluate student understanding and comprehension of the readings related to the specific topics.

REQUIRED TEXT:


COURSE LECTURE NOTES, ADDITIONAL CLASS MATERIALS, AND READINGS:

Course lecture notes, additional class materials, and assigned readings (articles, book chapters, etc.) are accessible to every student via Canvas. You may want to print out these course materials and keep everything in a three-ring binder for organization and accessibility, or you can store these electronically for use with your laptop.

COURSE COMPONENTS FOR EVALUATION:

- **Chapter Quizzes** (200 points)
  - There will be 12 quizzes with questions for each for the assigned 12 chapters in the course textbook *Wildland Recreation Policy*. The completed quizzes are to be submitted via Canvas by the due date.

- **Writing Assignments** (200 points)
  - There will be four Writing Assignments (WAs) for 50 points each assigned during the first half of the semester in two general categories: 1) two general written summaries of, reactions to, and reflections on a) an assigned reading, and b) a video; and 2) two analyses of current events with respect to outdoor recreation policy and issues (Current Event Analyses—CEAs will be based on information received on-line through *Mountain West News* and perhaps other sources.). The completed Writing Assignments are to be submitted via Canvas by the due date. Also within this category, there may be any number of other in-class or out-of-class assignments, or “pop” quizzes on previously covered material and/or assigned reading for a particular class period. (4 WAs @ 50 points each)

- **Exams** (200 points)
  - There may be two exams administered on-line during the semester. (2 Exams @ 100 points each)
Recreation
Students will choose an issue/topic based on a current event related to outdoor recreation and natural resources-based tourism, research the issue/topic, and write a paper on the issue/topic based on the different components of “A Process for Policy Formation and Implementation” model. More information on this significant component of the course will be forthcoming later in the semester.

(150 points)

Student Presentation
Each student will share findings from his/her Recreation Issue and Policy Paper with a presentation presented to the class the latter weeks of the semester.

(50 points)

Student Participation
Students are expected to attend class regularly, be prepared for each class by completing all assigned readings, chapter quizzes, writing assignments, and participate in class discussion. The course instructor will subjectively take into consideration student participation in terms of attendance, timeliness, preparation, quality of verbal responses, comments, and questions, as well as attentiveness in class. Please refrain from using mobile electronic devices during class meetings, as these can be disruptive for both students and the instructor. The use of tablets or laptops is encouraged during class meetings providing these are being used to access course materials. See Grading Rubric for Course Instructor Evaluation Related to Student Participation (following).

GRADING RUBRIC: COURSE INSTRUCTOR EVALUATION RELATED TO STUDENT PARTICIPATION

<table>
<thead>
<tr>
<th>Student Participation; In-Class Discussions; Management Issue Paper Presentation</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Minimal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responses demonstrate an in-depth reflection on and personalization of theories, concepts, and/or strategies presented.</td>
<td>• Responses demonstrate a general reflection on and personalization of theories, concepts, and/or strategies presented.</td>
<td>• Responses demonstrate a minimal reflection on and personalization of theories, concepts, and/or strategies presented.</td>
<td>• Responses demonstrate a lack of reflection on or personalization of theories, concepts, and/or strategies presented.</td>
<td></td>
</tr>
<tr>
<td>• Viewpoints and interpretations are insightful and well supported.</td>
<td>• Viewpoints and interpretations are supported.</td>
<td>• Viewpoints and interpretations are unsupported or supported with flawed arguments.</td>
<td>• Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</td>
<td></td>
</tr>
<tr>
<td>• Clear and detailed examples are provided, as applicable.</td>
<td>• Appropriate examples are provided, as applicable.</td>
<td>• Examples, when applicable, are not provided or are irrelevant.</td>
<td>• Examples, when applicable, are not provided.</td>
<td></td>
</tr>
</tbody>
</table>
**GRADE ASSIGNMENT:**

Course components for evaluation will be given numerical points with percentages equal to corresponding letter grades based on the following scale. The total of these points will be converted to a final percentage and final course grade based on the scale.

- **A** = 100%-93%
- **B** = 86.9%-83%
- **C** = 76.9%-73%
- **D** = 66.9%-60%
- **A-** = 92.9%-90%
- **B-** = 82.9%-80%
- **C-** = 72.9%-70%
- **F** = 59.9%-0%
- **B+** = 89.9%-87%
- **C+** = 79.9%-77%
- **D+** = 69.9%-67%

**COURSE POLICIES:**

- Only on-time and completed assignments will be accepted for full credit. All Course Assignments for Evaluation are due to the Course Instructor, submitted electronically via Canvas, according to the date and time identified on the Course Schedule. Assignments and Quizzes turned in after that date and time are considered late and may be penalized 10%. Late assignments may be penalized an additional 10% for each 24 hour day late. Late assignments may not be accepted for evaluation three days beyond the due date.

- All Course Assignments must be word processed. Poorly written assignments may be returned for proofreading and corrections before being evaluated with subsequent loss of points. Points may be deducted for grammatical, sentence construction, spelling, and/or typographical errors on all writing assignments/papers. See Grading Rubric (following) for Course Instructor Evaluation Related to Student Writing. It will pay off in the long run to proofread your work thoroughly. Be proud of what you do! Submit your best writing. Plan ahead, do it on time, and be professional!

- The Course Instructor may change the Course Syllabus and Schedule, with student notification, as the learning environment and course progression requires.

- If at any time students are unclear about course material, have specific questions, or have other class-related concerns, please contact the Course Instructor via e-mail. Your Course Instructor is here to assist you in your learning process and will respond in a timely manner either via e-mail or in scheduling a face-to-face meeting if possible.
GRADING RUBRIC: COURSE INSTRUCTOR EVALUATION RELATED TO STUDENT WRITING

<table>
<thead>
<tr>
<th>Chapter Quizzes and/or Written Responses; Management Issue Paper</th>
<th>Achieves Mastery</th>
<th>Achieves Proficiency</th>
<th>Approaches Proficiency</th>
<th>Lacks Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writing is very clear, concise, and well-organized with excellent sentence and paragraph construction.</td>
<td>• Writing is mostly clear, concise, and well-organized with good sentence and paragraph construction.</td>
<td>• Writing is generally unclear, unconcise, and disorganized with inadequate sentence and paragraph construction.</td>
<td>• Writing is very unclear, unconcise, and disorganized with weak sentence and paragraph construction.</td>
<td>• Writing is very unclear, unconcise, and disorganized with weak sentence and paragraph construction.</td>
</tr>
<tr>
<td>• Thoughts are expressed in a very coherent and logical manner with strong “connections” to course topics evident.</td>
<td>• Thoughts are expressed in a coherent and logical manner with “connections” to course topics evident.</td>
<td>• Thoughts are not expressed in a coherent and logical manner and few “connections” to course topics are evident.</td>
<td>• Thoughts ramble, are not connected, and make little sense, and “connections to course topics are lacking.</td>
<td>• Thoughts ramble, are not connected, and make little sense, and “connections to course topics are lacking.</td>
</tr>
<tr>
<td>• There are no errors in sentence construction, usage, grammar, punctuation, or mechanics.</td>
<td>• There are some minor errors in sentence construction, usage, grammar, punctuation, or mechanics.</td>
<td>• There are an unacceptable number of errors in sentence construction, usage, grammar, punctuation, or mechanics.</td>
<td>• There are numerous and unacceptable errors with sentence construction, usage, grammar, punctuation, or mechanics.</td>
<td>• There are numerous and unacceptable errors with sentence construction, usage, grammar, punctuation, or mechanics.</td>
</tr>
</tbody>
</table>

COURSE POLICIES:

- For students with documented disabilities, as required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made. Students must turn in a Notification of Accommodation to their Course Instructor at the beginning of the semester. With these accommodations, students are required to meet the academic standards of the university. See EQUAL OPPORTUNITY/AFFIRMATIVE ACTION AND STUDENTS WITH DISABILITIES below for more information.

- The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honesty see information on the ACADEMIC HONESTY/HONOR CODE below.
ACADEMIC HONESTY/HONOR CODE:

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honesty, the following information is taken from The Code of Policies and Procedures for Students at Utah State University (revised April 2002), Article V, Section 3; and Article VI, Section 1:

Section 3. University Standards
A. Academic Integrity: The Honor System
Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: 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.”

Acts of academic dishonesty include but are not limited to:

1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done individually; (2) depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.

3. 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 acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the sale of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 (paragraphs A, E, F, G, and H) of the Code.

B. Academic Dishonesty: The Honor System
An instructor has full autonomy to evaluate a student’s academic performance in a course. If a student violates the Honor System, the instructor may sanction the student as part of the course evaluation. Such sanctions may include: (1) verbally warning the student; (2) giving the student a written reprimand; (3) requiring the student to rewrite a paper/assignment or to retake a test/examination; (4) adjusting the student’s grade for either an assignment/test or the course; or (5) giving the student a failing grade for the course. A sanction by the instructor is not a disciplinary penalty. If the instructor believes that, in addition to any sanction, the student should be disciplined and a penalty imposed, the instructor shall refer the student for disciplinary proceedings.

(Above information on Academic Honesty/Honor Code taken from the Utah State University Schedule of Classes Fall 2015)

To learn more about USU’s Honor system, visit http://www.usu.edu/policies/PDF/Acad-Integrity.pdf.
EQUAL OPPORTUNITY/AFFIRMATIVE ACTION AND STUDENTS WITH DISABILITIES:

The vision statement of the Affirmative Action/Equal Opportunity (AA/EO) Office reads as follows:

USU sees an environment in which every individual has an opportunity to learn, work, and contribute, and where full inclusion and respect for all people encourages creativity and productivity. The result will be students, faculty, and staff working together, serving and strengthening our local, national, and global communities.

In support of this vision, it is the policy of Utah State University to ensure equal educational and employment opportunity regardless of race, color, religion, sex (including sexual harassment and pregnancy), national origin, age, disability, or veteran status. In addition, discrimination based on sexual orientation is prohibited in the hiring of employees or in evaluating employee or student performance.

The AA/EO Office implements federal, state, and University anti-discrimination laws, statutes, and policies, and strives to provide an atmosphere in which students, staff, faculty, and participants in USU-sponsored activities and programs can work, study, and live without fear of illegal discrimination or harassment. It also works to increase access to education and employment for groups that have traditionally faced barriers to opportunities in these areas.

Utah State University is dedicated to providing equal opportunity in education and employment to all students, faculty, staff, applicants, and participants in University programs. Members of the University community, who feel their rights have been violated, want information, or just need some guidance relating to their course of action relating to AA/EO issues, should contact the Affirmative Action/Equal Opportunity Office, located in Military Science 118 (use south entrance), or call (435) 797-1266. Copies of the complete Affirmative Action Program are available in the AA/EO Office. Copies of AA/EO-related policies, including the sexual harassment policy and discrimination complaint policy, are available in the office. Information pertaining to other AA/EO-related laws, policies, and issues at the local (USU), state, and federal levels are also available at the office. These items, along with other information, are also available on the AA/EO Office website at http://www.usu.edu/aaeo. (From the Utah State University General Catalog 2015-2016)

The University is required by law to help students with disabilities participate fully in all programs, activities, and services. If you have a disability that requires note-takers, interpreters for the deaf, extended testing time, etc., please discuss this with the course instructor as soon as possible and contact the Disability Resource Center (DRC) in Room 101 of the University Inn (797-2444; www.usu.edu/drc). Course material can be provided in alternative formats such as large print, audio, diskette, or Braille in cooperation with the DRC. Disabilities must be documented by the DRC.

For more information… on USU’s Honor Pledge, Academic Honesty Defined, Tracking and Reporting Tools related to Canvas, and Repercussions of Violations visit https://usu.instructure.com/courses/172956

NOTE: Course Syllabus subject to change with notice.
Week 1 January 8-12
Thursday, January 11—First Class Meeting
- Course Introduction and Orientation
- Outdoor Recreation Systems Model
- Course Syllabus and Schedule
- Introductory Powerpoint
- Unit 1-Philosophies of NR Management
- Student Biosheet Assignment—Due Friday, January 12
- READING: Chapter 1—Introduction (Wellman & Propst, 2004)
  Chapter Quiz 1—Due Friday, January 12

Week 2 January 15-19
- WA#1-Second Recreation Revolution Timeline—Due Tuesday, January 16
  Chapter Quiz 2—Due Wednesday, January 17

Thursday, January 18—Class Meeting
- Emergence of Outdoor Recreation
- Unit 2-What is Policy? & Processes for Policy Formation and Implementation
- Unit 3-Legal Nature of Recreation Controversies
- “Restoring Tranquility in Zion”—Case Study in Policy Implementation
  Chapter Quiz 3—Due Friday, January 19

Week 3 January 22-26
  Chapter Quiz 4—Due Tuesday, January 23

Thursday, January 25—No Class Meeting
- WA#2-“Champions of the Land”—Due Friday, January 26
**Week 4  January 29-February 2**

- **READING:** Chapter 5—Institutional Origins: The Forest Service (Wellman & Propst, 2004)
  
  **Chapter Quiz 5**—Due Tuesday, January 30

**Thursday, February 1—Class Meeting**

- **Unit 4—Early Major Public Land Legislation**
- Major Public Land Legislation Influenced by Utilitarian Philosophy and Progressive Conservation Philosophy
- Federal Recreation Lands of the U.S.
- Federal Land Management Agencies (FLMAs)—the “Big Four”

- **Unit 5—USDA Forest Service**
- USDA Forest Service—National Forests and Grasslands
- **READING:** “Forests for the Home-builder First of All” (pp. 114-174)

**Week 5  February 5-9**

- **READING:** Chapter 6—Institutional Origins: The National Park Service (Wellman & Propst, 2004)
  
  **Chapter Quiz 6**—Due Tuesday, February 6
  
  - **Unit 6—National Park Service**
  - National Park Service and the National Park System

**Thursday, February 8—No Class Meeting**

- **READING:** Chapter 7—Origins of Wilderness Policy (Wellman & Propst, 2004)
  
  **Chapter Quiz 7**—Due Friday, February 9
  
  - **Unit 7—Wilderness**
  - Wilderness and the National Wilderness Preservation System

**Week 6  February 12-16**

- **READING:** Chapter 8—Wilderness Policy from WWII to the Present (Wellman & Propst, 2004)
  
  **Chapter Quiz 8**—Due Tuesday, February 13

**Thursday, February 15—Class Meeting**

- USDA Forest Service—National Forests and Grasslands
- National Park Service and the National Park System
- Wilderness and the National Wilderness Preservation System

  - **Orientation to WA#3 and WA#4—Current Events Analyses (CEA)**

**Week 7  February 19-23**

**Thursday, February 22—No Class Meeting**

- **WA#3—Current Event Analysis**—Due Thursday, February 22
Week 8  February 26-March 2
Thursday, March 1—Class Meeting
  • **Orientation to Recreation Issue and Policy Paper**
  • **WA#4—Current Event Analysis**—Due Friday, March 2

**Spring Break—March 5-9**

Week 9  March 12-16
  • **READING: Chapter 9—Wildland Recreation Policy in the Urban Setting**
    (Wellman & Propst, 2004)
    *Chapter Quiz 9*—Due Tuesday, March 13

Thursday, March 15—Class Meeting
  • Unit 8-Bureau of Land Management and National System of Public Lands
  • Unit 9a-National Wild & Scenic Rivers
  • Unit 9b-National Trails System
  • **READING: Chapter 10—Management: Today’s Policy Frontier**
    (Wellman & Propst, 2004)
    *Chapter Quiz 10*—Due Friday, March 16

Week 10  March 19-23

Thursday, March 22—No Class Meeting
  • **Proposed Recreation Issue and Policy Paper Topic**—Due Thursday, March 22
  • Unit 9c-Thieves of Time
    Video: “Thieves of Time” and the Antiquities Act of 1906, Archaeological
    Resources Protection Act (ARPA) of 1979, and Native American Graves
    Protection & Repatriation Act (NAGPRA) of 1990
  • **Thieves of Time Worksheet**—Due Friday, March 23

Week 11  March 26-30
  • **READING: Chapter 11—Management: Realities of Policy Implementation**
    (Wellman & Propst, 2004)
    *Chapter Quiz 11*—Due Tuesday, March 27

Thursday, March 29—Class Meeting
  • Review Recreation Issue and Policy Paper Topics
  • Unit 10-U.S. Fish & Wildlife Service and National Wildlife Refuge System
  • Unit 11-State Resources and Recreation
    • State Resources and Recreation
    • Utah Department of Natural Resources
    • Utah Tourism at a Glance
• READING: Chapter 12—Conclusions (Wellman & Propst, 2004)

Chapter Quiz 12— Due Friday, March 30

Week 12  April 2-6
Thursday, April 5—Class Meeting
• Unit 12-Recreational Land Use Planning-Concepts and Principles
• Overview of Recreational Land Use Planning
• Planning Concepts and Principles

Week 13  April 9-13
Thursday, April 12—Class Meeting
• Unit 12-Recreational Land Use Planning-Concepts and Principles
• Management Frameworks and Processes for Planning
• Outdoor Recreation Planning Tools
• Draft Recreation Issue and Policy Paper— Due Friday, April 13

Week 14  April 16-20
Thursday, April 19—Class Meeting
• Recreation Issue and Policy Paper Presentations

Week 15  April 23-27
Thursday, April 26—No Class Meeting

Week 16  April 30-May 4—Final Exams Week
Thursday, May 3—Class Meeting
• Recreation Issue and Policy Paper Presentations

Friday, May 4—Final Recreation Issue and Policy Paper Due

NOTE: Course Schedule subject to change with notice.