ENVS 4500 Syllabus

Course 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 or 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. We will focus on empirically supported (fact-based) and scientific discourse associated with managing the behavior of recreationists.

This course is divided into three 5-week sections/modules based on the following themes:

1. Principles of Wildlands & Recreation
   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 in wildlands and how we study their behavior.

2. Human and Ecological Dimensions 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 Practices & Frameworks
   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 protect ecological resources.

Fees

None

Course Objectives

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

1. Learning fundamental principles of wildland recreation related to social and ecological
2. Learning how to apply the above principles and theories to maintain the quality of the visitor experience and resource condition priorities common to wildland recreation
3. Further developing specific skills [*Writing, Communication, and Critical Thinking*], competencies, and perspectives for professional wildland recreation

**Instructor**

Dr. Wayne Freimund, USU Moab

Office hours by appointment.

Email: wayne.freimund@usu.edu (mailto:wayne.freimund@usu.edu)

**Course Resources**


**Other**

Any required journal articles and book chapters will be provided on Canvas.

**Course Requirements**

I want you to practice and develop your critical thinking skills for readings 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.

**(a) Keep up with the material**

- We go through a lot of material in this class. You will need to actively read and write each week. If you are ill or something comes up that prevents you from being able to keep up, please let me know as soon as possible.
- To cultivate critical thinking about these issues, I expect you to participate in discussions when we have them by asking questions and contributing about course concepts and I expect everyone to maintain a professional decorum and be respectful of your classmates’ perspectives.

**(b) Read!**

- We live in a world of rapidly growing information. Informed, lively discussions about these topics are only possible if we read and digest new information. You will only learn in this class if you are self-motivated and diligent by reading and preparing yourself.

**(c) Complete all assignments to the best of your ability**

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

**Evaluation Methods and Criteria**

Prompt Responses
For the first five weeks of this course you will provide a 300-500 word response to a question or set of questions. These responses serve several functions. First they demonstrate that you are reading the material and keeping up with the class work. Second, they provide you an opportunity to reflect on the reading and try to synthesize the information into your existing knowledge and, indeed, into your life. Finally, they enable us an opportunity to see a story develop from week to week that helps us understand how complex managing the concept of recreation behavior really is. Please put thought into your writing. Be clear, organized, concise and take full advantage of the number of words allotted to ensure there is some depth to your ideas.

Case Study Presentation

This course is listed as a Communication Intensive course where you will develop both writing and oral communication skills. The main text for this class *Managing Outdoor Recreation* provides case studies that connect the concepts we’ll discuss in class with real scenarios where the principles, concepts, theory, and frameworks are applied. Students will be responsible for a brief (5-7 min) presentation summarizing:

- A brief introduction to the location and context of the case study
- The key concepts addressed and as how managers came to their decision (i.e. What trade-offs were made? What ‘values’ guided decision making?)
- The outcomes from the study, how and if this applies to other settings, and a summary of what we can learn from the study summarized by a "Manning Management Principle".

We will organize a dates in early April for the case study presentations and I will provide a video example of what I am looking for prior to student presentations. Students will have the opportunity to sign up for a case-study of their choosing or be assigned a case-study.

Papers

There will be a total of two papers for this course:

1. Critical Essay

This paper (1350-1750 words) will be an assignment where you will be asked to provide an analysis of a form of recreation behavior and how you would use ideas form this course to understand it. In this assignment, you do not need to recommend a solution to any problem. Rather, I am looking for you to look into the recreation literature and provide a good understanding of the behavior. The topic is of your choosing. For example, if you want to better understand competitive skiers, what could you gain from the literature to do that. If you wanted to understand why hunting is declining in the US how could you better learn about that? This will be a mixture of prose and scientific writing (supported by citations). I will interact with each of you to arrive at a question that I believe there is enough literature available for you to look at. A grading rubric and schedule for the paper will be posted soon.

2. Management Issue Paper & Presentation

This end-of-term paper (1750-2700 words) will require you to address a current visitor management issue of your choosing in a park or protected area supported by the theory and applying the principles and content we’ve covered in this course, specifically those outlines by Manning et al. This is paper will make up a significant part of your grade, but I’ll review a draft so that your final product is high-quality writing.

Participation & prompt responses

Participation will be evaluated as a combination of timely completion of assignments and your preparation and participation in class discussion and presentations. Canvas tools to check the originality of the student work will be used on both papers.
Grading Schema

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt responses</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Case-Study Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Management Paper draft, completion and Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance, Participation, &amp; Preparation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grades will follow the standard scale: A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 60-69.4; F <60. Curving is at the discretion of the professor.

Course Schedule/Outline

Section One: Principles of Wildland Recreation

**Week 1**

A bit of history in of our field

Review Syllabus

Watch video placed on Canvas

Respond to prompt one.

**Week 2**

What do we mean by Recreation Behavior?

Managing Outdoor Recreation Chapter 1.

Wildland Recreation Chapter 1

Respond to Prompt 2

**Week 3**

Providing the right places for behavior to occur.

Wildland Recreation chapter 10

Recreation Opportunity Spectrum Example Case Study Presentation
Managing Outdoor Recreation Chpt 1

Look at the Desired Conditions section in the Arches National Park Story Map
https://storymaps.arcgis.com/stories/909991e9919f4722adf1700379074f99
(https://storymaps.arcgis.com/stories/909991e9919f4722adf1700379074f99)

Respond to Prompt 3

**Week 4**

Recreation Motivations – the behavior ROS is built upon
Manning (Chpt7)- Motivations & Benefits (PDF on Canvas)
Respond to Prompt 4

MODULE 2: Human and Ecological Dimensions of Wildland Recreation

**Week 5**

Important types of Behavioral Theories
Recreation Specialization. Manning (Chpt11) Specialization (PDF on Canvas)
Place Attachment, Manning (Chpt12) (PDF on Canvas)
Respond to Prompt response 5

**Week 6**

Recreation Conflict
Managing Outdoor Recreation p.15-19 & Chapter 24
Recreation Ecology Intro
Managing Outdoor Recreation Chpt 22
Critical Essay Draft Due

**Week 7**

Vegetation & Soil Impacts
Wildland Recreation Chpts 2&3
Managing Outdoor Recreation Chpt 6

**Week 8**

Crowding
Managing Outdoor Recreation Chpt 2 (p.15-19) & Chpt 8
Critical essay due

Week 9
Visitor Capacity
Wildland Recreation Chpt 6
Managing Outdoor Recreation Chpt 7
Risk in Outdoor Recreation
Managing Outdoor Recreation Chpt 19
Management paper draft due
MODULE 3: Recreation Management Practices & Frameworks

Week 10
Principles of Recreation Management
Wildland Recreation Chpt 10
Managing Outdoor Recreation Chpt 16
Visitor Management & Communication
Wildland Recreation Chpt 12
Managing Outdoor Recreation Chpt 14
Case Study presentations and discussion

Week 11
Resource Management & Monitoring
Wildland Recreation Chpt 11
Managing Outdoor Recreation Chpt 15
Conflict Management Student
Managing Outdoor Recreation Chpt 23

Week 12
Site Management: Spatial & Temporal Zoning
Wildland Recreation Chpt 13
Managing Outdoor Recreation Chpt 21
Expanding on the "Resource"
Wildland Recreation Chpt 14
Week 13
“Over-Tourism”: Rationing & Allocation
Managing Outdoor Recreation Chpt 25

Week 14
Sustainable Recreation
Managing Outdoor Recreation Chpts 12 & 20
Presentations of final papers

Week 15
Final paper due.

Attendance and Excused Absences Policy
Participation will be evaluated as a combination of timely completion of assignments and your preparation and participation in class discussion and presentations.

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)

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
If you face COVID-19 related challenges and feel you need accommodations, you must request those accommodations by filling 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)

**Discrimination and Sexual Misconduct**

**General Overview**

USU strives to provide an environment for students and employees that is free from discrimination (https://www.usu.edu/equity/non-discrimination.php) and sexual misconduct (https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator (https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) via Old Main room 161 in Logan, 435-797-1266 (tel:1-435-797-1266), titleix@usu.edu (mailto:titleix@usu.edu), or at equity.usu.edu/report (https://www.usu.edu/equity/report.php). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu (https://www.usu.edu/sexual-respect/). Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources (https://www.usu.edu/equity/resources).

**Required Reporting of Sexual Misconduct**

The instructor is designated by USU as a "reporting employee (https://www.usu.edu/equity/sexual-misconduct/employees.php)." This means that if you share information about sexual misconduct (https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php) (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they will report that information to the USU Title IX Coordinator (https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php). The instructor is also required
to tell you about designated confidential resources (https://www.usu.edu/sexual-respect/resources.php), supportive measures (https://www.usu.edu/equity/Supportive-Measures.php), and how you can file a report (https://www.usu.edu/equity/report.php) with the USU Title IX Coordinator.

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.

Respect for Diversity

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)
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).

Students are also encouraged to download the “SafeUT 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.