

## LEI 5255

## OUTDOOR RECREATION AND PARK MANAGEMENT

Fall 2009

Tue 3:00 - 6:00pm

E221 CSE

Instructor: Dr. Steve Holland

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Office Hours: Tue 10:40- 11:30am; Wed. 10:40- 11:30am , 1:55-3:50pm; Thu 10:40- 11:30am; or otherwise by appointment

E-learning link: <https://lss.at.ufl.edu/>**COURSE SUMMARY**

Description of the history and current issues of outdoor recreation management. Review of regional, state and federal roles in the provision of outdoor recreation opportunities, including Florida resources and issues. Synthesis of social science research on outdoor recreation behavior. Explore specialized topics such as carrying capacity, specialization, benefits, privatization, crowding and demand.

**COURSE OBJECTIVES**

1. Understanding the social evolution of use of natural resources for recreational purposes and comprehension of changes in recreation management policy across time.
2. Understand the history as a basis for current recreation policy and trends.
3. Understanding of the motivations and satisfactions of outdoor recreation participation.
4. Understanding park visitor density, crowding and carrying capacity effects on visitor satisfaction.
5. Understanding of impacts associated with multiple use of natural resources.
6. Understanding of contemporary issues of natural resource management, especially human dimension aspects.

**GRADING**

	Per Cent of Grade
Class Participation	5
Exam 1 Oct 13	30
Exam 2 Dec 15 time 3:00 pm	32
Bio Report on Leader	4
Current topics report (2)	6
Resource + Recreation Report	17
Class Presentation of Report	6

## **READINGS**

### **The following two sources will be used as textbooks/readers:**

- Manfredo, M.J., J.J. Vaske, B.L. Bruyere, D.R. Field and P.J. Brown. 2004. *Society and Natural Resources: a summary of knowledge*. Jefferson, MO: Modern Litho. This will be bulk purchased; a check payment made out to IASNR for \$10.00 is due Sept. 1 Alternatively, you can order it directly as a single order for \$12.50 from Richard Krannich at rkrannich@usu.edu
- Manning, Robert E. 1999. *Studies in Outdoor Recreation* (second ed). Corvallis: Oregon State University Press.

### **Additional readings resources for you to consider:**

- Abbey, Edward. 1971. *Beyond the Wall: essays from outside*. New York: Henry Holt and Company.
- Beck, Larry and Ted Cable. 1998. *Interpretation for the 21<sup>st</sup> Century: fifteen guiding principles for interpreting nature and culture*. Champaign: Sagamore.
- Bryson, Bill. 1998. *A walk in the woods: rediscovering America on the Appalachian Trail*. New York: Broadway Books.
- Cordell, K. 2004. *Outdoor Recreation for 21<sup>st</sup> Century America*. Venture Publishing: State College, PA.
- Cordell, Ken. 1999. *Outdoor Recreation in American Life*. Champaign: Sagamore.
- Dixon, John A. and Paul B. Sherman. 1990. *Economics of Protected Areas*. Washington D.C.: Island Press.
- Driver, Bev, Dan Dustin, Tony Baltic, Gary Isner and George Peterson. 1996. *Nature and the Human Spirit: toward an expanded land management ethic*. State Park: Venture Publishing.
- Ewert, A.W. (Ed.). (1996). *Natural resource management: The human dimension*. Boulder, CO: Westview Press
- Gess, D., & Lutz, W. 2002. *Firestorm at Peshtigo: A town, its people, and the deadliest fire in American history*. New York: Henry Holt and Company.
- Hill, J. B. 2000. *The legacy of Luna: The story of a tree, a woman, and the struggle to save the redwoods*. New York: Harpers Collins Publishers.
- LaPage, Will. 2007. *Parks for Life: moving the goal posts, changing the rules, and expanding the field*. State Park: Venture Publishing.

- Leopold, Aldo. 1949. Sand County Almanac. New York: Oxford University Press.
- Manfredo, Michael. 1992. Influencing Human Behavior: theory and applications in recreation, tourism and recreation management. Champaign: Sagamore. 400 pp
- Nash, Roderick. 2001. Wilderness and the American Mind (4<sup>th</sup> Ed.). New Haven: Yale University Press. 426p.
- Pigram, John J. and John M. Jenkins. 2006. Outdoor Recreation Management (second edition). New York: Routledge.
- Punke, Michael. 2007. Last Stand: George Bird Grinnell, the battle to save the buffalo, and the birth of the new west. New York: Harper Collins, 304 p.
- Wellman, J. Douglas. 2004. Wildland Recreation Policy (second ed). Malabar, FL: Krieger Publishing Company.
- Zaslowsky, Dyan and T.H. Watkins. 1994. These American Lands: Parks, Wilderness, and the Public Lands. Washington, D.C.: Island Press.
- Zinser, Charles I. 1995. Outdoor Recreation: United States National Parks, Forests and Public Lands. New York: John Wiley.

Additional readings may be assigned from the *Journal of Leisure Research*, *Leisure Sciences Journal*, *Society and Natural Resources*, *Journal of Sustainable Tourism*, *Annals of Tourism Research*, *Human Dimensions of Wildlife Journal*, *Journal of Forestry and Environment and Behavior*. These are likely your better sources to search for references related to your issue topics and your report.

## **COURSE REQUIREMENTS**

### **Participation**

Each student is expected to share in discussion and express ideas and opinions about the topic during the course. The class participation grade is based on answers, ideas and opinions expressed by the student in class. Articles may be posted on the web page or placed on reserve for you to read and react to. Preparing for class by keeping up with the readings is the best strategy. Rare participation will result in a low participation score.

### **Bio of Conservation Leader Report**

Identify one person out of conservation - outdoor recreation history that we have covered - any individual. If you have another that we did not cover, check with Dr. Holland to see if they are OK to use. Do some outside reference work and web searching to read a little more about that person and perhaps skim any books that they wrote. Write a two-three page summary (double spaced) of that person's life and the major contribution they made to conservation/recreation. I will be looking for details beyond the class lecture overview. Also, answer these questions. Why did you choose this person - what drew you to him/her? What additional insight did you gain

from your outside reading(s)? What is the primary lesson this person has taught you? Provide web links of relevant pages you've found. Wikipedia should be helpful here once you've selected someone. Here are a couple of others to start with, if you want:

<http://www.ecotopia.org/ehof/index.html>

<http://www.ecotopia.org/ehof/timeline.html>

## **Current Topics Reports**

Each student will be asked to seek out two substantial "current topics" occurring in outdoor recreation management as reported in newspapers, environmental or news magazines (no more than 6 months old), video media (bring in video clip or web video link), or web site substantial coverage of the topic during the semester. Bring in at least one master copy of the source (you may make some copies for your classmates, if you like). Be prepared to summarize (not necessarily read it to us, we can do that) the issue, perhaps apply ideas from class and speak about one or two "controversial" aspects of the issue. To spread these out, I request that one must be completed before the mid-term (i.e., no later than the Oct. 6 class) and the other by November 17. Given that this is a graduate class, and the ease at which professional literature can be searched on the web; also include cites to no less than 3 journal articles that closely relate to the issue. Be sure to put your name on a written copy or summary and provide that to Dr. Holland to grade and record.

## **Resource and Recreation In-Depth Report**

Each student will select a distinct natural resource (e.g., rivers, desert, mountains, seashore, lakes, springs, reservoirs, wetlands, etc.) and do some library research on that resource to document some of its basic physical and biological characteristics, some discussion of the outdoor recreation that occurs in association with that resource, a case example of a park based on that type of resource with a discussion of the issues relevant to outdoor recreation that occur there. Students are encouraged to select different types of resources. You should contact park personnel at your case study area(s) for an informed and recent listing of current issues. You should also include book or relevant journal citations and discussion at least 4 research articles and 2 lay or media reports reporting on some aspect of recreational use of your type of resource (it does not have to be your specific site example, but from a similar resource). You will make a 10 minute presentation to class (with PowerPoint) on your report findings (focus primarily on current issues) on Nov. 24 or Dec. 1 or 8th. The paper should be turned in as a hard copy and Word file copy (e-mailed to Dr. Holland) on the day of your presentation.

## **COURSE POLICIES**

### **ATTENDANCE and MAKE-UP EXAMS**

Each student is expected to share in discussion and express ideas and opinions about the topic during the course. The class participation grade is based on answers, ideas and opinions expressed by the student in class and on class listserv discussion forum. Occasionally, an article might be posted on the web page or placed on reserve for you to read and react to. Preparing for class by keeping up with the readings and reviewing notes are the best strategies. Rare participation will result in a low participation score. Make up exams are only provided in case of documented medical or beyond your control emergencies (jury duty, major traffic accident, death

in family, etc.) or conflicts with other University responsibilities such as athletics or an official function you are required to attend. Please inform me as soon as possible of the situation. If you get the Swine Flu, I encourage you to stay home until 24 hours after you have no temperature. I will work with you to make up your work, in cases of Swine Flu, even if you do not have a doctor's note.

### PLAGIARISM

Plagiarism is considered as submitting someone else's work as your own, please be very aware of university policies and punishments if you fail to heed this warning. All students are advised to go to <http://www.dso.ufl.edu/judicial/academic.php>

And read the Honor Code and Academic Honesty sections. Students are reminded that they signed a copy of the Student Honor Code as part of their Application Process to this University and have agreed in writing to abide by it. Care should also be taken not to violate copyrights, and to give full attribution to sources used in completing assignments or projects. Part of the code is to report cheating or plagiarism that you witness or have knowledge of. There are processes in place to check if sections of papers have been copied from other sources.

### CLASS DIFFICULTIES APPEAL PROCESS

If you have a problem in the class, you are invited to make an appointment during office hours to discuss the issue with the professor. If it is a small issue, he will respond to e-mail, though specific grade issues cannot be discussed on e-mail. Also, please read the content on this web site for some guidance if you like:

[http://www.counsel.ufl.edu/brochure.asp?include=brochures/how\\_to\\_approach\\_a\\_professor.brochure](http://www.counsel.ufl.edu/brochure.asp?include=brochures/how_to_approach_a_professor.brochure)

If the matter remains unresolved or if you do not feel you have been fairly treated by the professor, you should try to discuss it with another faculty member or with Dr. Mike Sagas, Department Chair, in FLG Room 300. You may make an appointment to see him with Ms. Julie McGrath in room 335 of Florida Gym. Her phone number is 392-4042x1241.

### SPECIAL NEEDS

If any student has a need for special accommodations due to a disability or personal or family crisis, please let the professor know as soon as possible. This is your responsibility! Students requesting a LD, physical disability or crisis accommodation must first register with or notify the Dean of Students Office (392-1261), who you share the details with. The Dean of Students Office will then verify your situation and provide documentation to the student who must then provide this documentation to the professor when requesting accommodation. That documentation will not reveal the nature of your issue; only verify that there is one and informs the professor as to what accommodation are appropriate to the situation. Dr. Holland will do what he reasonably can to accommodate those situations.

**Note:** The syllabus and calendar are subject to change! Changes will be announced in class and posted on class web eLearning page at URL noted on the syllabus.

### PLEDGE

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

## Class Schedule

Date	Topic	Readings and Assignments
<b>August</b>		
25	Introduction –Early Roots Conservation History	
<b>September</b>		
1	History Overview 20 <sup>th</sup> Century	Bring check for SNR book
8	NPS - USFS 20 <sup>th</sup> Century - Wilderness	
15	USFWS-BLM	SNR Chap 1, 2, SNR 13
22	Current Mgmt Policies -Issues	SNR Chap 3, 20; watch Ken Burns PBS Bio report on conservation leader Due Sept. 22
29	Current Mgmt Policies -Issues	SNR 4,6, 26, 27; watch Ken Burns PBS
<b>October</b>		
6	Future Mgmt Policies - Realities	
13	<b>MidTerm Exam</b>	
20	Social Aspects of Out. Rec.	Manning Chap. 1, 2; SNR Chap. 7, 31
27	Attitudes, Preferences, Perceptions	Chapter 3; SNR 24
<b>November</b>		
3	Carrying Capacity	Chapter 4; SNR 8,10
10	Crowding	Chapter 5;SNR Chap 17
17	Motivations - ROS	Chapter 7, 8;
24	Recreation Conflict Class Pres	Chapter 9; SNR Chap 19
<b>December</b>		
1	Recreation Specialization Class Presentations	Chapter 11
8 last class	Presentations Future of Park Mgmt	
15 3:00pm	Final Exam	

PBS (Public Broadcasting Service) will air the new Ken Burns documentary series, **THE NATIONAL PARKS: AMERICA'S BEST IDEA**, in fall 2009. The 12-hour, six-part documentary series, directed by Burns and co-produced with his longtime colleague, Dayton Duncan, who also wrote the script, is the story of an idea as uniquely American as the Declaration of Independence and just as radical: that the most special places in the nation should be preserved, not for royalty or the rich, but for everyone. As such, it follows in the tradition of Burns's exploration of other American inventions, such as baseball and jazz.

Filmed over the course of more than six years in some of nature's most spectacular locales — from Acadia to Yosemite, Yellowstone to the Grand Canyon, the Everglades of Florida to the Gates of the Arctic in Alaska — the documentary is nonetheless a story of people from every conceivable background — rich and poor; famous and unknown; soldiers and scientists; natives and newcomers; idealists, artists and entrepreneurs; people who were willing to devote themselves to saving some precious portion of the land they loved, and in doing so reminded their fellow citizens of the full meaning of democracy. It is a story of struggle and conflict, high ideals and crass opportunism, stirring adventure and enduring inspiration — set against breathtaking backdrops.

Starts Sunday Sept. 27th