

FOR 335: Recreational Use of Forests and Parks

Fall 2020

Course Description and Objectives

The immense popularity of recreation in forests and parks is reflected in the more than 450 million visits made to U.S. national forests and national parks each year. Nature-based recreation – on federal, state, local, and private lands – provides countless benefits to people and society, including opportunities to improve physical health, restore mental well-being, spend quality time with family and friends, and reconnect with nature. Moreover, these experiences can foster support for the protection of these places. However, growing enthusiasm for recreation in forests and parks is not without consequence. Too much or inappropriate recreational use can degrade the natural environment and impact the quality of recreation experiences. Fortunately, these impacts can be minimized through careful planning and management.

These issues will be explored through the following course objectives:

1. Study recreational use and users in forests and parks, including past, current, and projected activities and participation
2. Introduce major providers of forest-based recreation, with a focus on U.S. agencies and organizations
3. Examine social and ecological impacts of recreation in forested environments
4. Outline management frameworks and alternative strategies and practices to manage recreational use of forests and parks
5. Review theories, concepts, and tools for understanding and managing nature-based recreation
6. Explore forest recreation career opportunities, application procedures, and job qualifications
7. Consider a diverse array of contemporary forest and park recreation management issues

Instructor

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Zoom Office Hours: Tuesdays & Thursdays, 10:00 – 11:00 am; other times by appointment

<https://uwsp.zoom.us/j/97883233301?pwd=bUR3TkdTQWFKUUIBVTh2WFc4R2ZxQT09>

Meeting ID: 978 8323 3301

Passcode: 512580

Class Location & Meeting Time

In Fall 2020, FOR 335 will be an asynchronous, online class. New materials and assignments will be posted each week. You will have one week to review content, respond to discussions, and complete class activities. I will check in with the class regularly. Please check in with the Course Q&A, reach out to me via e-mail, or drop in during office hours. While we will not be in the same room, I am here to help!

Required Texts

Moore, R., & Driver, B. (2005). *Introduction to outdoor recreation – Providing and managing natural resource based opportunities*. State College, PA: Venture Publishing, Inc.

Manning, R. (2011). *Studies in outdoor recreation – Search and research for satisfaction*. Corvallis, OR: Oregon State University Press.

Additional readings as posted on Canvas.

Grading

| | |
|-----------------------|---------|
| Quizzes/Exams | 200 pts |
| Recreation Issue Fair | 50 pts |
| Participation | 50 pts |
| TOTAL | 300 pts |

Grade Scale

| | | | |
|-----|-------|-----|-------|
| A: | 93+ | C: | 73-76 |
| A-: | 90-92 | C-: | 70-72 |
| B+: | 87-89 | D+: | 67-69 |
| B: | 83-86 | D: | 60-66 |
| B-: | 80-82 | F: | <60 |
| C+: | 77-79 | | |

Quizzes/Exams:

There will be five 20-point quizzes and two written exams – a midterm and a final – during the semester. Quizzes and exams will be based on posted lecture material, assigned readings, and class discussions and may contain true/false, multiple choice, fill-in-the-blank, matching, and/or essay questions. The two highest scores from the five quizzes, midterm, and final will count towards your final grade in the course. In other words, one exam, or the collective score from the quizzes, will be dropped from the course grade calculation.

Recreation Issue Fair:

We will explore a variety of contemporary outdoor recreation issues and trends through a virtual fair at semester's end. Topics will be randomly assigned, and you will have an opportunity to trade topics or to propose a new topic. Your assignment will be to develop a fact sheet, poster, or mini presentation drawing on materials from class and additional sources. Additional details will be provided during the semester.

Participation:

A variety of participation activities will be used to illustrate course concepts and encourage engagement with lecture material. Fifty points will be allocated based on participation in class activities. Completing activities within a given week will help you keep up with the course and not become overwhelmed later in the semester. However, if you need additional time on an assignment, please reach out to arrange an extension.

Academic Honesty

Please refer to the University of Wisconsin – Stevens Point Community Bill of Rights and Responsibilities for policies and expectations regarding academic honesty.

Learning Resources

Students are encouraged to seek help from the instructor regarding any academic concerns or questions. Writing assistance is available in the Mary K. Croft Tutoring-Learning Center. Accommodation for learning or physical disabilities can be arranged through the Disability Services Office.

Course Website

Please check Canvas frequently for announcements, reading assignments, project instructions, and other materials.

Course Schedule

| UNIT | WEEK | TOPICS | READINGS |
|------------------------------|------|---|--------------------------------|
| | 1 | Introduction & overview | -- |
| RECREATIONAL USE AND USERS | 2 | Key concepts Benefits of outdoor recreation History of outdoor recreation | Moore, Ch. 1-3 |
| | 3 | Participation trends Nature deficit disorder Reaching diverse audiences <u>QUIZ ONE</u> | Canvas |
| | 4 | Federal agencies National Wilderness System National Trails System | Moore, p. 83-101; 257-270 |
| RECREATION PROVIDERS | 5 | State and local agencies Private/nonprofit providers Partnerships <u>QUIZ TWO</u> | Moore, p. 101-105; Ch. 7-9 |
| | 6 | Funding for fish and wildlife International providers | Moore, p. 293-298; Ch. 10 |
| | 7 | Untold stories <u>MIDTERM EXAM</u> | -- |
| RECREATION IMPACTS | 8 | Ecological impacts Newer concerns Crowding Conflict | Canvas; Manning, Ch. 5 |
| | 9 | Depreciative behavior <u>QUIZ THREE</u> | Manning, Ch. 9; Canvas |
| MANAGEMENT PRACTICES | 10 | Management overview Information/education Rationing/allocation Rules/regulations/law enforcement | Manning, p. 273-306 |
| | 11 | Zoning/site design Early leaders <u>QUIZ FOUR</u> | Manning, p. 306-315; Canvas |
| RECREATION RESEARCH | 12 | Carrying capacity Social norms Indicators & standards Recreation specialization | Manning, Ch. 4, 6; Canvas |
| | 13 | Substitutability Place attachment Thanksgiving | Manning, Ch. 10-12 |
| CAREERS IN FOREST RECREATION | 14 | What's a recreation professional? The Future <u>QUIZ FIVE</u> | Moore, p. 22-23, Ch. 20 |
| | 15 | Recreation Issue Virtual Fair <u>WEEK 16: FINAL EXAM</u> | |