

Spring Semester 2012
Department of Recreation Park & Tourism Sciences
Texas A & M University
RPTS 609 Social, Economic and Cultural Issues in Outdoor Recreation and
Natural Resources

Instructor: Michael A. Schuett, Ph.D.

Course Time/Location: Wednesday 12:40pm-3:50pm; Room 110 AGLS

Required Texts:

Manning, R.E. (2011). *Studies in outdoor recreation. Search and research for satisfaction* (3rd Ed). Corvallis, OR: Oregon State University Press.

Recommended Texts:

Harmon, D., & Putney, A. D. (2003). *The full value of parks. From economics to the intangible*. New York: Rowman & Littlefield.

Publication manual of the American psychological association (2010). (6th ed.). Washington, DC: American Psychological Association.

Office Hrs: Stop by or by appt.

Office & Phone: 453 AGLS; 845-0872; if not there, please leave a message.

E-mail: mschuett@tamu.edu

Purpose of the Course

We will examine social/cultural phenomenon and trends that impact outdoor recreation activities, participants, research, planning, and management. This class will investigate the current literature in the field as well as the stakeholders, scientists, and agencies that use, manage and conduct research about participants and natural resources. We will integrate and synthesize the literature as it contributes to a contemporary, interdisciplinary understanding of outdoor recreation and natural resource management.

Objectives

1. Explore relationships between society, outdoor recreation, and natural resource management in the wildland urban interface.
2. Examine participation and activity trends in outdoor recreation nationwide and in Texas.
3. Compare and contrast research about outdoor recreation activities obtained from social science perspectives.
4. Debate the use of natural resources from various perspectives: recreation, tourism, forestry, wildlife, conservation, etc.

5. Investigate the challenges in understanding and researching social science in outdoor recreation and natural resource management.
6. Discuss strategies, applications, and future research trends in outdoor recreation and natural resource management.
7. Become familiar with the social science research programs of public land managing agencies.
8. Meet with professionals in the field to discuss current research issues and management strategies.

Student Expectations

This course provides an overview of outdoor recreation and natural resource management based on the current literature; therefore, it is mandatory that each student complete all assigned readings before each class meeting. Library work beyond the course's texts/ articles is expected. This is a graduate level course so all work in class and all assignments should be well thought-out and carefully reviewed. Always be respectful of others.

Responsibilities of the Instructor

I expect to add to and refine your understanding of the subject compared with just reading articles and outside assignments. I will communicate clearly, enthusiastically and respect students' opinions. I will provide an environment that facilitates learning and independent thought. I am available outside of class and will start class on time.

Attendance & Participation

Attendance is a requirement for this course. Students are expected to come to class on time and prepared. Please let me know in advance if you will not be attending class; I will do the same. The format of the class is lecture and discussion, relying heavily on extensive group interaction.

Assignments

All written assignments should be typed, double spaced with one-inch margins. Papers with references are to follow current APA style. All assignments are due at the end of class unless other arrangements have been made. There is no need for a cover page on papers except for the Research Project Paper. Grading rubrics will be handed out with each assignment well in advance so students understand how grading is assessed.

- 1. Voluntary Association/Advocacy Group Paper**
- 2. Article Reviews**
- 3. Agency Research Program Review Paper**
- 4. Research Project**
- 5. Research Presentation**
- 6. Class Discussion/Facilitation**

1. **Voluntary Association/Advocacy Group Paper.** You will need to choose a non-profit organization that represents a specific activity/group in outdoor recreation or a related area, e.g., wildlife, forests, wilderness, etc. You can usually find a lot of this information on their website but a

phone call may be needed for additional information and Q & A (e.g., Executive Director). In a short report, provide coverage of the following points by using these headings in your narrative: 1). When, where and why the group was formed; 2). Goals of the organization, e.g., strategic plan, local chapters may have different priorities; 3). Size of membership and sources of funding; 4). Current key issues and their position on these issues; 5). Size and composition of professional staff/membership; 6). Related publications, trainings, e.g., journal, newsletter, (obtain a copy if possible) and types of workshops or programs; 7). Major or recent accomplishments of the group; 8). Stakeholders they collaborate with; 9). Future projects/issues they are working on, and 10). Critique the group, e.g., effectiveness, information available, etc. Maximum length: Five pages. **Due 2/29.**

2. **Article Reviews (2):** You are to find two refereed journal articles on topics relevant for discussion in the social sciences focusing on recreation, parks, tourism, protected areas, etc. Please use reputable refereed journals, e.g., *Environmental Management*, *Environment and Behavior*, *Leisure Sciences*, *Journal of Forestry*, *Journal of Travel Research*, *Society & Natural Resources*; *Human Dimensions of Wildlife*; *Journal of Park and Recreation Administration*; *Journal of Leisure Research*. No newspaper articles, op-ed articles or syllabus articles can be used. The journal articles should be less than five years old. Briefly summarize the article in one paragraph. Next, analyze the article discussing its strengths and weaknesses in the following areas: literature review, objectives, methods, results, analysis (if applicable), discussion, and implications. Maximum length: Two pages for entire article review. **Article #1 due 2/22; Article #2 due 3/21**

3. **Agency Research Program Review Paper.** You are to analyze the social science research program from one of these two U.S. federal land managing agencies, i.e., USDA Forest Service or National Park Service. Examine, describe, and evaluate the scope of its social science research program. You will find their website as your best source but other sources such as periodicals, newsletters, reports, etc., will supplement your information. In a short report, discuss the following: 1). Describe areas of research; 2). Ease of reading/understanding what they do; 3). Listing of recent reports or articles; 4). Depth of their research; strengths/weaknesses (do your best here, based on the previous areas 1-3); 5). Discuss how your personal research interests may contribute to the agency's research mission, and 6). Explain how you may want to interact with this agency in the future. Maximum length: Four-five pages. **Due 4/4.**

4. **Research Project.** A). This is a small scale research project that you will conduct in your interest area focusing on outdoor recreation or natural resource management. I am flexible on topics but will need to approve them. Individual conferences will be held about your topics. This assignment will be discussed frequently with you in terms of the topic, purpose, and method prior to beginning the actual paper. This is an APA style research paper, up to twenty pages (max. excl ref.), with a minimum of ten references. You will write this paper as if you were submitting it to a journal. **Abstract, e.g., overview, sample, data collection, max 200 words, due 2/15; Papers due 5/4.**
B). **Data collection.** You will be expected to do an actual research study involving primary data collection. You are to collect *new information*; **DO NOT** use data from a project you are already involved with unless your study objectives are different from that one. What you pursue will be individual in nature and data collection will vary, e.g., interviews, participant observation. I will meet with each of you to help refine your idea, get you started, and keep you going on the right track.

This project is similar to a pilot study, so questionnaire design, observation criteria or some type of data collection is necessary. The scope of this study will be limited by the length of this course, so it is important to begin thinking about this soon. Look over the text/readings to get a feel for the topics we will explore and use these as a guide. Please come see me to talk it over as often as you need. Data collection should be completed by about the first-second week of April. We are exempt from submitting paperwork for the Internal Review Board (IRB) approval. The following subjects, topics, and settings can be sensitive; talk with me if you are considering these:

Populations

Minors (under 18)
 Prisoners
 Patients
 Pregnant women
 Elderly
 Physically or mentally
 Challenged

Topics

Alcohol/Drugs
 Depression/Suicide
 Learning Disabilities
 Abortion/AIDS/Sex
 Criminal Activity
 Eating Disorders
 Psychological Inventory
 Sexually Transmitted Illnesses

Settings

Prisons
 Nursing Homes
 Hospitals
 Web Surveys/Chat

C. Research Presentation. Students are expected to present their research study to the class. This presentation will follow the same format similar to a professional meeting or conference. PowerPoint is the usual type of medium used. Presentations are to be 20 minutes in length: 15 minute talk, plus 5 minutes for questions. More detailed information will be provided later in the semester on format and process. Proper attire is required so no shorts, t-shirts, etc. Research presentations will take place on **4/25**.

5. Class Discussion/Facilitation. After the first few weeks of class, each student will be required to facilitate class discussion. This will be done in pairs. This assignment will require that the Facilitators come to class prepared to lead a discussion on one of the course readings, with each student choosing a different reading for the same week. This task will allow you to assume a leadership role and explore one of the readings in more detail. There will be a need to discuss what you will be doing about two weeks before you are to participate in this exercise. You are expected to create discussion questions (to be handed out in class the week before), lead the discussion (possibly a short lecture/analysis) and summarize the discussion. To be effective, this assignment will require considerable preparation and possibly additional reading on your part. The class facilitation will begin once all dates are decided (depends on number of students in the class).

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Academic Integrity Statement

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

For more information on the Aggie Honor Code and the Honor Council Rules and Procedures on the web <http://aggiehonor.tamu.edu/>

Each student must be cognizant of the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc, that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed--a book, an article, material off the web, another student's paper--all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, let me know.

<u>Grading Scale %</u>	<u>Point System for Grading</u>	<u>Points</u>
90 - 100 = A	Voluntary Association Paper	30
80 - 89.9= B	Agency Research Paper	30
70 - 79.9= C	Article Reviews (2 @20)	40
60 - 59.9= D	Research Project	
59 -below= F	Abstract	10
	Presentation	40
	Paper	80
	Research Project Total	130
	Facilitation	
	Questions	10
	Process	10
	Facilitation Total	<u>20</u>
	Total Points	250

Course Schedule

All readings (except those from Manning) are located on the library reserves unless otherwise noted: <http://library-reserves.tamu.edu>

<u>Date</u>	<u>Content</u>
1/18	Course Introduction, Goals, Expectations, Assignments, etc.
	I. SETTING THE STAGE: OUTDOOR RECREATION ENVIRONMENTS: MEANINGS, VALUES AND USE
1/25	People and Natural Resources Hardin, G. (December, 1968). The tragedy of the commons. <i>Science</i> , 162, 1243-1248. Harmon, D. (2003). The source and significance of values in protected areas. In Harmon, D., & Putney, A. D. (Eds.), <i>The full value of parks. From economics to the intangible</i> (pp. 13-25). New York: Rowman & Littlefield. Manning, R.E. (2011). Search and research for satisfaction. In Manning, R.E. (2011) (pp.1-21). <i>Studies in outdoor recreation. Search and research for satisfaction</i> (3rd Ed). Corvallis, OR: Oregon State University Press. Ostrom, E. Burger, J., Field, C.B., Norgaard, R.B., & Policansky, D. (1999). Revisiting the commons: Local lessons, global challenges. <i>Science</i> , 284 (5412), 278-282.
2/1	Outdoor Recreation Participation I: Who is doing what, why and how do we know Cordell, K., Betz, C.J., & Green, G.T. (2008). Nature-based outdoor recreation trends and wilderness. <i>International Journal of Wilderness</i> , 14(2), 7-9; 13. Manning, R.E. (2011). Descriptive aspects of outdoor recreation. In Manning, R.E. (2011) (pp. 59-79). <i>Studies in outdoor recreation. Search and research for satisfaction</i> (3rd Ed). Corvallis, OR: Oregon State University Press. Schuett, M.A. Le, L., & Hollenhorst, S.J. (2010). Who visits U.S national parks: An analysis of park visitors and visitation 1990-2008. <i>World Leisure Journal</i> , 52(3), 200-210 Schuett, M. A. Warnick, R.B., & Lu, J. (2009). A qualitative analysis of national outdoor recreation surveys. <i>Journal of Park and Recreation Administration</i> , 27(2), 46-59.

2/8

Outdoor Recreation Participation II: Identifying “New Visitors?”

Floyd, M.F. (2004). Cultural diversity and natural resource management. In Manfredo, M.J., Vaske, J.J., Bruyere, B.L., Field, D.R., & Brown, P.J. *Society and natural resources: A summary of knowledge*. (pp. 71-79). Jefferson: Modern Lithographs.

Gobster, P.H. (2002). Managing urban parks for a racially and ethnically diverse clientele. *Leisure Sciences*, 24(2), 143-159.

Manning, R.E. (2011). Social aspects of outdoor recreation. In Manning, R.E. (2011) (pp. 22-58). *Studies in outdoor recreation. Search and research for satisfaction* (3rd Ed). Corvallis, OR: Oregon State University Press.

Shinew, K., Stodolska, M., Floyd, M., Hibbler, D., Allison, M., Johnson, C., & Santos, C. (2006). Race and ethnicity in leisure behavior: Where have we been and where do we need to go? *Leisure Sciences*, 28 (4), 403-408.

2/15

Crowding

(Research Paper Abstract due)

Manning, R.A. (2003). What to do about crowding and solitude in parks and wilderness? A reply to Stewart and Cole. *Journal of Leisure Research*, 35(1), 107-118.

Manning, R.E. (2011). Crowding in outdoor recreation. In Manning, R.E. (2011) (pp. 98-135). *Studies in outdoor recreation. Search and research for satisfaction* (3rd Ed). Corvallis, OR: Oregon State University Press.

Stewart, W.P., & Cole, D.C. (2003). On the prescriptive utility of visitor survey research: A rejoinder to Manning. *Journal of Leisure Research*, 35(1), 119-127.

Stewart, W.P., & Cole, D.C. (2001). Number of encounters and experience quality in Grand Canyon National Park: Consistently negative and weak relationships. *Journal of Leisure Research*, 33(1), 106-120.

2/22

Conflict

(Article Review # 1 due)

Jacob, G.R., & Schreyer, R. (1980). Conflict in outdoor recreation: A theoretical approach. *Journal of Leisure Research*, 4(4), 368-380.

Manning, R.E. (2011). Recreation conflict: Goal interference and social values. In Manning, R.E. (2011) (pp. 206-218). *Studies in outdoor recreation. Search and research for satisfaction* (3rd Ed). Corvallis, OR: Oregon State University Press.

Schroeder, S.A., & Fulton, D.C. (2010). Land of 10,000 lakes and 2.3 million anglers: Problems and coping response among Minnesota anglers. *Journal of Leisure Research*, 42(2), 291-315.

Taylor, B., & Geffen, J. (2003). Battling religions in parks and forest reserves: Facing religion in conflicts over protected places. In Harmon, D., & Putney, A.D. (Eds.), *The full value of parks. From economics to the intangible* (pp. 281-294). New York: Rowman & Littlefield.

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Community-based Conservation/Voluntary Associations Involvement in Natural Resource Management

(Voluntary Association/Advocacy Group Paper due)

Lu, J., & Schuett, M.A. (2011). Examining the role of voluntary associations in environmental management: The case of the Sam Houston National Forest. *Environmental Management*. Advance online publication. doi:10.1007/s00267-011-9763-8.

Luloff, A.E., and others (2011). What do stakeholders add to identification of conservation lands? *Society & Natural Resources*, 24(12), 1345-1353.

Margerum, R.D. (2007). Overcoming locally-based collaboration constraints. *Society & Natural Resources*, 20(2), 135-152.

McCloskey, M. (2001). Is this the course you want to be on? Comments from the closing session of the 8th International Symposium on Society and Resource Management. *Society & Natural Resources*, 14(7), 627-634.

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II. MANAGEMENT OF THE OUTDOOR RECREATION ENVIRONMENT

Visitor Management: Perceptions, Practices & Strategies

Daniels, M. L., & Marion, J.L. (2006). Visitor evaluations of management actions at a highly impacted Appalachian trail camping area. *Environmental Management*. 38(6), 1006-1019.

Manning, R.E. (2011). Managing outdoor recreation; Alternative management practices. In Manning, R.E. (2011) (pp. 273-319). *Studies in outdoor recreation. Search and research for satisfaction* (3rd Ed). Corvallis, OR: Oregon State University Press.

Pierskalla, C.D., Schuett, M.A., & Thompson, K. A. (2011). Management perceptions of off-highway vehicle use on national forest system lands in Appalachia. *Northern Journal of Applied Forestry*, 28(4), 208-213.

Schuster, R. M., Thompson, J. G., & Hammitt, W.E. (2001). Rock climbers' attitudes toward management of climbing and the use of bolts. *Environmental Management*, 28(3), 403-412.

3/12-3/16 SPRING BREAK -- ENJOY!!!!

**3/21 Social Realities of the Dark Side: Violence, Depreciative Behavior and Illegal Activities in the Outdoors
(Article Review #2 due)**

Chavez, D. J., Tynon, J. F., & Knap, N. E. (2004). Reducing crime and violence on public lands: Case studies in the USDA Forest Service. *Journal of Park and Recreation Administration*, 22(3), 22-38.

Coble, T.G., Selin, S.W., & Erickson, E.B. (2003). Hiking alone: Understanding fear, negotiation strategies and the leisure experience. *Journal of Leisure Research*, 35(1), 1-22.

Knopf, R. C., & Andereck, K. L. (2004). Managing depreciative behavior in natural settings: A review of research and implications for management. In Manfredo, M.J., Vaske, J.J., Bruyere, B.L., Field, D.R., & Brown, P.J. *Society and natural resources: A summary of knowledge*. (pp. 305-314). Jefferson: Modern Lithographs.

Milestone, J.F. and others. (2011, March). *Continued cultivation of illegal marijuana in U.S. western National Parks*. Presented at the George Wright Society Conference, New Orleans, LA.

3/28 Economics, Fees, and Values

Barnes, J.I. (2003). Wilderness as contested ground. In Harmon, D., & Putney, A. D. (Eds.), *The full value of parks. From economics to the intangible* (pp. 269-280). New York: Rowman & Littlefield.

Harnik, P., Welle, B., & Keenan, L.S. (2009). *Measuring the economic value of a city park system*. Washington DC: The Trust for Public Land.

Jäckel, M., & Wollscheid, S. (2007). Time is money and money needs time? A secondary analysis of time-budget data in Germany. *Journal of Leisure Research*, 39(1), 86-108.

Schwartz, Z., & Lin, L. C. (2006). The impact of fees on visitation of national parks. *Tourism Management*, 27, 1386-1396.

- 4/4** **Social Science Research Programs, Cooperative Ecosystem Studies Units (CESU) & Funding**
(Agency Research Program Review Paper due)
- 4/11** **National Forest Trip this week, date is not confirmed, possibly 4/13**
- 4/18** **NO CLASS-NARRP Conference**
- 4/25** **Course Summary, Evaluation & Research Presentations**
- 5/4** **Research Papers due by 5pm** **Have a great summer!!!**