

PTRM 300- Recreation Behavior

Instructor: Dr. Elizabeth Covelli Metcalf

Room: Forestry 106 TR 2:10-3:30pm

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Course Description: To develop professional knowledge and skills. This course will outline the technical and scientific knowledge that informs our field.

Course Overview: This course is to provide students with an understanding of the nature of science in the field of parks, tourism and recreation management. The course will focus on the theory behind management of our natural resources and demonstrate how theory, management and research inform the field.

Course Objectives:

1. To teach how to think more like a recreation professional rather than a student.
2. To educate about the socio-political and institutional systems in which this profession operates.
3. To familiarize with the current body of technical and scientific knowledge that informs the field.
4. To introduce theories and demonstrate how they relate to management of recreation resources.
5. To familiarize students with reading scientific literature.

Approved Writing Course Learning Outcomes

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

Upper-division Writing Requirement in the Major Outcomes

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

Learning Materials: This course requires a course pack from the UM bookstore and access to Moodle. Half of the readings will be in the course pack and the rest of the readings will be on Moodle.

Course evaluation

Class participation	15%
Paper 1	10%
Paper 2	15%
Discussion leaders	10%
Exam 1	15%
Exam 2	15%
Final paper	20%
Total	100%

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	Below 60%	F
77-79%	C+		

In-class discussion, papers and exams: The in-class discussions, papers and exams for this course will be used to measure your understanding of the topics covered and your ability to communicate that understanding verbally and through writing. This class depends on in-class discussions. All students will be required to lead 1 discussion (in groups) and all students will be required to participate in the discussion.

Class participation and attendance: The success of this course depends on lively in-class discussion. Therefore, students are expected to come to class everyday well-prepared and ready to discuss the assigned readings and topics from the lectures. Students who do not prepare and those who miss class will find it difficult to succeed in this course. Those of you who do prepare and attend class regularly will learn a great deal and have fun in the process.

Academic Integrity: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php.

Equal Access: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

Assignments

Paper 1: Please read- Buys, C. G. 1975. Predator control and rancher's attitudes. *Environment and Behavior* 7:81-98. In your paper, please outline the pros and cons of this article. Please answer the following questions: What is the importance of the paper in the field of recreation? Is the paper thorough and logical in the literature section? Is there supporting literature to back the argument? Do you think the methods and analysis were appropriate? Were the implications of the study clearly outlined in the discussion section? Did the authors appropriately address limitations and areas for future research?

Paper 2: Annotated bibliography

Please pick a major issue facing outdoor recreation (we have discussed many, feel free to use any topics from class). Using at least 6 academic journal articles (online or hard) compile an annotated bibliography. We will discuss what this means in class. These articles should inform your topic and provide a basis to write your final term paper.

Final Paper: The final paper is to be developed from your annotated bibliography. You are to pick a major issue facing outdoor recreation and develop an argument as to why it is important. The paper should include an introduction of the problem (2 pages), literature review (3-4 pages), and a section on implications and future research needs (2-3 pages). We will discuss this paper throughout the semester. You will have an opportunity to submit this paper before the due date for review.

Discussion leaders: In groups of 5-6 people you will be asked to lead a discussion for one of the theoretical topics. I will assign each group a topic and day and it is up to the group to make the class discussion topics lively and interesting. The discussion should include a brief synopsis of the reading, questions that encourage the class to talk and any other unique ideas you might have to inspire discussion. Your group will be required to turn in an outline of your discussion. We will talk more about this as the class goes on.

SPRING 2013 – IMPORTANT DEADLINES FOR CHANGING COURSE OPTIONS

To 15 th instructional day	Students can drop classes on cyberbear	February 14 = last day
16 th to 45 th instructional day	Drop requires form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W'.	February 18 through April 7
Beginning 46 th instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45 th instructional day of the semester.	April 8

****Students withdrawing from Spring 2014 must submit an Official Withdrawal form to the Registrar's Office or to Business Services by 5:00 p.m. on January 31, 2014 to receive a 90% refund of tuition and fees (excluding the \$30.00 non-refundable Registration Fee).**

Course Schedule: subject to change: M=Moodle, C=Course pack

Date	Topic and assignments due	Readings
Jan. 28	Introduction to the course	Syllabus
Jan. 30	What is theory and science?	Henderson, K. A. 1994. Theory application and development in recreation, parks, and leisure research. <i>Journal of Park and Recreation Administration</i> 12:51-64. M
Feb. 4	Out of class experience	2 page research idea
Biological bases of behavior		
Feb. 6	What is theory and science?	Williams, D. R. (1993). Forest recreation demand and opportunities. In <i>Silviculture in the Appalachian Mountains Program of Advanced Studies in Silviculture Workshop</i> (pp. 6-1 - 6-10). Blacksburg, VA: Virginia Tech. C
Feb. 11	Biological bases of behavior: Theory and conceptual foundations	Bourassa, S. C. (1991). <i>The Aesthetics of Landscape</i> . London: Belhaven Press. (pp. 57-65) M

Feb. 13	Biological bases of behavior: What physiological responses tell us of nature's importance	Ulrich, R. S., Simons, R. F., Losito, B. D., Fiorito, E., Miles, M. A., & Zelson, M. (1991). Stress recovery during exposure to natural and urban environments. <i>Journal of Environmental Psychology, 11</i> , 201-230. M
Feb. 18	Biological bases of behavior: cognitive evolution and the quest for knowledge	Kaplan, R. (1994). Informational issues: a perspective on human needs and inclinations. In G. A. Bradley (Ed.), <i>Urban Forest Landscapes: Integrating Multidisciplinary Perspectives</i> (pp. 60-71): University of Washington Press. C
Feb. 20	Biological bases of behavior: Wilderness solitude	Hammit, W. E. (1982). Cognitive dimensions of wilderness solitude. <i>Environment and Behavior, 14</i> (4), 478-493. C
Goal-directed models of behavior		
Feb. 25	Goal directed: Attitude theory	Lutz, R. J. 1990. The role of attitude theory in marketing. In H. H. Kassarian and T. S. Roberson (eds.) <i>Perspectives in Consumer Behavior</i> , 4th Edition. (pp. 317-319, 332-334). Englewood Cliffs, NJ: Prentice-Hall. C
Feb. 27	Goal directed: Attitude theory (Paper 1: Peer Review Due)	Buys, C. G. 1975. Predator control and rancher's attitudes. <i>Environment and Behavior 7</i> :81-98. M
Mar. 4	Goal directed: Attitude theory done right	Bright, A. D., & Manfreda, M. J. (1996). A conceptual model of attitudes toward natural resource issues: A case study of wolf reintroduction. <i>Human Dimensions of Wildlife, 1</i> (1), 1-21. M
Mar. 6	Goal directed: Persuasive communication	Bright, A. D., Fishbein, M., Manfreda, M. J., & Bath, A. (1993). Application of the theory of reasoned action to the National Park Service's controlled burn policy. <i>Journal of Leisure Research, 25</i> (3), 263-280. C
Mar. 11	Goal directed: Visitor Experiences	Manfreda, M. J., Driver, B. L., & Tarrant, M. (1996). Measuring leisure motivation: A meta-analysis of the recreation experience preference scales. <i>Journal of Leisure Research, 28</i> (3), 188-213. M
Mar. 13	Exam 1	
Mar. 18	Goal directed: Experience use history	Heywood, J. L. (1987). Experience preferences of participants in different types of river recreation groups. <i>Journal of Leisure Research, 19</i> (10), 1-12. C
Mar. 20	Goal directed: ROS	Driver, B. L., Brown, P. J., Stankey, G. H., & G., G.

		<p>T. (1987). The ROS planning system: evolution, basic concepts, and research needed. <i>Leisure Sciences</i>, 9, 201-212. M</p> <p>Yuan, M. S. and McEwen, D. 1989. Test for campers' experience preference differences among three ROS setting classes. <i>Leisure Sciences</i> 11:177-185. C</p>
Mar. 25	Goal directed: Visitor satisfaction	Graefe, A. R., & Fedler, A. J. (1986). Situational and subjective determinants of satisfaction in marine recreational fishing. <i>Leisure Sciences</i> , 8, 275-295. M
Mar. 27	Goal directed: Visitor satisfaction	Vaske, J. J., Donnelly, M.P., Heberlein, T. A. & Shelby, B. (1982). Differences in reported satisfaction between consumptive and nonconsumptive recreationists. <i>Journal of Leisure Research</i> , 14, 195-206. C
Apr. 1	Spring Break	
Apr. 3	Spring Break	
Apr. 8	Goal directed: Conflict (Paper 2 Annotated bib due)	Jacob, G. R. & Schreyer (1980). Conflict in outdoor recreation: A theoretical perspective. <i>Journal of Leisure Research</i> , 4, 368-380. C
Apr. 10	Goal directed: Conflict	Graefe, A. R. & Thapa, B. (2004). Conflict in natural resources. In Manfredo, M. J., Vaske, J. J., Brown, P. & Bruyere, B. (eds.), <i>Society and Natural Resources: A Summary of Knowledge</i> . Jefferson City, MO: Modern Litho, pp. 209-224. M
Apr. 15	Goal directed: Constraints to recreation	Crawford D. W. & Godbey, G. (1987). Reconceptualizing barriers to family leisure. <i>Leisure Sciences</i> , 9 (2), 119-127. C
Apr. 17	Goal directed: Constraints to recreation	Jackson, E. L., Crawford, D. W. & Godbey, G. (1993). Negotiation of leisure constraints. <i>Leisure Sciences</i> , 15, 1-11. C
Place Attachment		
Apr. 22	Meaning-based models: A qualitative approach (paper 2 due)	Williams, D. R., & Vaske, J. J. (2003). The measurement of place attachment: Validity and Generalizability of a psychometric approach. <i>Forest Science</i> , 49(6), 830-840. C
Apr. 24	Meaning-based models: A qualitative approach	Kyle, G., Graefe, A., Manning, R. & Bacon, J. (2003). An examination of the relationship between leisure activity involvement and place attachment among hikers along the Appalachian

		Trail. <i>Journal of Leisure Research</i> , 35(3), 249-273. M
Apr. 29	Exam 2	
Normative theory		
May 1	Normative theory: Is a norm an attitude?	Vaske, J. J., Shelby, B., Graefe, A. R., & Heberlein, T. A. (1986). Backcountry encounter norms: Theory, method, and empirical evidence. <i>Journal of Leisure Research</i> , 18(3), 137-153. M
May 6	Normative theory: Raising questions	Roggenbuck, J. W., Williams, D. R., Bange, S. P., & Dean, D. J. (1991). River float trip encounter norms: Questioning the use of the social norms concept. <i>Journal of Leisure Research</i> , 23, 173-187. M
May 8	TBD	
May 13	Final term paper due	Papers due at time of final 1:10-3:10pm