**PLS 361: Visitor and Participant Behavior in Natural Resources and Recreation Management - 3 Credits   
Course Syllabus – Spring, 2014**

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| **Instructor:** | David A. Graefe, Ph.D. | **Class Meets:** | Monday 4:00 – 6:20 PM |
| **Office:** | 201 Prichard Hall | **Classroom:** | Morrow Library Commons |
| **Phone Number:** | (304) 696-2608 | **Office Hours:** | Monday 9:00 AM – 12:00 PM  Wednesday 1:00 PM – 4:00 PM  Or by appointment |
| **E-Mail:** | graefe@marshall.edu |

**Course Description (from catalog):**

This course provides an overview and analysis of individual and group behavior as it pertains to consumer activity in the context of recreation and tourism resource environments.

**More Description:**

This course builds on previous knowledge of outdoor recreation and visitor management. Subjects include: visitor and group behavior, leisure theories, outdoor recreation management, recreation ecology (impacts on the natural environment), depreciative behavior, crowding and carrying capacity, recreational conflict, cognitive and behavioral coping in natural resource settings, and many others. The first part of this course will provide an overview of individual and group behavior and outdoor recreation management planning frameworks, problems, and management practices. The second part of this course will focus on specific visitor management case studies in U.S. National Parks.

**Course Format:**

Class will meet on Monday each week from 4:00 to 6:20 PM, unless otherwise specified by the instructor or course schedule. Materials will be presented using lectures, in-class discussions, and class projects and presentations. Students will be expected to attend each and every class, participate in and lead class discussions, complete written homework assignments, and prepare and present a final paper and presentation related to human behavior in natural resource settings.

**Required Texts, Additional Reading, and Other Materials:**

The following textbooks are required for the course:

* Manning, R. E. & Anderson, L. E. (2012). *Managing Outdoor Recreation: Case Studies in the National Parks*, Cambridge, MA: CAB International.
* Other readings as assigned and provided by the instructor.

Assigned readings are an essential component of this course and provide students with a baseline of knowledge that will be expanded upon through more detailed and complex in-class lectures and discussions. Students will be required to complete assigned readings prior to the class period in which the material will be discussed.

Supplemental course materials (e.g., handouts, assignments, etc.) will be posted to Blackboard (<http://www.marshall.edu/muonline/>). I will be sending class announcements, updates, etc. to your Marshall University email address, so be sure to check your account daily.

**Course Objectives/Outcomes:**

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| **Student Learning Outcomes** | **How Practiced in this Course** | **How Assessed in this Course** |
| Students will develop an understanding of social and psychological theories explaining the leisure behavior of individuals and groups. | Lectures, class discussions of assigned readings, writing assignments | In-class discussion participation, writing assignments, final paper and presentation |
| Students will demonstrate an understanding of how visitor attitudes and behavior can be studied in natural resources and recreation management. | Lectures, class discussions of assigned readings, writing assignments | In-class discussion participation, writing assignments, final paper and presentation |
| Students will demonstrate a broad understanding of outdoor recreation and visitor management frameworks, principles, and practices. | Lectures, class discussions of assigned readings, writing assignments | In-class discussion participation, writing assignments, final paper and presentation |
| Students will evaluate strategies for modifying visitor behavior and its consequences in various resource recreation settings. | Lectures, class discussions of assigned readings, writing assignments | In-class discussion participation, writing assignments, final paper and presentation |
| Students will hone their writing and discussion-leading skills. | Class discussions, writing assignments | In-class discussion participation, writing assignments, discussion facilitation assignments, final paper and presentation |

**University Policies:**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <http://www.marshall.edu/academic-affairs/?page_id=802>

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

**Attendance Policy and Make-up Work:**

In-class participation is an essential component of this course and students will be expected to attend each and every class unless they have a valid excuse (see university excused absence policy). I will be happy to meet with students who miss class with a valid university excused absence to discuss course material and how missed work can be made up. However, I will not re-lecture to students who miss class during office hours, and it will be the students’ responsibility to catch up on missed material (e.g., readings, in-class exercises, etc.).

In-class discussion is absolutely essential for the successful completion of this course (especially since we only meet once a week). Therefore, students who miss more than one class without a valid excuse will lose one letter grade per additional absence (-10% off final course grade for each unexcused absence beyond one). This means that you may miss one class period without penalty. However, if you miss a second class period without a university approved excuse, the highest grade that you could earn would be 90% (three unexcused absences = 80% highest possible grade, four unexcused absences = 70% highest possible grade, etc.). I will take attendance each class period to enforce this policy.

**Course Requirements / Grading Policy:**

Students will be evaluated in this course based on their performance in the following categories:

* Class Participation – Students are required to attend and actively participate in each and every class throughout the semester. Students will earn participation points by showing up for class, asking relevant questions during lectures, completing in-class assignments, and contributing to classroom discussions. Contrarily, participation points will be deducted from students who make a habit of skipping or disrupting class (e.g., arriving late or leaving early, using cell phones or other distracting devices, intentionally distracting other students, etc.). Individual class participation grades will be awarded at the discretion of the instructor. A large proportion of this course is based on in-class discussion and participation (20% of overall grade). Therefore, students who miss classes due to university excused absences may be asked to complete written assignments (in addition to the regularly scheduled homework assignments) in order to make up for work / discussion missed during those classes.
* Discussion Facilitation – Students will be required to work in pairs to lead two discussions focused on specific case studies and journal articles during the semester. In addition, each pair of weekly discussion leaders will be asked to prepare and hand in a 1-2 page discussion outline for the assigned topic/readings. Grades will be determined by the ability of students to facilitate a discussion of the assigned readings. It is unrealistic to expect your fellow students to be prepared and enthusiastic for the discussion you lead if you are not prepared and enthusiastic for the discussions they lead. Therefore, it is every student’s responsibility to complete all of the assigned readings before coming to class (even if you are not leading the discussion that day). Also, please bring a copy of the assigned readings with you to each class so that you will be able to refer to specific sections of the readings during class discussions.
* Article Abstracts – Students will be required to write abstracts summarizing the main points of at least **ten** of the assigned readings throughout the semester (I am referring to supplemental assigned readings - chapters from the required textbook are not eligible for these assignments). Abstracts should be typed using 10-12 point font, should have one-inch margins, should be double-spaced, and should not exceed two pages. All abstracts should contain the following sections: (a) your name, the course name, and the date, (b) a full APA reference for the reading, (c) a description of the main thesis of the article (6-10 sentences), (d) ideas in the reading that you agree with, (e) ideas in the reading that you disagree with, (f) three discussion questions (these should be thought-provoking and should not resemble trivia questions), and (g) a list of keywords from the reading (at least three). Abstracts will be due prior to or at the beginning of the class for which the reading is assigned, and will not be accepted after the class period in which the material is discussed. There will be approximately twenty supplemental readings assigned throughout the semester that will be eligible for these abstracts. You are only required to complete ten abstracts, but you are permitted to write more than ten. If you choose to write more than ten, I will count the ten abstracts that received the highest grades when determining your final grade in this course.
* Behavior Theories Assignment – students will be asked to research and provide a written and oral summary of two scientific theories explaining human behavior.
* Final paper and presentation – Students will be required to complete an individual project on a topic of interest to them for the final assignment in this course. This project will involve the completion of a paper discussing a specific topic related to visitor behavior in NRRM (topic must be approved by the instructor) and a presentation to be delivered in front of the class on 05/05/14. This project will be completed in lieu of a final exam.

The evaluation categories listed on the previous page will contribute to your overall course grade as follows:

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|  | Behavior Theories Assignment | 5% |
|  | Class participation | 20% |
|  | Discussion facilitations (two at 7.5% each) | 15% |
|  | Article abstracts (ten at 4% each) | 40% |
|  | Final paper and presentation | 20% |
|  | **Total** | 100% |

This class will employ a weighted grading system. To determine your grade in this course, fill in your percentage score for each evaluation category below, multiply each score by its weight, and then add the values in the final grade column to find your overall grade out of 100. In addition to handing graded assignments back to you in class, I will post grades for individual assignments on blackboard. However, please remember that you **must** use the weighted grading system shown below to find an accurate portrayal of your overall course grade. I am happy to meet with you to discuss your course progress/grade during office hours throughout the semester.

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| **Evaluation Category** | **Your Score**  **(out of 100)** |  | **Weight** |  | **Contribution to**  **Final Grade** |
| Behavior Theories Assignment | \_\_\_\_\_\_\_\_\_ | X | .05 | = | \_\_\_\_\_\_ |
| Class Participation | \_\_\_\_\_\_\_\_\_ | X | .20 | = | \_\_\_\_\_\_ |
| Discussion facilitation #1 | \_\_\_\_\_\_\_\_\_ | X | .075 | = | \_\_\_\_\_\_ |
| Discussion facilitation #2 | \_\_\_\_\_\_\_\_\_ | X | .075 | = | \_\_\_\_\_\_ |
| Abstracts (average of highest ten) | \_\_\_\_\_\_\_\_\_ | X | .40 | = | \_\_\_\_\_\_ |
| Final Paper | \_\_\_\_\_\_\_\_\_ | X | .15 | = | \_\_\_\_\_\_ |
| Final Paper Presentation | \_\_\_\_\_\_\_\_\_ | X | .05 | = | \_\_\_\_\_\_ |
| **Final Grade (out of 100)** | | | | = | **\_\_\_\_\_\_** |

Final letter grades are determined based on the following grading scale:

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|  | 90-100% | A |
|  | 80-89% | B |
|  | 70-79% | C |
|  | 60-69% | D |
|  | Below 60 | F |

The instructor reserves the right to change these values depending on overall class performance and/or extenuating circumstances.

**Assignment Submission and Late Policy**

All assignments must be turned in **at the beginning of class** on the specified due date. Except under special circumstances with written justification, assignments turned in after the due date will not be accepted. University excused absences do not excuse the student from turning in course assignments on time (email them if you have to, or in cases where it is absolutely impossible to get your assignment to me, call me and leave a message explaining the situation).

**Academic Dishonesty Policy:**

Academic Dishonesty will not be tolerated in this or any other course at Marshall University. As a member of this class, it is your responsibility to read and abide by rules set forth in the official Marshall University Academic Dishonesty Policy. Acts of academic dishonesty include cheating, fabrication/falsification, plagiarism, bribes/favors/threats, and complicity (i.e., helping others to commit dishonest acts). Anyone found to be cheating, plagiarizing the work of others, or violating this policy in any other way will be subject to serious penalties including failure of the course. In extremely flagrant cases, additional sanctions may be pursued through the Office of Judicial Affairs. Please refer to the Marshall University Undergraduate Catalog for a full definition of academic dishonesty.

**Communication:**   
I will post course content on Blackboard (e.g., syllabus, assignments, etc.), so be sure to check for new materials regularly. Your MU e-mail address will be used to make any general announcements, last minute schedule changes, etc. I recommend that you monitor your MU email and Blackboard accounts at least once a day. Also, I will only respond to emails that you send me from your official MU email address – it is the only way for me to be sure that I am responding to you (and not someone else pretending to be you).

**Classroom Learning Environment:**   
To maintain the best possible environment for learning, the following standards for acceptable behavior will be followed by all students in this class:

* Turn off all cell phones and pagers before entering class.
* Be on time for class and don’t leave early.
* Don’t have conversations during class that distract others.
* Don’t disparage other students – treat all class members respectfully.
* Don’t use profanity in class.
* Don’t use tobacco in class.

Students who violate these standards and policies will be asked to leave class and will lose participation points.

**Policy for Students with Disabilities:**

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities.  University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability.  Following this, the DSS Coordinator will send a letter to each of the student’s instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading.  The instructor and student will meet to discuss how the accommodation(s) requested will be provided.  For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

**Course Schedule:**

The following outline delineates the tentative class schedule with topics to be addressed during the course. Please note this is a tentative schedule and it may change as the class progresses:

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| **Date** | **Topic** | **Assignment** |
| 01/13/14 | Course intro, syllabus overview, desert survival scenario (synergy), behavior theory assignment |  |
| 01/20/14 | **No class – MLK Holiday – Tri-Star Volunteer Opportunity** |  |
| 01/27/14 | General behavioral theories and theories of leisure behavior | Behavioral theory presentations; assigned readings |
| 02/03/14 | Social aspects of outdoor recreation, specialization and social worlds | Assigned readings |
| 02/10/14 | Flow Theory (optimal experiences), motivations of recreation participants | Assigned readings |
| 02/17/14 | Serious leisure – *Best in Show* | Assigned readings |
| 02/24/14 | Outdoor recreation: conceptual frameworks, recreational impacts, recreation management practices | Chapter 1-5 |
| 03/03/14 | Case Studies: treading lightly on Acadia (direct and indirect management); building a better campsite on the Appalachian Trail (campsite impacts); protecting Biscayne’s underwater treasures (managing recreational boating impacts) | Chapters 6, 7 and 9; assigned readings |
| 03/10/14 | Case Studies: how many visitors is too many at Arches? (carrying capacity); busing among the grizzlies at Denali (crowding and wildlife impacts); winning the lottery on the Colorado River (systems for limiting use); | Chapters 8; 11, and12 assigned readings |
| 03/17/14 | **No class – spring break!** |  |
| 03/24/14 | Case Studies: turning off the lights at Chaco (managing night skies); the sounds of silence in Muir Woods (managing soundscapes); the buzz from above at the Grand Canyon (managing overflights); | Chapters 10, 13, and 21; assigned readings; **student discussion facilitation** |
| 03/31/14 | Case Studies: what goes up Mt. Whitney must come down (managing intensive use and human waste); no bad trip in Glacier (backcountry management); a mountain with handrails at Yosemite (intensive use - access and safety); | Chapters 15; 25, and 19 assigned readings; **student discussion facilitation** |
| 04/07/14 | **No class –time to work on final project** |  |
| 04/14/14 | Case Studies: bear etiquette in Katmai (human-wildlife interactions); don’t pick up aquatic hitchhikers in voyageurs (invasive species) | Chapters 17 and 18; assigned readings; **student discussion facilitation** |
| 04/21/14 | Case Studies: doing the Zion shuttle (managing vehicle use); the winter wonderland of Yellowstone (motorized snow travel); alternative transportation at Grand Teton (conflict between user groups) | Chapters 20, 23, and 24; assigned readings; **student discussion facilitation** |
| 04/28/14 | Case Studies: stewarding America’s antiquities at Mesa Verde (impacts to cultural resources); preventing the Petrified Forest from disappearing (theft of natural resources); managing monuments and memorials at the National Mall (facility management) | Chapters 14, 16, and 22; assigned readings; **student discussion facilitation** |
| 05/05/14 | **Final Papers and Presentations Due** | **Student Presentations** |

Every student is responsible for all materials presented in class, including lectures, notes, and handouts. In case you are not present for a class, you should contact me to receive information about the material presented in that class. Class attendance is extremely important.

***Article Abstract Example***

Vito Corleone

PLS 361

01/01/14

**Reference**

Scott, D. (1993). Time Scarcity and its implications for leisure behavior and leisure delivery. *Journal of Park and Recreation Administration, 11*(3), 51-60.

**Description of Main Thesis**

Scott (1993) discussed time scarcity, a problem that is growing in the production-based materialistic society that we live in. Because we live in this busy society and people are expected to produce more and more results as fast as possible, people do not have enough time to pursue all of the activities that they would like. As a result, people must choose between activities that they are interested in based on their evaluation of how worthwhile and beneficial each activity is. The article focused mainly on the causes of time scarcity, the implications of time scarcity on leisure behavior, and the implications of time scarcity on leisure service delivery.

Causes of time scarcity identified by Scott (1993) include the segmentation of work time and leisure time, standard of living expectations, the explosion of information produced by technology and the media, the quest for efficiency in all things, and the formation of a stable work week. These causes encourage people to maximize the benefits that they receive from their free time. Scott identified several ways that leisure service agencies can respond to this problem. The strategies include providing opportunities to make reservations, providing conveniences in program offerings, providing shorter and more self-directed opportunities, providing complete information about time requirements of various leisure activities, and improving overall quality of life by incorporating more beautiful areas into everyday life and, therefore, decreasing the demand for these types of leisure experiences.

**Agreements**

I agree with the idea that time scarcity is a growing problem and that people seek out leisure activities that maximize the benefits that they receive from free time. Also, all of the causes of time scarcity identified by the author seem valid to me.

**Disagreements**

I don’t have any strong disagreements with the ideas presented in this article. However, I think it is interesting that Scott (1993) presented time scarcity as a problem, while all of the strategies he offered for leisure service agencies, except for the last one, seem to contribute to the ongoing prevalence of this problem. It seems that by tailoring activities to respond to time scarcity, we reinforce the foundations of the problem.

**Discussion Questions**

* Scott (1993) identified several methods that people use for maximizing the benefits that they receive during free time. What are some examples of how you have personally used these techniques in your own life?
* Which of the strategies offered for leisure service agencies do you feel will be most beneficial to the agency, the consumer, and society? Why?
* Which of the causes of time scarcity do you feel are most influential on the way that we divide our work and leisure time? Why?

**Keywords**

Time scarcity, leisure behavior, leisure service delivery, information explosion, standard of living, convenience.