

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 531 DL1 – Natural Resources Recreation Planning (3 credits)
Fall 2014

DAY/TIME:	Distance Learning	LOCATION:	Online
INSTRUCTOR:	Donald L. Jones, Ph.D.	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:	Freedom Center	PHONE NUMBER:	703-993-8483
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PREREQUISITES

Graduate student status or permission of instructor.

COURSE DESCRIPTION

Origins and evolution of recreation use philosophy, policies, and service of public estate management. Examines planning for a spectrum of opportunities, from wilderness to developed sites, with attention to financial consideration and sustainable use of cultural and visual resources.

COURSE OBJECTIVES

Upon completion of the course, you will be able to demonstrate an understanding of:

1. The historical and philosophical roots of natural resource recreation planning;
2. The rationale for natural resource recreation planning, or why agencies plan;
3. The major theoretical traditions of planning and what constitutes effective and meaningful public participation;
4. Principles, process, and applications of the comprehensive approach to natural resources recreation planning;
5. Principles, process, and applications of the protected area approach to natural resources recreation planning;
6. Issues and trends in natural resource recreation planning; and
7. How to apply planning knowledge to a real-world recreation planning project.

COURSE OVERVIEW

Natural resource recreation planning frequently occurs in a turbulent environment of shifting political forces, interest group pressure, interagency conflict, changing economic conditions, and media scrutiny. It can be an expensive, time consuming, and complex undertaking that almost never results in an optimal "solution" for all interests involved. This course is designed to help you develop the conceptual background needed to participate in and eventually lead recreation planning processes in an era of turbulence.

Planning is a broad subject that demands a breadth of knowledge of the field of natural resource recreation. For this reason, you will be exposed to the historical and philosophical roots of natural resource recreation planning. Through various readings the antecedents of modern natural resource recreation management, policy-making, and planning will be articulated. In addition, you will be challenged to understand the rationale for natural resource recreation planning, or why agencies plan. As suggested by Manning (1999), the focus of natural resource recreation planning and management is on providing the visitor with high quality recreation opportunities that do not compromise the integrity of biophysical and social systems.

Throughout this course you will be exposed to a variety of topics relevant to natural resource recreation planning, including carrying capacity, crowding, conflict, specialization, indicators and standards of quality, motivations and benefits in recreation, and the recreation opportunity spectrum.

You will be introduced to two planning approaches that are common in the field of natural resource recreation: the comprehensive planning approach and the protected area planning approach. Comprehensive planning has been widely used by natural resource agencies for such efforts as river management planning, greenway planning, regional tourism and recreation planning, and state comprehensive outdoor recreation planning. The protected area planning approach, which is sometimes referred to as the limits of acceptable change planning framework, has been used primarily to deal with the carrying capacity issue in wildernesses and national parks. A set of readings will guide you through the background, process, and case studies associated with each approach. This course does not focus on site planning or park master planning, though many of the concepts and skills associated with comprehensive and protected area planning are transferable to these types of planning.

Natural resource recreation planning may be thought of as a very specialized subset of the broader field of urban and regional planning. Relying on the more theoretically mature tradition of this field, your readings will expose you to the "big ideas" of planning, especially to the trans active planning paradigm, which increasingly informs contemporary natural resource recreation planning. As an extension of the discussion of the transactive planning paradigm, you will be challenged to think about what constitutes effective and meaningful public participation in natural resource recreation planning.

The final section of the course considers issues and trends in natural resource recreation planning, including the topics of the planner's roles/competencies and how to measure plan implementation.

Since contributions are such an important part of this course, we will each be expected to actively participate in class discussions, complete exercises, and fulfill all assignments on time. Assignments will be due at 5:00 p.m. on the specified date due. Assignments received AFTER 5:00 p.m. will be considered late and receive a 20% deduction in points per 24 hour period. If you have an extreme emergency there may be some exceptions; however, you will need to discuss these issues with me prior to the due date to be considered for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash at the most inopportune moments.

PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

COMMUNICATION

Effective communication is an important part of our lives and this course. Therefore, we will each be asked to treat our colleagues with respect in all types of communications (such as e-mail, class conversations, etc.). Since we are meeting online, it will also be critical to check our e-mail daily. This will be the primary method of communication used outside of our class meeting time. However, since I hope we can all consider outdoor recreation as another important part of our life, I wouldn't expect you check e-mails as on the weekend. And, I will likely not access e-mails on the weekend since I hope to be engaging in outdoor recreation activities during those times.

Please use Blackboard 9.1 for all communications. To access Blackboard, go to "MyMason" (found at the top of the gmw.edu webpage), log in with your username & password, click on the "Courses" tab along the top right of the page, and go to the "9.1 Course List" to find our course.

ACADEMIC INTEGRITY

GMU is an Honor Code university; please see our University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. Academic integrity means when you are responsible for a task, you will perform that task and will submit your own, original work. When you rely on another author's work in

an aspect of the performance of that task, you are to give full credit in a professional, accepted form (in our course, that means you'll need to cite & reference using the style put forth in the American Psychological Association Publication Manual, 6th Edition). "Someone else's work" could include that which is written in a book, published on the internet, spoken on a television show, or in some other way communicated.

Another aspect of academic integrity is the free play of ideas. Critical discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions, i.e. we all have the right to disagree without being disagreeable. When in doubt, please feel free ask for guidance or clarification.

REQUIRED READINGS

Readings are noted on the Weekly Schedule and are all accessible via hyper links or via George Mason University Libraries.

EVALUATION

All work should adhere to the guidelines of the most current edition of the American Psychological Association (APA) for format. Please use 12-point font, 1" margins, and double-space for submitted work (except, of course, when posting Discussion Boards or online information).

COURSE ASSIGNMENTS

Class Participation/Discussion Boards (15% of grade): Each of you will be expected to contribute insightful, meaningful, and relevant information via our regular Blackboard Discussion Boards.

Class Moderator (20% of grade): Each of you will present and moderate one of our weekly sessions. For that moderator session, you will synthesize the required articles after which you will facilitate a

Discussion Board on Blackboard. Syntheses should include thoughtful feedback and critiques of the methods used, analyses conducted, and conclusions drawn in each article. When you are moderator, you should assess the soundness of the theoretical framework as well as the contributions of the results to the body of knowledge. Outlines, visual materials, and creative approaches are encouraged.

Recreation Plan Assessment (Due date: Sunday, December 14th on/before midnight – 25% of grade): Each of you will also have the opportunity to review and evaluate an existing natural resources recreation plan or report on a topic of local or national interest that reflects your understanding of the comprehensive planning approach and/or the protected area planning approach. If you choose to report on one of the identified existing natural resources recreation plan, you will be asked to share a brief description of the project, an approximate preparation time of the plan, challenges which were encountered (or which were likely to have been encountered), key stakeholders, and your assessment of the overall success of the plan. This means you will have to do some digging and likely contact the agency who developed the plan. As a final component, you will be asked to identify what components of the plan you agree with as well as those with which you disagree, and provide rationale for your decision based on your application of planning theories from our course.

If you choose to report on a topic of local or national interest (such as the ramifications of the proposed Bi-County Parkway or the effects of sequestration on the National Parks); you will be asked to share a brief description of the topic, how it is a reflection of one or both of the planning approaches, key stakeholders, how the project/decision may affect (or has affected) the economy of the local community and/or the nation, and the impact on existing lands. You will also be asked to identify what components of the plan you agree with or disagree with along with rationale for your decision based on your application of planning theories from our course.

Recreation Planning in Action (Due date: Friday, October 24th on/before midnight – 20% of grade): As an important component of this class, you will each be asked to attend at least one public recreation planning meeting. These might include community based meetings, recreation & park planning board meetings, or some equally relevant meeting. Please be sure and clear the meeting you choose with me so we can be sure it aligns with the goals of our course. You will be asked to share your thoughts about the meeting, e.g. purpose, agenda, attendees, organization, discussion mechanisms, and your own perspectives on the meeting.

Final Exam – December 15th (20% of grade)

TENTATIVE COURSE SCHEDULE:

Note: Faculty reserves the right to alter the schedule as necessary.

DATE		TOPIC and Readings	ASSIGNMENT DUE/BEGINS
	August 25	Introduction: Syllabus and Chapter One of textbook – <i>Search and Research for Satisfaction: An Introduction to Outdoor Recreation Research</i>	Purchase textbook, “Studies in Outdoor Recreation: Search and Research for Satisfaction” by Robert E. Manning and thoroughly read the syllabus along with reading of the first chapter in the text.
	Sept. 2	Topic: The Protected Area Planning Approach Read Chapters Three and Four in textbook	Read Chapters Three (3) and Four (4) in textbook and assigned journal article. Participate in Discussion Board as per

		Read “ <i>Programs That Work: Visitor Experience and Resource Protection: A Framework for Managing the Carrying Capacity of National Parks</i> ”, <i>Journal of Park and Recreation Administration</i> , Spring 2001.	instructions in the syllabus.
	Sept. 8	Topic: The Protected Area Planning Approach, continued. Read Chapter Five in textbook. Read “ <i>Adaptive Management of Visitor Use on Half Dome, An Example of Effectiveness</i> ”, <i>Journal of Park and Recreation Administration</i> , Fall 2012.	Reach Chapter Five (5) in textbook and assigned journal article. Participate in Discussion Board as per instructions in the syllabus.

	Sept. 15	Topic: Recreation Opportunity Spectrum Read Chapters 8 - 12 in textbook. Read “ <i>Improving the Management of Natural Resource Recreation Areas through Understanding Place-Attached Visitor Segments</i> ”, <i>Journal of Park and Recreation Administration</i> , Fall 2010.	Reach Chapters 8, 9, 10, 11, and 12 in textbook and assigned journal article. Participate in Discussion Board as per instructions in the syllabus.
	Sept. 22	Moderator for the Week	Moderator for the Week, M#1 - Week 5
	Sept. 29	Moderator for the Week	Moderator for the Week, M#2 - Week 6
	Oct. 6	Topic: The Comprehensive Planning Approach Readings: “ <i>Ambivalence over Participatory Planning within a Progressive Regime: Waterfront Planning in Philadelphia</i> ” <i>Journal of Planning Education and Research</i> , Vol. 33, April 2013. “ <i>Creating the Park of the Future</i> ”, <i>Washington Post Magazine</i> , September 15, 2013. “ <i>Waterfront and Center</i> ”, <i>Parks & Recreation</i> , June 2008.	Listen to podcast, “Reimagining the Anacostia River” and review all links on the page when you pull up the podcast. Read assigned journal articles. Participate in Discussion Board as per instructions in the syllabus.
	Oct. 13	Topic: Continuation of the Comprehensive Planning Approach Read: “ <i>Linking Planning Theory and History: The Case of Development Control</i> ”, <i>Journal of Planning Education and Research</i> , vol. 19, 2000. “ <i>Planning Theories and Environmental Impact Assessment</i> ”, <i>Environmental</i>	Read Journal Articles and Participate in Discussion Board as per instructions in the syllabus.

		<i>Impact Assessment Review, Vol. 20, 2000.</i> “Constructing the Future in Planning: A Survey of Theories and Tools”, <i>Journal of Planning Education and Research, Vol. 19, 2000.</i>	
	Oct. 20	Topic: <i>Fire and Other Limits to Planning.</i> Read: “Disaster Reduction Planning for Recreation Areas via Cascading Models”, <i>Journal of Park and Recreation Administration, Vol. 24, Winter 2006.</i> Read: “Into the Wildfire: What Science is Learning about Fire and How to Live With It”, <i>New York Times Magazine, September 19, 2013</i> http://www.nytimes.com/2013/09/22/magazine/into-the-wildfire.html?emc=eta1&r=1&	Read Journal Article and NY Times article. Participate in Discussion Board
	Oct. 27	Read, “A Plan To Save Yosemite by Curbing Its Visitors”, <i>The New York Times, July 28, 2013.</i> Read: “Room for Debate” – USA Today. “Assessing Recreation Impacts to Cliffs in Shenandoah National Park: Integrating Visitor Observation. With. Trail and Recreation Site Measurements”, <i>Journal of Park and Recreation Administration, Winter 2006.</i>	Read: Chapter 13 in textbook and “Room for Debate” http://www.nytimes.com/roomfordebate/2013/08/01/is-yosemite-national-park-for-all-or-some/the-merced-river-plan-is-destroying-an-affordable-family-option USA Today. Follow instructions in Blackboard for participation in Discussion Board.
	Nov. 3	Moderator for the Week	Moderator for the Week, M#3 – Week 11
	Nov. 10	Moderator for the Week	Moderator for the Week, M#4 – Week 12
	Nov. 17	View “ <i>The National Parks: America’s Best Idea</i> ” – Ken Burns – Part 2, “ <i>The Last Refuge</i> ”	View Ken Burns’s “The National Parks: America’s Best Idea” – Part 2. Read article and participate in Discussion Board.
	Nov. 24	Thanksgiving Week – no assignment	No Assignment – Thanksgiving Week
	Dec. 1	Topic: Planning Scholarship versus Planning Practice: A Happy Marriage? Read: “ <i>The Engagement of Planning Scholarship with Practice: Brief Introduction to Symposium</i> ”, <i>Journal of Planning Education and Research, Vol. 32, 2012.</i> “ <i>Planning to Change the World: Between Knowledge and Action Lies Synthesis</i> ”, <i>JPER, vol. 32, 2012.</i>	Listen to podcast (see Blackboard weekly module): http://jpe.sagepub.com/site/misc/Index/Podcasts.xhtml Read assigned journal articles. Participate in Discussion Board as per instructions in the syllabus.

		<p><i>“The Role of the Planning Scholar: Research, Conflict, and Social Change, JPER, vol. 32, 2012.</i></p> <p><i>“Commentary: Alternative Cultures in Planning Research – From Extending Scientific Frontiers to Exploring Enduring Questions”, JPER, vol. 32, 2012.</i></p> <p><i>“Why Mass Media Matter to Planning Research: The Case of Megaprojects”, JPER, vol. 32, 2012.</i></p> <p><i>“Planning with Things”, JPER, vol. 32, 2012.</i></p>	
	Dec. 8-9	Reading Days	
	Dec. 10 - 17	Exam Period	Final Exam for PRLS – 531: December 15th

**Moderator for the Week Assignment
PRLS 531 – Natural Resources Recreation Planning**

One of our learning outcomes for this course is to assess Recreation Administration and Planning readings critically. Therefore, each student will be responsible for leading and facilitating the readings and associated discussions for one week of our course. This is a great chance for you to guide the discussion in your preferred direction, i.e. an area you are researching or one in which you are just very interested. There are 3 primary components to this assignment...

1. For your week, you are to identify 2 peer-reviewed journal articles (see examples used in other weeks which I have provided) for your colleagues to read. The articles must be posted no later than 5:00 p.m. on the Sunday of your week of moderating.
2. You are to post 3 Discussion Board questions for your colleagues no later than 5:00 p.m. on the Sunday of your week of moderating. One of your goals here is to encourage class discussion about relevant issues related to your week’s topic.
3. For the week you moderate, you will not need to post an initial response to your own questions which you pose or respond to your colleagues’ postings (however, you may certainly do so if you’d like!). Instead, as the Moderator, your task will be to summarize the key points from your colleagues for each of the 3 questions you pose AND add your own perceptions of the article (e.g. what you felt was important and how it translates into practice regarding natural resources recreation planning). You will need to post those summaries no later than 5:00 p.m. on the first Tuesday after your week of moderating.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

