

I. ASCRC General Education Form			
Group	<u>Group VII Social Science</u>		
Dept/Program	Dept. of Society & Conservation, B.S. in Recreation Management	Course #	<u>RECM 110</u>
Course Title	Introduction to Parks, Recreation & Tourism		
Prerequisite	-	Credits	3
II. Endorsement/ Approvals			
Complete the form and obtain signatures before submitting to Faculty Senate Office			
Please type / print name		Signature	Date
Instructor	Professor Bill Borrie		
Phone / Email	4286, <u>bill.borrie@umontana.edu</u>		
Program Chair	<u>Michael Patterson</u>		
Dean	James Burchfield		
III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm			
<p>This 100-level course is designed both for RECM majors and for non-majors, and has no prerequisites. It lays the intellectual foundation for the study of social phenomenon in outdoor recreation and nature-based tourism contexts. It also examines the role of leisure in students' lives, and allows consideration of the meaningful experiences they might choose in their free time. The course examines how the basic ethos of leisure and recreation has developed in the western and American historical contexts. The benefits and outcomes of 'healthy' recreation and leisure are considered at the individual, family, group, and societal levels. Issues of equity, access, and management of the social imperatives of parks, recreation and tourism are discussed. Modern challenges of technology, commercialization, and privatization are emphasized.</p>			
IV. Criteria: Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm			
1. systematically study individuals, groups, or social institutions;		Recreation and leisure is examined at individual, social, and societal levels.	
2. analyze individuals, groups, or social problems and structures; and/or		Psychological, sociological, economic, and political theories are used in the consideration of the structures and forms of parks, recreation and tourism.	
3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.		Research data and conclusions from leisure studies and environmental social science journals are examined in the context of their application to recreation and tourism settings.	
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm			

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;	The nature, structure, and historical development of leisure behavior, recreation and tourism management organizations, and current management challenges are emphasized.
2. use theory in explaining these individual, group, or social phenomena; and/or	Psychological, sociological, economic, and political theories are used in the understanding and prediction of recreation and tourism behavior.
3. understand, assess, and evaluate how conclusions and generalizations are justified based on data	Current recreation and tourism research data, quantitative and qualitative, are examined in the context of current issues (such as snowmobiles use in Yellowstone, evaluation of quality wilderness experiences, and the impact of recreation use fees on the public domain).
VII. Syllabus: Paste syllabus below or attach and send digital copy with form. ↓↓ The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html	
*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.	

University of Montana
Introduction to Parks, Recreation and Tourism
RECM 110 - 3 Credits

“The wilderness pilgrim’s step-by-step breath-by-breath walk up a trail, into those snow fields, carrying all on the back, is so ancient a set of gestures as to bring a profound sense of body-mind joy”.

Gary

Snyder

Instructor:

Bill Borrie Professor, College of Forestry & Conservation
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Phone: 243-4286
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Office hours: Monday & Thursday, 4-5 pm.

Course Description:

A survey of the concepts and issues related to leisure, parks, recreation and tourism in American society.

Course Overview and Goals :

The concepts and functions of leisure in western society continue to evolve, and reflect the dominant social-cultural values of the period. As the structure of our society changes so do its fundamental values and benefits, including the amount, distribution and use of leisure. How society responds to the demands of a people using leisure, and resulting problems, conflicts and issues have itself become problematic. The course will explore how recreation and leisure have changed: how technological innovation, education and a variety of socio-demographic characteristics affect participation in recreation activities. Underlying psychological and sociological research is considered in the context of how the theories and data can inform park, recreation and tourism management.

The overall objective of the course is to provide a broad survey of the roles of recreation and leisure in your life and in our society. Understanding these roles provides the necessary intellectual footing to professional development and conveys to others how we got to where we are. More specifically, the course is designed to address the following questions :

- What is leisure, and what form does, and might it take, in your life?
- How have patterns and definitions of recreation and leisure changed over time?
- How does recreation make a difference to our social, individual, & environmental lives?
- What types of recreation opportunities and experiences are valued in American society?
- What forms and structures does recreation and tourism take, domestically and internationally?
- Where does leisure and recreation seem to be headed in the future?

Students successfully completing this course should have a fundamental understanding of parks, recreation and leisure, the forces that affect them, and why society values them and their benefits.

Required Textbooks:

McLean, D.D.; A. Hurd; and N.B. Rogers (2008). ***Kraus' Recreation and Leisure in Modern Society. Eighth Edition.*** Sudbury, MA: Jones and Bartlett Publishers.

Dustin, D.L. (2006). ***The Wilderness Within: Reflections on Leisure and Life. Third Edition.*** Champaign, IL: Sagamore Publishing.

Assigned readings:

There will be several required readings available on eRES, which can be accessed online at <http://eres.lib.umt.edu> I encourage you download and print the articles early in the semester to avoid problems when you need them.

Assignments:

A. Three papers:

(1) Activity classification exercise

This is a two stage exercise – the first part is fairly straight-forward, in which you take the provided list of everyday activities and classify them into types. For each activity, answer the following questions :

- i. Would you classify this activity as leisure (however you define leisure)?
- ii. Would you freely chose to do this activity, for your own intrinsic reasons?
- iii. Is the activity categorized as Non-Free Time or Free Time?

Secondly, write about the correspondence or lack of correspondence between your answers to the three questions. (eg. Do you find that activities you classified as leisure were those that you would have freely chosen to do, etc.) What does this say about your own definition of leisure? Also, which activities weren't easily categorized, and why? How do your answers differ from what the textbook suggests (McLean, Ch.2). Your answers should make reference to the textbook, as well as other research material you locate concerning definitions of leisure. Use APA style for references / quotes. Attach your worksheet.

(2 pages, single-spaced)

(2) Personal Time Analysis:

Over a period of two weeks, complete the time budget sheets provided with this syllabus. There is a separate instruction sheet for this exercise, along with blank time budget sheets, on eRes. At the end of the two weeks, i) fill out the Time Budget Activity Summary, ii) calculate how much leisure time you spent with people other than students and iii) calculate how much leisure time you spent away from campus or university facilities.

Then, write a paper discussing how you spend your time and what you like and dislike about the distribution of your leisure time to each activity.

Discuss the amount of leisure time you have and how you make use of that leisure time. Are you surprised by how you use your leisure time? Are there changes you might wish to make in how you use your leisure time? Which experiences have the most meaning and benefit for you? Is the amount of time you have for leisure typical (compared to, say, other students, other Americans, etc.)

Attach your time sheets, Activity Summary & calculations to your paper. You should make reference to textbooks and readings in your answer, perhaps including the article 'Life without TV' (available on eRes).

(2-3 pages (not including time sheets & summaries), single-spaced. Due Tuesday, October, 7, 2.10pm.)

(3) Reflections on Dustin:

Take one of the essays we read in Dan Dustin's book and write *a short commentary using the ideas of the textbook* and other readings. Pick an essay you would like to give to your parents, your spouse or boyfriend/girlfriend to read and tell me why you chose that particular essay. Why is that chapter of Dustin's book meaningful to you? Explain what ideas (theoretical constructs) are interesting and important, and how they are reflected in your life. Good essays will reference the two textbooks, as well as other research materials.

(2-3 pages, single-spaced. Due: Thursday, November 13, 2.10pm.)

B. Two midterms will cover course readings, lectures, and class discussions. They will be in a multiple-choice/true-false/short answer format and held in class on Thursday, September, 25

(2.10pm) and Tuesday, October 28 (2.10 pm).

C. **The final** will be taken in the form of a take-home examination. You will have about 1 week to complete your answers, due Wednesday, December 10, 2008, **3.20pm**. The following are example questions:

- a. Explain why parks, recreation and leisure more than just “fun & games”?
- b. Why is there a profession of recreation management?
- c. Describe some of the **theories** that explain individual, social, or societal recreation patterns.
- d. What are some of the economic, community, environmental, social and individual **benefits of parks and recreation programs**?
- e. Identify and explain 5 key **ideas/theories of recreation management** in Dan Dustin’s book, *The Wilderness Within*.

Table 1. Grading distribution for RECM 110. Fall 2008.

2 Midterms (each 15%)	30
Final take-home exam	25
3 short papers (each 15%)	45
<u>Total</u>	<u>100</u>

Policies :

1. Any student with learning disabilities or disadvantages needing special dispensation or assistance will inform the instructor immediately following the first class.
2. It is expected that all work tended for evaluation will be professionally presented. Written submissions (but not worksheets) are to be typed (preferably laser printed). Proof-read and spell-check your documents. Folks reading your work assume you mean to present it the way that you do. Points will be deducted for each spelling or grammatical error.
3. Late submissions are not encouraged. A standard policy of subtracting 10% per day (or part of day) late is fair to everyone (students, instructors, and administration). Extraordinary circumstances (such as a death in the family) should be discussed with the instructor in advance. Leave from college due to medical conditions can be documented with doctor’s certificates.
4. Attendance is expected, though not required for all classes. It is the student’s responsibility to make up, through alternative learning activities, the material missed due to absence. Recordings and overheads from lectures are available online (at iTunesU and eRes, respectively)
5. All course activities are governed by the Student Conduct Code, which embodies the

ideals of academic honesty, integrity, human rights, and responsible citizenship. It is available online at

<http://life.umt.edu/VPSA/name/StudentConductCode>

6. Please give due credit to other people's ideas by referencing or quoting the source. I prefer you follow APA style guidelines – i.e. the Publication Manual of the American Psychological Association, Fifth Edition (see “APA Basics” in the Assignments folder on eRes).
7. This course will be using a plus/minus grading system. Valid grades and their grade point values per credit are shown below :

Grade	Points	GPA	Grade	Points	GPA	Grade	Points	GPA
A	94 – 100 %	4.0	C+	77 – 79%	2.3	D-	60 – 62%	0.7
A-	90 – 93 %	3.7	C	73 – 76%	2.0	F	< 60 %	0.00
B +	87 – 89 %	3.3	C-	70 – 72%	1.7			
B	83 – 86 %	3.0	D+	67 – 69%	1.3			
B-	80 – 82 %	2.7	D	63 – 66%	1.0			

Time Budget Sheet and Tourism

University of Montana – RECM 110, Introduction to Parks, Recreation

Day(s): _____

Name: _____

[illegible]

w = paid work **h** = household work **k** = child care **o** = obtaining goods & services
(shopping, etc.)

v = organizational activities (service, clubs, etc.) **s** = sleep **p** = personal needs & care

e = education & training **l** = leisure/free time

Sample Time Budget Activity Summary

Recreation and Tourism

RECM 110, Introduction to Parks,

Name: _____

TOTALS							

Table 2. Tentative Course Schedule: RECM 110. Fall 2008.

Day	Lecture Topics	Readings (complete for this class)
Tues, Aug 26	Course Introduction	McLean, Ch. 1 (Recreation and Leisure: The Current Scene)
Thurs, Aug. 28	Definitions of Recreation, Play & Leisure	McLean, Ch. 2 (Basic Concepts)
Monday, Sept. 1	➤ Labor Day Holiday	
Tues, Sept. 2	Ancient Notions of Leisure	McLean, Ch. 3, pp. 49-65 (Early History of Recreation and Leisure) Dustin, Ch. 1, 11 (In Search of Rescue, Soldier Lake)
Thurs, Sept.4	The Idea of Parks	Dustin, Ch. 4 (The Wilderness Within) McLean, Ch. 7 (Social Functions of Community Recreation) Activity Classification exercise due.
Tues, Sept. 9	Outdoor Recreation in the USA	Dustin, Ch. 2, 27 (The World According to Gorp; Were You Ever Out in the Great Alone) McLean, Ch. 8, pp. 197-209 (The Leisure Service System, Governmental) Start Time Budget sheets this week.
Thurs., Sept. 11	No-rescue Wilderness	Dustin, Ch. 3, 7 (The Myth of Comfort, The Barrenlands)
Tues., Sept. 16	Models of quality recreation	McLean, Ch. 5, pp. 117-130 (Personal Leisure Perspectives) Dustin, Ch. 8 & 9 (Fly Fishing with B.L. Driver; Coyote Gulch)
Thurs., Sept. 18	Recreation & Leisure in technological America	McLean, Ch. 3, pp. 66-90 (History of Leisure, 19 th Century and on) Dustin, Ch. 19 (Confessions of a Technological Resistance Fighter) Complete Time Budget sheets this week.
Tues., Sept. 23	Job-hunting in Recreation Management	McLean, Ch. 12 (Career Opportunities and Professionalism) Dustin, Ch. 18 (Wasting Away in Boca Grande)
Thurs., Sept. 25	MIDTERM EXAM	
Tues., Sept. 30	The Tourism Industry	McLean, Ch. 10 (Travel and Tourism)
Thurs., Oct. 2	Nature-based Tourism & its impacts	eRes reading – Perils of Success
Tues., Oct. 7	International Ecotourism & the role of Protected Areas	eRes reading – Tourism in the Himals. Time Analysis paper due.
Thurs., Oct. 9	Work and Re-creation	McLean, Ch. 4 (Recreation and Leisure in the Modern Era) Dustin, Ch. 13 (Betting on Big Bertha)
Tues., Oct. 14	Deviant Leisure?	McLean, Ch. 6 (Sociocultural Factors Affecting Leisure)
Thurs., Oct. 16	Social values of recreation & volunteers	McLean, Ch. 5, pp. 130 - 145 (Age Group Factors) Dustin, Ch. 14 & 15 (Time for Pool; Easy Street)

Tues., Oct. 21	Municipal recreation	McLean, Ch. 8, pp. 210 – 236 (Leisure Service Organizations) Dustin, Ch. 25 (Free Spirit)
Thurs., Oct. 23	Outdoor Education	Dustin, Ch. 5 (Inside, Outside, Upside Down)
Tues., Oct. 28	MIDTERM EXAM	
Thurs., Oct. 30	Risk Management	Dustin, Ch. 6 (The Incident at “New” Army Pass)
Tues., Nov. 4	➤ Election Day Holiday	VOTE!
Thurs., Nov. 6	Outdoor Recreation Management 1 (managing for wilderness experiences)	Dustin, Ch. 26 (Mapping the Geography of Hope)
Tues., Nov. 11	➤ Veterans’ Day Holiday	
Thurs., Nov. 13	Outdoor Recreation Management 2 (impacts and other ranger concerns)	eRes reading – National Park Ranger : An American Icon Dustin paper due.
Tues., Nov. 18	Nationalism, Freedom & Recreation	Dustin, Ch. 10, 22 (Back in the U.S.S.R.; Remembering Manzanar)
Thurs, Nov. 20	Paying for it all	
Tues., Nov. 25	Title IX, women & sport	(HBO tape - "Dare to Compete: The Struggle of Women in Sports.")
Thurs., Nov. 27	➤ Thanksgiving Vacation	
Tues., Dec. 2	Sport	McLean, Ch. 11 (Sport as Leisure) eRes reading – 2 nd Effort
Thurs., Dec. 4	Philosophy of Parks & Recreation	McLean, Ch. 13 (Future Perspectives of Recreation and Leisure) Dustin, Ch. 17 & 18 (Like Light Passing Through a Prism; Gardening as a Subversive Activity) eRes reading – The Passion for Public Service Take-home exam. handed out.
Wed., Dec. 10	Final Class – evaluations →	TAKE-HOME EXAM. DUE, 3:20 pm., CHEM 123

EXTRA CREDIT:

Extra credit (up to 5 extra points) is available for volunteering your time (4 hr. minimum, not including training) with professional recreation management organizations such as Missoula Parks & Recreation. This is a great opportunity for you to contribute to your community, interact with other recreation students and professionals, and to see the difference that recreation makes in people's lives. Park & Recreation Management is an applied discipline and we encourage you to get as much work and volunteer experience as possible.

You will need to complete the extra credit sheet attached to this syllabus, **have it signed by the supervisor** at Missoula Parks & Recreation (or the recreation management organization you volunteer with), and then turn it in to Bill Borrie before December 2 to get extra credit.

University of Montana Extra Credit Sheet- Parks & Recreation Volunteer

_____	_____	_____	
_____	_____	_____	_____
Your Name	Date	Arrival time	Departure time

Describe what you did for your volunteer experience:

What worked well and should be continued for the next Parks and Recreation event or project?

What would you "fix" or improve to make your duties more efficient, or simply work better?

Total Time Volunteering: _____
