

FORS/ RLST3310 Outdoor Recreation & Environmental Awareness Fall, 2007 (3 semester credits)

The course syllabus is a general plan for the course; deviations announced by the instructor may be necessary

Instructor:	Michael Tarrant, Professor	Office:	1-301A WSFR
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Class hours:	6:30–7:45 pm Tuesday/Thursday	Office hours:	By appointment
Classroom:	Forestry 1-304 and Webcast delivery	TA:	Kerrie Anne kloyd@uga.edu
	Front doors open 10 minutes before class	Office hours:	4:15–6:15pm Thursday
		Office:	Building 3, room 101

Course textbooks

1. Ibrahim, H. & Cordes, K.A. (2002). Outdoor recreation. Champaign, IL: Sagamore Publishing. ISBN: 1-57167-495-0
2. Leopold, A. (1987). A sand county almanac and sketches here and there. New York: Oxford Univ. Press. ISBN: 0-19-505305-2
3. Tarrant, M.A. (1999). Outdoor recreation and environmental awareness: User-interactive CD. Athens, GA: University of Georgia. Available from the instructor.
4. Tarrant, M.A. (in press). Concepts and applications in natural resource recreation and tourism planning: A user-interactive DVD. Available from the instructor.

Course description

This course examines the history of the environmental movement, and the supply, demand, and management of public lands, and the ethics of natural resource management, in the provision of outdoor recreation opportunities. Emphasis will be placed on understanding outdoor recreation behavior and issues arising from human-environment interactions (including recreation carrying capacities, specialization, and related concepts) and the management of outdoor recreation and tourism opportunities (including an introduction to two primary planning concepts: Recreation Opportunity Spectrum and Limits of Acceptable Change). **Course instruction will be delivered through a combination of traditional classroom instruction, internet (using Horizon Live Classroom), and two forms of asynchronous interactive media (one CD and one DVD), in addition to directed readings.**

Course background

Increased outdoor recreation use has resulted in considerable demands and pressures upon our natural resources. Managing these impacts requires an awareness of the recreation user's environmental attitudes, values, and behaviors, as well as an understanding of the various policies and management and planning strategies for preserving the nation's natural resources. This course will provide students with a broad overview of the human-environment relationship using the context of outdoor recreation. Topics include a discussion of recreation resource supply and demand; the history of the preservation and conservation movements in the U.S.; social, psychological, and economic aspects of outdoor recreation; tools for outdoor recreation management and planning; an overview to selected recreation resource management issues; and introduction to environmental values and attitudes.

Teaching Philosophy

This course is taught using a dynamic, multi-media, and user-interactive approach. The teaching philosophy is one which promotes a learning model where the instructor is a facilitator of information rather than merely the deliverer of information. As a result, you must be prepared to learn in multiple ways and be responsive to new methods of instruction.

Course objectives

By the end of the course, a student should be able to:

1. Understand the conceptual foundations of outdoor recreation.
2. Describe the development of the conservation and preservation movements in the U.S.
3. Understand outdoor recreation user's environmental attitudes and behaviors from a sociological and psychological perspective.
4. Understand the role of planning and selected management concepts in the provision of outdoor recreation opportunities and associated environmental impacts.

5. Describe the concept of environmental ethics and implications for the stewardship, planning, and management of outdoor recreation resources and facilities.
6. Identify the legal foundations and policy formation of outdoor recreation provision at varying levels of government, business, and not-for-profit.

Course grading and exams

100 points exam #1
 100 points exam #2
 100 points exam #3
 300 points total

Final grades will be assigned as follows:

A	93 –100 percent
A-	89.5 – 92.9 percent
B+	87 – 89.4 percent
B	83 – 86.9 percent
B-	79.5 – 82.9 percent
C+	77 – 79.4 percent
C	73 – 76.0 percent
C-	69.5 – 72.9 percent
D	59.5 - 69.4 percent
F	below 59.4 percent

The exams will not be comprehensive and will cover readings (approx. 15-30%), class notes (approx. 30-50%) and interactive media (CD and DVD) (approx. 30-50%). It should be noted there is considerable overlap in information among the three sources. Make-up exams will be given on the day of the next exam. There are no extra points options.

Academic Honesty

All academic work must meet the standards contained in the University's academic honesty policy (see "A Culture of Honesty"; www.uga.edu/ovpi). All students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty include (but are not limited to): award of a failing grade for the course, suspension, notification placed on the student's transcript of their having been found guilty of cheating, and expulsion from the university (see "Sanctions for Dishonesty"; www.uga.edu/ovpi), and ignorance is not an acceptable defense. Any cases of academic dishonesty will be reported to the University Academic Policy Panel.

Notes

1. Any student(s) who require special accommodation(s) or other requirements in this course must see the instructor before the second day of class and register with UGA Disability Services (<http://www.dissvcs.uga.edu>).
2. To improve speed of the interactive media (DVD and CD), it is advisable to copy the software to your hard-drive. The CD contains lessons (and test questions) that is extremely useful for all three of the exams. The DVD is used for exam #3 only.
3. Each class (either regular classroom or Horizon Live) will use Powerpoint slides. These slides are available for you to download (for the entire semester) from day one of the course via WebCt. Please download the slides before coming to class (so that you do not need to spend all your time taking notes from the slides).
 - a. From WebCt, click on "FORS/RLST 3310 Fall 2007".
 - b. From the homepage for the course, open the "Course content" icon and download (and print) the Powerpoint slides for the respective class. (The syllabus is also available under the Course Content icon.)
4. In order to use Horizon Live Classroom, you will need a computer headset (microphone is optional). Do not use the speakers on your computer as the sound quality will be severely reduced. Headsets are available from stores like Office Depot, Best Buy, Target or Wal-Mart. Expect to pay between \$15 and \$20 for a mini-plug headset or up to \$50 for a USB headset. We have not found that the more expensive headsets

work any better than the less expensive ones, just be sure the headset that you purchase is made for use with your computer – cell phone and radio headsets will not work properly.

5. Before we meet in Live Classroom, it is very important to make sure the computer you will use for class is set up properly for this technology. As soon as you receive this email, you should log in to WebCT (<https://webct.uga.edu>) and enter the course, “FORS/RLST3310 Fall 2007.”
 - a. Click on the Horizon Live Classroom icon and then start the Setup Wizard. Please run the Setup Wizard early, just in case you need to download software updates. These updates can sometimes take a considerable amount of time - not something you want to worry about on the day of class! If you have any problems working through the Wizard, please contact Student Technology Support at 706-542-3333 or sts@uga.edu.
 - b. Once you have completed the Wizard, you are ready to begin using Horizon Live Classroom. After opening up the Horizon Live Classroom icon, click on one of the titles to enter the class for the respective date.
 - c. Once inside the classroom, you will see your username (as well as everyone else in class) appear in the bottom right hand corner of the screen. You may interact with the instructor by typing a question in the bottom left hand corner of the screen. You are now ready to sit back in your comfy chair, take notes, listen, and type a question or two!

Topical outline

Week	Format*	Topic	CD	Assigned readings
Th 8/16	C	Introduction to course and webcasting		
T 8/21	C	Definitions and components	1	I&C 1
Th 8/23	C	Resources (federal) Class from 7-8pm		I&C 7
T 8/28	C	Resources (state)		I&C 8 (p.183-193)
Th 8/30	C	Resources (local and private)	2	I&C 9, 10 (p.223-237)
T 9/4	C	Demand for outdoor recreation		I&C 15 (p.359-363)
Th 9/6	C	Ecological resources	3	I&C 16 (p.412-457)
T 9/11	C	Ecological resources (cont.) Class from 7-8pm		
Th 9/13	C	Exam #1		
T 9/18	C	Specialized outdoor recreation resources	4	
Th 9/20	C	Specialized resources (cont.)		
T 9/25	C	History of environmental movement	5-7	I&C 2 and 3
Th 9/27	C	History of environmental movement (video)		
T 10/2	No class	Conference	8-9	Leopold (Part I: A Sand County Almanac)
Th 10/4	W	History of environmental movement		Leopold (Part II: The Upshot)
T 10/9	W	Economics of outdoor recreation	10	I&C 6
Th 10/11	W	Economics (cont.)		
T 10/16	W	Social-psychological basis	11-12	I&C 4 and 5
Th 10/18	W	Social-psychological basis (cont.)		
T 10/23	C	Exam #2		
Th 10/25		Fall break		
T 10/30	W	Outdoor recreation management		I&C 12 (excl. p.288-290)
Th 11/1	W	Outdoor recreation management (cont.)		
T 11/6	DVD	Planning: ROS		
Th 11/8	DVD	Planning: ROS and LAC		
T 11/13	DVD	Planning: LAC		
Th 11/15	W	Crowding, norms, and carrying capacity	13	I&C 13 (p.303-307)
T 11/20	W	Recreation conflict and specialization	14-15	
Th 11/22		Thanksgiving break		
T 11/27	W	Environmental values and ethics	16-17	I&C 16 (p.411-414)
Th 11/29	W	Environmental values and ethics (cont.)		Leopold (Part III: The Upshot)
Th 12/6	C	Exam #3		

* C = classroom, W = webcast, DVD = DVD