

Course Name: Recreation Resource Management

Course Number: TRAL 251

Syllabus Effective For: Winter 2021

Credits: 4

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COURSE OVERVIEW

Recreation Resource Management examines the multitude of land and water resources used as staging grounds for outdoor recreation. The course provides an overview of major issues, concepts, theories, and management approaches related to natural resource-based recreation. We consider the ecological impacts of outdoor recreation, and how natural, historical, and cultural resources can be sustainably managed within the context of these impacts. Students are introduced to various agencies and interest groups, issues confronting these stakeholders, and contemporary management approaches for addressing topics such as satisfaction, crowding, and conflict.

This course combines roughly 120 hours of instruction, online activities, and assignments for 4 credits (approximately 12 hour per module). There are no prerequisites or co-requisites for this course.

LEARNING OUTCOMES

After completing this course, students will be able to successfully:

1. define recreation and describe trends and historical events that have shaped the field of recreation management;
2. list agencies and other interest groups involved in natural resource-based recreation, and describe their roles in the provision and management of recreation in outdoor settings;
3. identify recreation user groups and explain issues pertinent to them;
4. describe and provide examples of positive and negative social, cultural, and ecological impacts associated with natural resource-based recreation;
5. explain and provide applications of concepts, theories, and tools related to natural resource-based recreation and its management (e.g., satisfaction, carrying capacity, specialization, conflict, substitutability, displacement, recreation opportunity spectrum, place attachment, indirect and direct management tactics);
6. think critically about issues related to outdoor recreation and its management, and communicate opinions and experiences with others to strengthen understanding and comprehension; and
7. apply knowledge learned from this course to inventory, assess, and critique outdoor recreation settings.

Student mastery of outcomes will be demonstrated via thoughtful participation in online discussions, passing scores on quizzes, and satisfactory completion of assignments.

LEARNING MATERIALS

A number of learning materials are provided on the course Canvas site, organized by **weekly modules**, including:

1. Weekly Presentations

There will be a presentation or lecture in every module (with the exception of module 3) focusing on the main topic of the module and delivered via streaming media (e.g., video clips, PowerPoint Show). Please note that **watching the presentation alone is NOT sufficient**. You are required to also complete required readings (see below). In some modules, additional special-topic or supplemental materials are provided for optional viewing or reading. Browse these materials when you can to broaden your views.

2. Required Weekly Readings

There is no text for this course. Instead, there are 2-4 articles or book chapters each module that you **must** read (see reading list at the end of this syllabus). These readings are important for elaborating on and providing examples of the material covered in

lectures. To ensure that **all of us read all of the articles for each module**, every effort has been made to select foundational and relevant readings, and limit the amount of reading to only what is necessary and reasonable for a 4-credit course (average of 30-40 pages per module). Some modules will necessitate more reading (e.g., 60 pages); others will require less (e.g., 20 pages). Reading assigned articles/chapters is a prerequisite to engaging in online discussion and completing module-based quizzes and assignments. All readings are in .pdf format.

All provided learning materials are available on Canvas **throughout the entire term**.

COURSE ASSIGNMENTS

A series of assignments are designed to help you deepen your understanding of course materials and apply what you learn from this course. They also serve as a test of your mastery of course content. Assignments will be made available **on a scheduled basis**.

1. Weekly Module-based Quizzes

Quizzes test your understanding of course content. Each quiz (under the associated weekly module) is opened on **Thursday** and you have until **Sunday night at 11:59 PM (Pacific)** to complete it. Once you begin a quiz, depending on the length of the quiz, you will have 30 or 45 minutes to complete the quiz. The first Quiz is an exception—you are given 60 minutes to get acquainted with how quizzes work and what kind of content is covered. As there is a time limit, please prepare ahead of time, including read assigned readings, view lectures and supplemental materials (if provided). **There will be no midterm or final exams.**

2. Weekly Module-based Discussions

Each week, a course content-based discussion forum will be activated on Canvas (under the associated weekly module) on **Monday** and your discussion posts are due **Sunday night at 11:59 PM (Pacific Standard Time)**.^{*} You are expected to participate in class discussion by **responding to the discussion question AND at least one post created by your classmate** for a minimum of two posts (you will need to first post your answer to the question before you can respond to your classmates' posts). The last discussion will focus on final projects—you will critique and offer feedback on **one** final project presentation created by your classmate. Detailed instructions are provided at the **Final Project** forum on Canvas.

Your answer and responses should be grounded in concepts and content from course readings and presentations. You are welcome to pull in external materials of relevance as long as you provide links. Module-based discussions are an important indicator of your class participation and **will be graded**. To gain full credit for any discussion, you are expected to **think critically and contribute thoughtful posts that integrate what you learn from this class**.

Please conduct discussions in a professional and respectful manner (refer to the *Ground Rules for Productive Online Communication* under **COURSE POLICIES > Communication Policy** in this syllabus). Also know that each time you will interact with a randomly assigned group of 9-10 classmates. This is to keep the discussion posts reasonably manageable while maximizing your contact with different classmates throughout the term. You need not do anything related to grouping—you will have automatic access to your assigned group's discussion forum.

* Each discussion forum will remain accessible for two more days beyond the specified due date to allow for late submissions (with penalties. See late policy).

3. Final Project-Recreation Site Assessment

Overview: For this assignment, you will conduct a **recreation site assessment** by inventorying, assessing, and offering management recommendations for an outdoor recreation site of your choice. Paralleling content explored in our course, you will explore the site's history and evaluate on-site conditions in three aspects: **social, environmental, and managerial**. To accomplish these tasks, you will visit the site, possibly connect with site managers or other staff members, observe and/or speak with visitors, and report your findings in the form of a presentation. If you do not have access to an outdoor recreation site due to restrictions related to COVID-19, please contact the instructor as soon as you know that it will be the case. An alternative format (e.g., a final paper on a specific topic) will be considered on a case-by-case basis.

Requirement: As you work on your final project, please assess your site on the following issues:

- **Where is this site?** How do you access it? Consider providing an area map
- **What's the history of the site?** Consider addressing the following questions: How long has the site been in existence? Who manages the site? Who uses the site? What are the past and current uses of the site? What activity groups are present on site?
- **What are the on-site conditions?** You must assess the following three conditions: (a) **environmental** conditions (e.g., fire rings, litter, erosion, trail braiding), (b) on-site **social** conditions (e.g., crowding, conflict, noise), and (c) **managerial** issues (e.g., fees, zoning, education, COVID-19-specific regulations).

Note: There are many ways to collect information on these issues, including: on-site observations and photographs, talking with visitors/users, examining reviews (e.g., google reviews, TripAdvisor, Alltrails.com), interviewing site managers and other personnel, and researching literature about the site in the library and online (e.g., newspaper articles, magazine articles, blogs). Use at least **two** methods in your investigation. You must report the methods you used to collect information.

The product of your work will be a PRESENTATION. You will report your findings and provide managerial recommendations for the site. Strive to find an engaging way to deliver your presentation. It can take the form of a documentary-style video, a narrated PowerPoint presentation, or a Prezi presentation. More details about this assignment will be provided in **Module 2** when the final project is first introduced.

Your presentation is due **March 10 (Wednesday night at 11:59 PM, Pacific)**. By then You will upload or provide a link to your presentation onto the **Final Project Forum** and make it available for viewing by all your classmates through the rest of week 10. Viewing and providing feedback on your classmates' final project presentations will be the focus of the last Class Discussion. **Your final project will be graded solely based on the quality of your presentation.** Your feedback to your classmates' presentation will be graded separately as part of your participation in Class Discussions.

GRADING

Grading Summary	Points	% of Grade
Quizzes (top 8 of 9 @ 20 points each)	160	40%
Group Discussions (10 @ 12 points each)	120	30%
Final Project	120	30%
Total	400	100%

Note: You will have two opportunities to earn bonus points for up to 20 extra points—refer to the Course Schedule and pay attention to class announcements for these opportunities.

Grades will be allocated as follows:

Grade	Total points	Percent (%)
A	376-400	94-100
A-	360-375	90-93
B+	348-359	87-89
B	336-347	84-86
B-	320-335	80-83
C+	308-319	77-79
C	296-307	74-76
C-	280-295	70-73
D+	268-279	67-69
D	256-267	64-66
D-	240-255	60-63
F	<240	<60

Incompletes

Incomplete (I) grades will be granted only in emergency cases (e.g., death in family, major illness or injury, birth of your child), and if the student has turned in 70% of the points possible. If you experience difficulties that prevent you from completing coursework, please contact your instructor immediately. DO NOT wait until the end of the term.

COURSE POLICIES

Late Policy

- **Each quiz** will be available starting on Thursday each week and remain open through Sunday, (11:59pm, Pacific). Once you start a quiz, you will have 30 or 45 minutes to complete it (with the exception of Quiz 1). **There are NO make-ups for missed quizzes.** It is your responsibility to complete each quiz on time.
- **Written assignments** (Discussions, Final Project Presentation) must be submitted by 11:59pm (Pacific) on the scheduled due date. It is your responsibility to leave enough time to submit assignments. **Unexcused late assignments receive an automatic 5% reduction in points per day** and will not be accepted more than 2 days beyond their due date. If you anticipate a problem meeting deadline due to extenuating circumstances, please contact the instructor ASAP before the due date.

Communication Policy

Please post all course-related questions in the Canvas **Q&A Discussion Forum** (accessed from **Start Here** module) so the whole class may benefit from our conversation. For matters of a personal nature, please send a Canvas inbox message or email to the instructor. Don't be discouraged if you don't receive an immediate

reply. I will try my best to reply to course-related questions and Inbox messages within 24-48 hours. In addition, I will strive to grade your submitted assignments and relevant course activities within 3 days of their due date.

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#). In addition, please observe the following **Ground Rules for Productive Online Communication**:

- **Online threaded discussions** are public messages, and all writings in this area will be viewable by assigned group members or the entire class. It is expected that each student will participate in a mature and respectful manner. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- **Posting of personal contact information** is discouraged (e.g. telephone numbers, address, personal website address).
- **Pay close attention** to what your classmates write in their online comments. Ask clarifying questions, when appropriate. Use questions to probe and/or shed new light, not to minimize or devalue comments. Re-read your comments before posting them.
- **Disagree with ideas, but DO NOT make personal attacks.** Do not make sexist, racist, homophobic, or victim-blaming comments. These will not be tolerated, and are grounds for immediate expulsion from the course.
- **Observation of "Netiquette"**: All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. See this reference about [online etiquette](#).
- **For general course "housekeeping" questions** (e.g., *when is the final project due?*), please check the course syllabus or related announcements before asking. If you still cannot find an answer after doing so, then please contact the instructor.

Students with Disabilities

Accommodations for students with disabilities are collaborative efforts between students, faculty, and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

All materials used in this course are accessible (with the exception of two videos). If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Academic Integrity

You will be expected to conduct yourself in a professional manner. Academic dishonesty such as plagiarism and cheating will not be tolerated. Students, therefore, are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an act of deception in one of the following areas:

- *Cheating*: use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information.
- *Fabrication*: falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
- *Assisting*: helping another commit an act of academic dishonesty. this includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or

academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. it is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ors 165.114).

- *Tampering*: altering or interfering with evaluation instruments or documents.
- *Plagiarism*: representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

You must write in your own words. Cutting and pasting blocks of text from sources is plagiarism. You may quote from source material, but the quote must be brief (i.e., less than a couple of sentences), enclosed within quotation marks, and cited in the text and reference section in APA format. Ask in advance if you are uncertain regarding the appropriate use of material from other sources. Penalty for academic dishonesty may result in an "F" grade for the assignment and/or the course. For more information on academic integrity and University policies and procedures, refer to: [Avoiding Academic Dishonesty, Office of Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

ACADEMIC SUCCESS RESOURCES

Canvas Use

This course is delivered via Canvas, where you interact with course participants (including your instructor). You will use Canvas to access all provided course learning materials, take quizzes, participate in discussions, and submit assignments. To preview how an online course works, visit the [Ecampus Course Demo](#).

Technical Assistance

For technical assistance related to Canvas use, please visit [Ecampus Technical Help](#). If you experience computer difficulties, need help downloading a browser or plug-in, need assistance logging into the course, or encounter any errors or problems while in your online course, contact the OSU Information Services (IS) Help Desk for assistance by calling (541) 737-8787 or visiting [IS Help Desk online](#).

Tutoring

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Writing Center

OSU Writing Center provides feedback through [Online Writing Suite](#) to writing projects at any stage of your writing process. You can seek feedback electronically, from home, by scheduling to receive your feedback via an email (asynchronous) consultation or via a Zoom (synchronous) video consultation.

Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#).

Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](#). Email ecampus.success@oregonstate.edu to identify strategies and resources that

can support you in your educational goals.

For mental health: Learn about [counseling and psychological resources for Ecampus students](#). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

For financial hardship: Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (studentassistance@oregonstate.edu or 541-737-8748).

For more resources to help you succeed, please refer to [Ecampus Student Resources](#).

APA FORMATTING STYLE FOR WRITTEN PROJECTS

You must use APA style for formatting and referencing in your written work. Below are some hypothetical examples; **pay close attention to punctuation, spacing, italics, capitalization, etc.** (for additional formatting guide or examples, visit [this online resource](#) provided by Purdue University):

In-text citations:

Single author: Ecotourism is an important component of the global tourism industry (Weaver, 2001).
Weaver (2001) stated that ecotourism is an important component of the tourism industry.
Ecotourism is “vitaly important to the tourism industry” (Weaver, 2001, p. 95).
Weaver (2001) stated that ecotourism is “vitaly important to the tourism industry” (p. 95).

Two authors: There are positive impacts of nature-based tourism (Smith & Jones, 2000).
Smith and Jones (2000) stated that there are positive impacts of nature-based tourism.
*page numbers and quotation marks for direct quotes formatted the same as for single author.

Multiple authors: Certification is becoming more popular (Stevens, Babock, & Hunt, 1998).
Stevens, Babock, and Hunt (1998) noted that certification is becoming more popular.
*if you cite this again, use et al. the second and any following times you cite the source:
Little is known about the impacts of certification (Stevens et al., 1998).
Stevens et al. (1998) stated that little is known about the impacts of certification.
*if there are 6 or more authors, always use et al. even the first time you cite the source.

Multiple citations: Certification is common for ecotourism, but not nature-based tourism (Smith & Jones, 2000; Stevens, Babock, & Hunt, 1998; Weaver, 2001).
*note that citations are listed in *alphabetical order*.

References section at end (book chapter, journal article, book) should be in *alphabetical order* and *double-spaced*:

Smith, J. B., & Jones, M. R. (2000). The importance of nature-based tourism. In C. Roberts (Ed.), *Advances in tourism research* (pp. 123-205). New York, NY: Academic Press.

Stevens, R., Babock, K. B., & Hunt, W. (1998). The role of certification in tourism environments: From fact to fiction. *Journal of Travel Research*, 18, 219-225.

Weaver, D. (2001). *Ecotourism*. Sydney: John Wiley & Sons.

COURSE SCHEDULE

Module	Topics	Required Readings	Assignments/Actions
Module 1 Jan. 4-10	Course overview Role of recreation in modern society	1a to 1b	Quiz 1 Module 1 Discussion Self-introduction (extra credits)
Module 2 Jan. 11-17	Land ethic, history, and visionaries Introducing final project: Recreation Site Assessment	2a to 2c	Quiz 2 Module 2 Discussion Start to think about your final project site
Module 3 Jan. 18-24	Agencies in recreation management Special topic: Covid-19 and outdoor recreation	3a to 3c	Quiz 3 Module 3 Discussion
Module 4 Jan. 25-31	Ecological Impacts on recreation resources Management responses to impacts	4a to 4d (highlighted text only)	Quiz 4 Module 4 Discussion
Module 5 Feb. 1-7	Characteristics of recreationists, recreation specialization, and place attachment Special topic: Youth and Outdoor Recreation	5a to 5c	Quiz 5 Module 5 Discussion Optional quiz (extra credits)
Module 6 Feb. 8-14	Satisfaction & motivations Experience & Benefits-based management Recreation opportunity spectrum	6a to 6c	Quiz 6 Module 6 Discussion Start or keep working on you final project
Module 7 Feb. 15-21	Carrying capacity, crowding & norms Planning frameworks for recreation management	7a to 7c	Quiz 7 Module 7 Discussion
Module 8 Feb. 22-28	Recreation conflict, displacement, and substitutability	8a to 8c	Quiz 8 Module 8 Discussion
Module 9 Mar. 1-7	Indirect and direct management practices Principles of recreation management	9a to 9c	Quiz 9 Module 9 Discussion
Final Project Mar. 8-14	Submit final project Provide peer reviews	No readings	Submit Final Project by March 10 . Final Project Discussion: Provide peer reviews by March 14 .
Finals Week Mar. 15-29	There is no final exam!	--	--

REQUIRED READINGS

Module 1. Course overview: Current Issues		pages
1a. Dustin, D. (2012). The world according to gorp and the myth of comfort. In <i>The wilderness within</i> . Champaign, IL: Sagamore.		pp. 9-18
1b. Kraus, R. (2001). <i>Recreation and leisure in modern society</i> . Boston, MA: Jones & Bartlett.		pp.1-19,38-39, 42-46, 106-108
Module 2. Land Ethic, History, and Visionaries		
2a. Wellman, J., & Propst, D. (2004). <i>Wildland recreation policy</i> . Malabar, FL: Krieger.		pp. 39-58, 63-85, 108-112 (skim)
2b. Cordes, K., & Hutson, G. (2015). Visionaries and pioneers. In <i>Outdoor recreation: Enrichment for a Lifetime</i> (pp. 35-60). Champaign, IL: Sagamore.		pp.35-60
Module 3. Agencies in Recreation Management		
3a. Cordes, K. (2013). Providers and resources. In <i>Applications in recreation and leisure for today and the future</i> (pp. 181-190). Champaign, IL: Sagamore.		pp. 181 – 190
3b. Cordes, K., & Hutson, G. (2015). State resources and recreation. In <i>Outdoor recreation: Enrichment for a Lifetime</i> (pp. 177-185). Champaign, IL: Sagamore.		pp. 177 – 185
Module 4. Ecological Impacts of Recreation, Leave-No-Trace, Climate Change		
4a. Cordes, K. & Hutson, G. (2015). The environment. In <i>Outdoor recreation: Enrichment for a</i>		pp. 393-437 (skim)

	<i>Lifetime</i> (pp. 393-437). Champaign, IL: Sagamore.	
4b.	Cole, D. N. (2008). Ecological impacts of wilderness recreation and their management. In C. P. Dawson & J. C. Hendee (Eds.), <i>Wilderness Management</i> (pp. 1316-1466). Golden, CO: Fulcrum Publishing.	pp. 1316-1466
4c.	Hammit, W., Cole, D., & Monz, C. (2015). <i>Wildland recreation: Ecology and management</i> (pp. 167-174). New York, NY: Wiley.	pp. 167-174
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Module 5. Characteristics of Recreationists, Specialization, Place Attachment		
5a.	Manning, R. E. (2011). Descriptive aspects of outdoor recreation: Attitudes, preferences, perceptions. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> (pp. 59-80). Corvallis: OSU Press.	pp. 59-80
5b.	Manning, R. E. (2011). Specialization in recreation: Experience and related concepts. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> (pp. 237-255). Corvallis: OSU Press.	pp. 237-255
5c.	Farnum, J., Hall, T., Kruger, L. E. (2005). Sense of place in natural resource recreation and tourism: An evaluation and assessment of research findings. <i>Gen. Tech. Rep. PNW-GTR-660</i> . Portland, OR: U.S. Department of Agriculture, Forest Service, Pacific Northwest Research Station.	pp. 2-6, 25-28, 31-41
5d.	Outdoor Foundation (2020), <i>2020 Forecasting Report</i> .	Skim
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Module 6. Satisfaction, Motivations, Experience-Based & Benefits-Based Management, ROS		
6a.	Manning, R. E. (2011). Search and research for satisfaction. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> . Corvallis: OSU Press.	pp. 11-16
6b.	Manning, R. E. (2011). Motivations and benefits in recreation: A behavioral approach. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> . Corvallis: OSU Press.	pp. 166-189
6c.	Manning, R. E. (2011). The recreation opportunity spectrum: Designs for diversity. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> . Corvallis: OSU Press	pp. 190-205
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Module 7. Carrying Capacity, Norms, Planning Frameworks		
7a.	Manning, R. E. (2011). Carrying capacity: Protecting recreation resources and the visitor experience. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> . (pp. 81-97). Corvallis: OSU Press.	pp. 81-97
7b.	Vaske, J. J., & Shelby, L. B. (2008). Crowding as a descriptive indicator and an evaluative standard: Results from 30 years of research. <i>Leisure Sciences, 30</i> , 111-126.	pp. 111-126
7c.	Needham, M. D., Rollins, R. B., & Wood, C. J. B. (2004). Site-specific encounters, norms and crowding of summer visitors at alpine ski areas. <i>International Journal of Tourism Research, 6</i> , 421-437.	pp. 421-437
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Module 8. Recreation Conflict, Displacement, Substitutability		
8a.	Graefe, A. R., & Thapa, B. (2004). Conflict in natural resource recreation. In Manfredo, J. J. Vaske, B. L. Bruyere, D. R. Field, & P. J. Brown (Eds), <i>Society and natural resources: A summary of knowledge</i> (pp. 209-221). Jefferson, MO: Modern Litho.	pp. 209-221
8b.	Manning, R. E. (2011). Coping behavior. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> . Corvallis: OSU Press.	pp. 110-116
8c.	Manning, R. E. (2011). Substitutability: Alternative recreation opportunities. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> . Corvallis: OSU Press.	pp. 220-236
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Module 9. Indirect and Direct Practices and Principles of Recreation Management		
9a.	Manning, R. E. (2011). Managing outdoor recreation: Alternative management practices. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> (pp. 273-321). Corvallis: OSU Press.	pp. 273-321
9b.	Manning, R. E. (2011). Principles and practices of outdoor recreation: Knowledge into action. In <i>Studies in outdoor recreation: Search and research for satisfaction</i> (pp. 322-328). Corvallis: OSU Press.	pp. 322-328
9c.	Lauber, T. B., Chase, L. C., & Decker, D. J. (2002). Informing the planning process through citizen participation. In M. J. Manfredo (Ed.) <i>Wildlife viewing: A management handbook</i> (pp. 124-142). Corvallis: OSU Press.	pp. 124-142
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This course is offered through Oregon State University Extended Campus. For more information, contact:
 Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Telephone: 800-667-1465