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### RECM 110.01: Introduction to Recreation Management

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RECM 110  
Introduction to Recreation Management  
NULH 101      Tues./Thurs. 2:10-3:30

**Instructor:** Dr. Norma Nickerson  
**Office:** FOR204, 243-2328  
**E-mail:** nnickers@forestry.umt.edu  
**Office hours:** By appointment

**Required Text:**

Kelly, J.R. & Freysinger, V.J. (2000). *21st Century Leisure: Current Issues*. Boston: Allyn and Bacon

**Extra Credit Text:**

Houle, M.C. (1992) *Wings for my Flight - The Peregrine Falcons of Chimney Rock*.

**Course Description:**

This course involves a survey of concepts and issues fundamental to understanding how American society deals with its leisure and recreation.

**Course Goals:**

The concepts and functions of leisure in western society continue to evolve, and reflect the dominant socio-cultural values of the period. As the structure of our society changes so do its fundamental values and beliefs, 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 has itself become problematic. The course will explore how recreation and leisure have changed; how technological innovation, education and a variety of social-demographic characteristics affect participation in recreation activities.

The overall objective of the course is to provide a broad survey of the roles of recreation and leisure 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:

- How have patterns and definitions of leisure changed over time?
- What social, individual, and environmental impacts does participation in recreation lead to?
- How does society respond to impacts of recreation?
- Where do we seem to be headed into the future?

Students successfully completing this course should have a fundamental understanding of recreation and leisure, the forces that affect them, and how society deals with their impacts and consequences.

In addition, students will have the opportunity to improve on their writing and oral communication skills. It is the philosophy of this professor that EVERY class is an English class. You are expected to be able to communicate properly at all times.

**Course Structure:**

This course is a challenge course. What this means is that you will be challenged each week to provide reasons why and how recreation affects various aspects of society. To achieve this end the course is set up in the following manner:

- Each Thursday, the class will be given background material through lectures from the professor and guest speakers. The lectures will sometimes augment the textbook, but not always, therefore it is beneficial to come to class with the reading assignment completed for that day. It will also help in

completing the debate paper. Your debate paper will reflect a “yes” or “no” side on a particular issue. You will research background material from your text, the library, the web, news reports, and personal experience and write a one-page summary of your debate issue and bring that to class on Tuesday (see attached example on how to write the summary).

- On Tuesdays, if you have been assigned a debate topic, you will be appointed to a small group to discuss and organize your debate format. You will have 15 minutes to organize your group for the debate. Each group will be responsible for presenting one important aspect of the issue to the entire class in 20 minutes of time. The “Yes” side will present their issues first followed by the “no” side. Counter debates will be allowed for 10 minutes each. If you have not been assigned a debate, you will be responsible for judging the debate and providing feedback about the two sides on paper at the end of class. Full class discussion will follow the conclusion of the debate.

### **Overall Class Grading:**

	<b><u>Possible points</u></b>
5 one-page debate issue papers @50 pts. each	250
Thurs quiz/participation/debate judge @ 10pts/day	250
Personal leisure time analysis	50
“Wings for my Flight” paper and debate (extra credit)	50
Missoula Parks & Recreation Halloween Volunteer (extra credit -4 hrs. min.)	25
<b>Total</b>	<b>550</b>

Grading scale: 495-550 pts. = A  
 440-494 pts. = B  
 385-439 pts. = C  
 330-384 pts. = D  
 329 or less = F

### **Debate-issue paper grading criteria**

Reference material	20 points	(1 Text, 2 web, 2 journal/book)
Concept identified and argued clearly	20 points	
Followed paper set-up criteria	10 points	
(less grammatical and spelling errors)	??	(1 point off for each error)
total possible points/paper	50 points	

*(if you only hand in the paper but don't debate in class, you will not receive credit for the paper)*

### **Source ideas for debate papers include**

Here are some possible web sites to begin looking up information for your one-page debate papers.

#### **Recreation**

<http://www.fs.fed.us/recreation>  
[http://www.activeparks.org/policy/natural\\_resources.cfm](http://www.activeparks.org/policy/natural_resources.cfm)  
<http://www.activeparks.com/>  
<http://www.funoutdoors.com/Rec99/index.html#part1-3use>  
<http://www.ecotourism.org/>  
<http://www.nps.gov/parks.html>

#### **Technology**

<http://www.ecommerce.gov/>  
<http://www.headcount.com/globalsource/ecommerce/?choice=The+USnews&id=>

#### **Census and demographics**

<http://www.census.gov/>  
<http://www.milken-inst.org/pdf/frey.pdf>

### **Quiz/participation/debate judge**

It is important for the knowledge building in this class to attend each class period whether you are in a debate or not. To encourage your sincere interest in the class, you are able to earn up to 10 points each day through the following ways:

- 1) Class participation - if you are part of the debate on Tuesday (physically and mentally), you will automatically earn 10 points for the day. If you are not part of the debate, you will earn the points through handing in your debate analysis and offering discussion points after the debate. Class participation is gained on Thursdays through quizzes and class discussion.
- 2) Thursday quiz - the Thursday quizzes will reflect one or two questions from the lecture/reading for that day.
- 3) Debate analysis - the debate analysis requires you to write down which side, in your opinion, won the debate and why.

### **Personal Time analysis format and grading criteria**

Completely fill in the one-week time sheet provided in this syllabus. Look at your time usage and discuss on one page what you like and dislike about your time analysis. Discuss the amount of leisure time you have and the use of that leisure time. Explain where you could improve and how you will try to make those improvements to your leisure time. This paper is single-spaced and typed. A point will be taken off for each spelling and grammatical error. Please attach your time log to your one page analysis. Late papers will be reduced one letter grade for each day (not class day) late.

### **Extra credit debate paper**

If you strive for extra credits it is available by reading the book, "Wings for my Flight" and typing a 3 page, *double-spaced* paper which takes one side of one of the many issues which are raised in the book. Identify the issue/conflict you will discuss, choose the side you wish to argue for, then provide the background and reason why your ideas are correct. A point will be taken off for each spelling and grammatical error.

Extra credit is also available by volunteering at least 4 hours with Missoula Parks & Recreation during their Halloween in the forest event. Details for those extra credits will be offered soon.

**REGULAR ATTENDANCE IS A MUST FOR COMPLETE UNDERSTANDING OF THIS COURSE. LATE PAPERS WILL BE REDUCED ONE LETTER GRADE FOR EACH DAY LATE. DEBATE AND PAPER WILL ONLY BE GIVEN CREDIT ON THE ASSIGNED DAY. LATE PRESENTATIONS WILL NOT BE ALLOWED. MESSAGES LEFT ON MY TELEPHONE DO NOT COUNT AS AN EXCUSED ABSENCE BUT ARE A COURTEOUS WAY TO INFORM THE PROFESSOR OF YOUR ABSENCE. IT IS THE STUDENT'S RESPONSIBILITY TO GET ASSIGNMENTS FROM OTHER CLASSMATES WHEN ABSENT.**

SS#: \_\_\_\_\_ class #: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Debate Question: 21st Century Leisure will be new and different. Side: Yes**

My argument is that technology will make the biggest difference in leisure activities in the new century. Specifically, computers will continue to change our leisure time and experiences.

First of all, just look back over my lifetime of 44 years and see the vast amount of technological changes that have occurred. Television was black and white. There were no microwaves. Home computers didn't exist and jet travel was reserved for the well to do until the 1970's. Cars were one per family in the majority of homes. Today, 45 percent of the American population currently use the Internet compared to just 16% in 1996 (Cook, 1999, p. 232). Most homes have more than one color TV and a microwave is a standard like a stove and refrigerator. Air travel is increasing at a rate of 2-3 percent per year (Cook, 1999, p.218) and is expected to continue. These technological changes in my lifetime alone show that it can change and will only continue to change. But how do these changes affect leisure and recreation?

Let's just look at the electronic entertainment segment and then more specifically computers as one component of change for leisure. "Television watching displaced attendance at movie theaters, which dropped from about 3.4 billion admission in 1948 (the year that major television networks got underway) to about 1.1 billion a year in the late 1960's" (Kraus, 1998, p.307). What appears to happen is when a new type of recreation is introduced, it generally displaces an old one. What does that say about computers? Computers displace recreation participation of children and adults to more sedentary and solitary activities.

Right now the majority of people use computers for work, for communication through email, and for playing games. The home computer and the availability of games on the computer alone has enticed young people to spend hours with their hands on a key-board/joy stick and their butt on a chair. Sometimes it is a social atmosphere with a friend playing the other side of the game or the two of them playing against the computer. But in most instances, it's a solitary experience between the player and the computer. If the home doesn't have a computer, it likely has an attachment to the television called Nintendo, Saga, Playstation or the like which eliminates the costly and therefore discriminatory possibility of this concern only occurring in the middle to upper-class societies.

In my opinion the two most profound changes with computer technology related to recreation is the change from a social recreation to a solitary activity and the change from active to passive recreation. These changes alone could have profound affects including children who don't know how to socialize leading to behavioral problems in school and beyond, and children who are grossly out of shape and overweight leading to health problems. If society continues in the direction of home entertainment, we will lose the ability to function as a society. These changes will create further problems down the line for developed countries who won't know how to communicate with one another and won't be able or willing to engage in healthy active recreation which provides needed mind and body rejuvenation.

The solution is not simple. Parents need to be aware of this phenomenon and gain the support of teachers and community recreation leaders. These groups need to get together and provide more social activities after school, on weekends and during the summer. These activities need to be introduced during school. Incentives to become involved should be provided to the children beyond the school walls. Unless we tackle this techno-syndrome, our society is in trouble.

Cook, S. D. (1999). 2000 outlook for domestic tourism, an overview. In 2000 Domestic Outlook for Travel and Tourism, Washington D.C.: Travel Industry Association of America.

Kraus, R. (1998). Recreation & Leisure in Modern Society. Boston: Jones Bartlett Publishers

<u>Course Schedule</u>	<u>Readings</u>	<u>Assignments</u>	<u>Debate Assignment</u>
Tues. Sept. 4	Introductions, class expectations		
Thurs. Sept. 6	Chpt. 1, 21st Century leisure		
Tues. Sept. 11	Chpt. 2, Leisure, Play, and Recreation		
Thurs. Sept. 13	Chpt. 3, The classics <b>Guest speaker</b>	leisure diary	
Tues. Sept. 18	Chpt. 4 Debate: The work ethic has been lost (p. 47)	debate paper	Yes: 6,7,13,15,21,27,33,51,52,55,56,65,70,71,74,75,78,79,90,91,93,,99,101,106 No: 3,4,10,14,18,24,26,28,29,34,37,39,43,44,45,57,58,72,77,86,92,94,97
Thurs. Sept. 20	Chpt. 5 & 6	Hand in leisure	
Tues. Sept. 25	Debate: Leisure as a social status symbol (p. 74)	Debate paper	Yes: 2,9,12,17,19,31,36,38,41,47,49,53,59,64,66,67,73,82,92,100,102,106 No: 11,20,30,34,35,40,42,46,48,50,54,61,62,63,68,69,79,80,83,84,87,98,104
Thurs. Sept. 27	Chpt. 7 & 8, <b>Guest speaker</b>		
Tues. Oct. 2	Debate: Leisure is primarily social (p. 98)	Debate paper	Yes: 3,7,12,14,15,25,26,27,33,34,56,60,68,72,75,76,87,93,97,105 No: 1,5,6,10,18,22,24,29,30,32,39,49,52,57,65,70,82,83,88,89,96,99,106
Thurs. Oct. 4	Chpt. 9 & 21, <b>Guest speaker – Cindy Swanson, FS</b>		
Tues. Oct. 9	Debate: (9) Children’s play is disappearing (p. 103)	Debate paper	Yes: 5,8,21,22,23,28,42,44,45,51,58,67,77,80,81,85,86,92,94,100,101,102 No: 11,13,17,31,37,41,48,55,59,61,62,66,69,71,74,78,79,91,103,105
Thurs. Oct. 11	Chpt. 10, <b>Guest speaker – Donna Gaukler</b>		
Tues. Oct. 16	Debate: Special programs for older people (p. 121)	Debate paper	Yes: 1,5,12,14,16,23,24,25,31,32,33,38,40,45,47,52,67,69,73,84,96,99,103 No: 6,8,20,26,27,29,35,36,37,46,48,54,68,74,72,80,83,86,87,90,95,98,104
Thurs. Oct. 18	Chpt. 11, 12, & 17		
Tues. Oct. 23	Debate: Leisure is a public Responsibility (p. 146)	Debate paper	Yes: 5,8,9,11,15,22,25,33,35,43,50,61,63,64,71,76,81,90,92,104 No: 2,4,10,19,21,26,31,38,40,42,44,58,60,85,89,91,95,100,101
Thurs. Oct. 25	Chpt. 15, <b>Guest speaker</b>		
Tues. Oct. 30	Debate: Recreation constructs and reproduces stereotypes and inequalities.... (p. 179)	Debate paper	Yes: 1,2,3,9,10,16,20,28,31,44,55,57,62,64,65,74,77,85,94,101,102 No: 4,13,17,18,35,39,42,43,49,51,53,56,60,63,70,73,78,86,88,89,91,96,103
Thurs. Nov. 1	Chpt. 16, <b>Guest speaker -</b>		
Tues. Nov. 6	Debate: “Disney” is what most people want	Debate paper	Yes: 2,4,10,14,16,19,20,21,32,33,34,43,55,58,61,63,68,69,76,88,89,93,98,102 No: 7,8,9,15,23,24,41,46,47,48,50,52,54,59,66,67,70,81,82,84,85,90,95,99,106
Thurs. Nov. 8	Chpt. 18 & 19, Guest speaker- <b>Wayne Hogan</b>		
Tues. Nov. 13	Debate: Sports is now primarily business (p. 219)	Debate paper	Yes: 5,6,11,13,22,23,25,29,32,36,37,39,41,44,45,49,53,64,66,72,79,84,96,104 No: 1,3,12,18,26,28,30,35,38,57,59,60,65,71,75,76,78,80,87,93,94,100
Thurs. Nov. 15	Chpt. 20, <b>Guest speaker</b>		
Tues. Nov. 20	National parks		
Thurs. Nov. 22	NO CLASS – HAPPY THANKSGIVING		
Tues. Nov. 27	Debate: The national parks should be run as a business	Debate paper	Yes: 16,17,21,30,36,37,40,43,50,51,53,56,58,62,63,68,71,73,74,83,86,89,97,105 No: 2,7,15,19,22,24,27,30,32,46,47,60,61,65,67,72,75,82,85,81,88,95,106
Thurs. Nov. 29	Chpt. 22		
Tues. Dec. 4	Debate: Tourism benefits ‘Developing countries’ economically and socially (p. 269)	Debate paper Extra credit paper	Yes: 1,12,14,18,23,29,41,46,52,55,64,69,70,78,80,91,95,98,103,104 No: 4,9,17,20,36,39,48,51,53,54,66,73,76,77,84,87,92,97,100,105,106
Thurs. Dec. 6	Chpt. 23		
Tues. Dec. 11	Debate: We are what we buy (p. 279)	Debate paper	Yes: 3,8,11,25,28,34,42,49,50,54,59,75,77,82,83,88,94,97,99,100,102 No: 6,7,13,16,19,27,38,40,47,56,57,62,79,81,90,91,93,96,98,101,103,105
Thurs. Dec. 13	Debate: TBA	Debate credit	
Wed. Dec. 17	3:20-5:20 Final Grading	Receive grade	

**One-Week Time Log**

	<b>Thurs. 9/13</b>	<b>Fri. 9/14</b>	<b>Sat. 9/15</b>	<b>Sun. 9/16</b>	<b>Mon. 9/17</b>	<b>Tue. 9/18</b>	<b>Wed. 9/19</b>
<b>6AM</b>							
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<b>10</b>							
<b>11</b>							
<b>MIDNIGHT</b>							

s=sleep   c=class   st=study   p=personal maintenance   w=paid work   l=leisure/recreation (specify)   e=eating   co=commuting