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RECM 595.01: Science and Theory in Human Dimensions of Recreation, Tourism, and Natural Resource Management

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RECM 595: Science and Theory in Human Dimensions of Recreation, Tourism, and Natural Resource Management

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Office Hours: To be announced

Stop by any time, we will find a mutually convenient time to talk.

COURSE CONTENT

This course is about the practice of science as applied in human dimensions of recreation, tourism, and natural resource management with an emphasis on theoretical and conceptual frameworks used in specific research programs. It provides an overview of a range of different theoretical perspectives underlying research exploring human dimensions of recreation, tourism, and natural resource management. It explores (1) the nature and process of science, (2) the nature of theory and other conceptual frameworks, and (3) different theoretical and philosophical perspectives for defining and studying human dimensions related phenomena.

As the description above suggests, the readings for this course will emphasize conceptual/theoretical frameworks rather than specific management problems. However, whether we recognize it explicitly or not, all human dimensions management activities reflect a set of philosophical and theoretical assumptions concerning, among other things, the nature of reality, the nature of humans, and the nature of human experience. When reading the assignments you should think about the implications different theoretical and philosophical assumptions may have for management related issues in your area of interest and should raise these issues in class discussions.

It is not possible for one course to cover all areas relevant to the study of human dimensions of recreation, tourism, and natural resource management in depth. This course focuses primarily on perspectives from social/environmental psychology related to the nature of human experiences in wildland settings and the meanings that these experiences reflect and create. This focus is adopted because it closely parallels faculty interests and expertise in the program, because it allows an opportunity to trace the evolution and development of conceptual frameworks within the field, and because it allows the opportunity to explore how different conceptual frameworks can lead to very different approaches to understanding similar phenomena.

In an effort to allow sufficient opportunity for the reading assignments to be carefully and analytically done, I have chosen to assign fewer articles (and fewer theoretical perspectives). Should you be interested in more depth in a particular topic or if you have special interest in an area not covered, I will be happy to meet with you to discuss these topics.

COURSE GOALS AND OBJECTIVES

Overall the goal of the course is to collectively expand our horizons concerning ways of understanding human dimensions related phenomena. Specific objectives are outlined below.

- 1.) To begin developing an understanding of different approaches to science in human

dimensions of recreation, tourism, and natural resource management research.

- 2.) To gain an understanding of different perspectives on the nature and role of theory and conceptual frameworks in human dimensions of recreation, tourism, and natural resource management research.
- 3.) To gain an understanding of key social science concepts and theories that human dimensions of recreation, tourism, and natural resource management researchers use and to begin developing a map for organizing, comparing, and contrasting past and future contributions to this body of knowledge.
- 4.) To develop and refine the ability to critically review theory-based research.
- 5.) To gain an in-depth understanding of the philosophy, theory, empirical contributions, and management implications of a topic of special interest.

Required texts:

There is no text for this course. Assigned readings will be made available and when possible placed on the library's E-reserve (<http://eres.lib.umt.edu>) systems.

TEACHING/LEARNING PHILOSOPHY

There are no prerequisites for this course other than an interest in the subject, graduate level reading and writing skills, and a willingness to work and participate actively. But please note this is a graduate course and I have high expectations about the level of effort and quality of work that goes with a course of this nature. The course emphasizes critical thinking skills such as analysis, evaluation, synthesis, and integration across readings/discussion topics rather than simple memorization of facts and definitions.

Though I consider myself very "applied" in terms of my research interests, my approach to problems in human dimensions research that interest me (this course included) typically is on the abstract and philosophical side. Those of you looking for the answers to social problems, political problems, etc. probably won't find them in this course. If you are not used to abstract thinking, you may find this troubling and frustrating. Bear in mind that I do not expect you to have found the answer or to have mastered these issues by the end of this course. I don't believe anyone ever will, I certainly haven't. It is my belief this reflects real life. There is no final answer to any but the most simplistic problem. In fact, researchers and managers spend most of their lives trying to better define the questions and problems while working with the knowledge at hand. And in my opinion, in human dimensions related issues, science is best conceived as a way of thinking and problem solving, rather than the source of timeless answers. Therefore, major goals of the course are to introduce different ways of thinking and problem solving and to provide you a foundation on which to continue to develop a greater understanding of human dimensions related phenomena. From this understanding you will be able to better define problems and generate solutions as they come up in your professional life. Remember: life is not a quiz show; human dimension professionals are not hired because they know the answers, but because they can define problems and generate solutions. (With thanks to my mentor Dan

Williams for this perspective and some of its expression.)

COURSE REQUIREMENTS

CLASS PARTICIPATION - 25%

Explanation: The course will operate as a discussion seminar; therefore, the success of the class depends on the quality of your preparation and participation. You are expected to read all assignments carefully and to critically evaluate them (i.e., you do not necessarily have to believe or agree with what you read, but you must be prepared to discuss key ideas and/or defend a position). If you are reading the material for the first time an hour before class, you have not prepared sufficiently. The hour before class you should be looking over the notes you made about the reading. And remember, regularly attending class is a necessary, but not sufficient, aspect of this portion of the grade. You must also participate. **Come to class prepared for me to ask you to spend 15 minutes discussing some key concept from the day's reading** (in this scenario you would have the option to select the topic to discuss; you could even select something from the reading you did not understand, but you would have to be prepared to discuss it).

Evaluation: Your grade for this aspect of the course will be assessed in three ways: (1) the degree to which I am convinced that you consistently read and carefully thought about the assignments (I will use pop quizzes if necessary), (2) my assessment of your willingness to participate in class discussions, and (3) self-evaluation of your contribution to class discussions. With regard to attendance, perfect attendance is anticipated; missing more than 3 classes represents an excessive number of absences.

To help with the evaluation in criterion 1 described above, you are to bring 3 type written questions to class for each day of readings. There should be at least 1 question from each article and the questions should address an issue that someone who read more than just the abstract of the paper could intelligently comment on. At least 2 of the questions are not to be simple factual issues related to the content of the readings (e.g., what hypothesis was tested). Instead, they should reflect critical evaluation of the readings and may take many forms including questions that represent: a synthesis of ideas from the articles; important research/management implications; critical flaws/limitations of the articles; or aspects of the readings that were confusing, unclear, or ambiguous. I may begin the class by asking selected students to raise and discuss some of the questions.

PEER REVIEWS - 25%

To develop experience in reviewing and critiquing journal articles, I will assign two articles which you will review and critique. Critiques will be conducted as if you were peer-reviewing them for a journal such as Leisure Sciences (and must be typed). Each peer review will be worth 10% of your grade. These are to be independent efforts.

ESSAY QUESTIONS - 15%

During the course of the semester you will be asked to respond to essay questions that explore your understanding of the topics discussed in class and in the readings.

PAPER - 35%

Each student will prepare a term paper that will serve as the basis for a class discussion. The paper is to be a theory-based review of some issue related to human dimensions of recreation, tourism, or natural resource management. The purpose of this assignment is to provide you an opportunity to write an initial draft of the literature review that will serve as the basis for a your thesis (for those taking the thesis route). Paper topics are to be chosen by you, but must be approved by me. You should have selected a topic by September 22.

The paper should be well written, thoughtful, and graduate level work. The paper should address conceptual, methodological, and practical issues, with a strong emphasis on the conceptual aspects of the topic. You will submit two drafts. The first draft will be read and constructively critiqued by the whole class (peer review is the hall-mark of science and best to practice with a friendly set of critics first before being thrown to the wolves). You will be given a handout that tries to provide some guidance concerning what I consider graduate level work. From a quantitative standpoint I expect, at minimum, 15-20 sources and a final draft (typed, double spaced, using an 12 point, proportionally spaced font) 15-20 pages long. (The 20 page limit is a maximum but the limit does not include bibliography.) Paper format, literature citations, etc. should generally adhere to the APA style as used in the Journal of Leisure Research and Leisure Sciences.

The first draft of the paper will be due the period before you are scheduled to lead the discussion. It is to be typed and submitted electronically for ease of distribution to the class. It will be reviewed by myself and the class. It is not my intention to grade this draft, I would prefer for you to think of it as an opportunity to get suggestions on how to make the final draft an A paper and an opportunity to learn how to respond to reviewers' comments. However in past years a few individuals failed to take this draft seriously and turned in papers showing no organization, no thought, and no effort. This is not acceptable, so drafts will be assessed on a pass/fail basis. Drafts showing little or no thought, effort, and/or organization will be given an F and this will count as 10% of the total 35% of the grade.

Late Assignment Policy.

I try to grade all assignments at the same time to insure fairness and consistency, so please be on time. Late assignments cannot receive full credit unless a reasonable excuse is provided before the due date. Late assignments will be penalized at a rate of 1 letter grade per day.

GRADING

Percent

Grading Scale

Class Participation 25
Peer Reviews 25
Term Paper 35
Essay Questions

15

A - Excellent. Student did all assignments on time and the work is of superior quality. Answers to assignments could be distributed to class as an example of excellence. Student participated actively in class discussions on a regular basis and the nature of these contributions were of superior quality.

B - Very Good. Student did all assignments on time. The work showed thought and insight beyond the minimum level necessary to pass. Evidence of real understanding of the material. Regular class participation; comments are relevant & show insights into the material.

C - Acceptable. Student did all assignments on time and met the basic/fundamental requirements of each assignment, but there is clear room for improvement. Student participated in discussions at an acceptable level, but room for improvement in terms of the regularity and/or depth/relevance of comments.

D - Pass with reservation. Student was late on assignments, work was of unsatisfactory quality, work did not meet some of the basic requirements, and/or student barely showed enough understanding of the material to pass the assignments/class. Participation may also have been lacking in terms of overall amount and/or quality.

F - Fail. Student was late on assignments, failed to complete assignments, and/or work showed so little knowledge of the subject that the student needs to repeat assignment/course.

Course Outline

September 4: Course Introduction

Read the class syllabus after class.

September 6: Introduction to Science

Focus: Science is a way of thinking and problem solving. This reading is intended to encourage you to think about the purpose, nature, and practice of science. We will begin by trying to develop a definition (and more importantly a tacit understanding) of science. The ability to understand concepts and ideas is a fundamental skill in science. While we are all familiar with dictionaries as a basis for defining terms, such definitions are relatively "sterile" and often do not adequately capture the meaning of terms as used within the context of science. You need to develop the ability to extract an understanding and/or definition of terms when presented in a broader discussion. This chapter deals with the nature of science. Issues to focus on for class discussion include: (1) what is science?, (2) what is non- (or anti-) science?, (3) is a scientist's statement somehow "privileged" as this chapter implies, and (4) if so, why and under what circumstances? Come prepared to discuss these issues, to offer a definition of science, and to discuss how one can distinguish science from other forms of information (news reporting, antiscience, advocacy, etc.).

Ehrlich, P. R. and Ehrlich, E. H. 1996. In defense of science. Chapter 3 in *Betrayal of Science and Reason: How Anti-environmental Rhetoric Threatens Our Future*. Island Press, Washington, DC.

September 11: Introduction to Theory

Focus: Begin developing both a definition (and more importantly a tacit understanding) of theory. The primary purpose of reading this paper is to begin developing an understanding of what a theory is. It is wonderful in this regard. Issues to focus on for class discussion: (1) identify and summarize key points of the specific theory presented in the paper; (2) what techniques are used to present and clarify the theory; and (3) can you use this illustration of one specific theory to develop a more general concept of what functions a theory should serve?

Ulrich, R. S., Simons, R. F., Losito, B. D., Fiorito, E., Miles, M. A., and Zelson, M. 1991. Stress recovery during exposure to natural and urban environments. *Journal of Environmental Psychology* 11:201-230. [Reading courtesy of a previous student]

September 13: Debates About the Legitimacy of Applied Theory: Normative Theory I

Focus: This is the first of two sets of readings that are intended to help you develop the ability to think critically about theories and their application. Most commonly in human dimensions research, we "borrow" theory from one of the parent disciplines (e.g., social psychology, sociology, environmental psychology) and adapt it to our needs. The first paper represents an explanation/application of normative theory from sociology. The second is an overview that demonstrates how we have used norms in wildland recreation research. In order to study and/or apply a theoretical concept we must have a clear understanding of that concept (in this case norms) - come to class prepared to explain what a norm is, how close the 2 papers are in their

definition of norms, and how strong a case the second paper makes about empirical evidence for norms in wildland recreation. Why would recreation, tourism, and resource managers be interested in the concept of norms?

Bank, B. J., Biddle, B. J., Keats, D. M., and Keats, J. A. 1977. Normative, preferential, and belief modes in adolescent prejudice. *The Sociological Quarterly* 18:574-588.

Vaske, J. J., Shelby, B., Graefe, A. R., and Heberlein, T. A. 1986. Backcountry encounter norms: theory, method, and empirical evidence. *Journal of Leisure Research* 18:137-153.

September 18: Debates About the Legitimacy of Applied Theory: Normative Theory II

Focus: The first two papers raise "questions" about the concept of norms as applied in recreation management. The third paper offers a defense. Which arguments do you find most compelling? Why? Is this debate relevant to recreation managers (i.e., should a manager be able to read and understand this debate).

Roggenbuck, J. W., Williams, D. R., Bange, S. P., and Dean, D. J. 1991. River float trip encounter norms: questioning the use of the social norms concept. *Journal of Leisure Research* 23:133-153.

Shelby, B. and Vaske, J. J. 1991. Using normative data to develop evaluative standards for resource management: a comment on three recent papers. *Journal of Leisure Research* 23:173-187.

September 20: A Map of Psychological Approaches to Studying Recreation/Leisure Behavior

Focus: One of the most basic skills in science is the ability to classify and categorize. In part this is a necessary ability for understanding the phenomena we wish to study. However, in this age of information this has become an essential skill simply to successfully negotiate the tremendous volume of literature. You need to develop a framework or map that helps you organize (or possibly dismiss) literature in a way that is relevant to your research interests. These papers present attempts to produce such maps. Issues to bear in mind for class discussion: (1) as you read these papers, graphically sketch out the maps they present, (2) what are the important characteristics on which these perspectives differ, (3) can you fit Ulrich's paper into this framework?, (3) which perspectives (if any) do you think might be most relevant to you?

Mannell, R. C. and Iso-Ahola, S. E. 1987. Psychological nature of leisure and tourism experience. *Annals of Tourism Research* 14:314-331.

Patterson, M. E. and D. R. Williams. (in press). Chapter 6: Conclusion in Hermeneutic Methods and Case Examples. Volume ?? In *Advances in Tourism Applications Series*, D. R. Fesenmaier, J. T. O'leary, and M. S. Uysal, eds. Sagamore Publishing, Champaign, IL.

September 25: Biological Basis of Behavior - Cognitive Evolution I

Focus: One major group of theories in social/environmental psychology representing the biological or adaptive perspective emphasizes our evolution as information processors. This set of readings outlines these theoretical perspectives emphasizing the work of the Kaplans, two

environmental psychologists at the University of Michigan. This theoretical perspective has been employed in human dimensions research. Be ready to explain the underlying theory/concepts. Can you think of relevant applications of this theoretical perspective to recreation, tourism, and natural resource management.

Bourassa, S. C. 1991. Biological Laws (Chapter 4). In *The Aesthetics of Landscape* (pp. 66-89). [Reading courtesy of a previous student]

Kaplan, 1978. Attention and fascination in the search for cognitive clarity. In S. Kaplan and R. Kaplan (eds.) *Humanscape: Environments for People*. Belmont, CA: Duxbury.

September 27: Biological Basis of Behavior - Cognitive Evolution II

Focus: This set of readings explores an application of the biological or adaptive perspective to substantive issues in human dimensions research. Identify your own key points for class discussion.

Hammitt, W. E. 1982. Cognitive dimensions of wilderness solitude. *Environment and Behavior* 14:478-493.

October 2: Attitude/Behavior and Goal-Directed Models I

Focus: This reading classifies and describes different conceptual models of attitudes. Focus on developing a clear understanding of what attitudes are, how they are measured, and the theory of reasoned action as a conceptual model of attitudes. Important ideas to think about from the first reading: (1) what is an attitude, (2) why would we be interested in attitudes in human dimensions research and management?, (3) distinction between tripartite vs. unidimensionalist concept of attitudes, and (4) theory of reasoned action. The paper should help us understand the distinction between a "conceptual" (or theoretical) definition and an "operational definition" on a construct.

Lutz, R. J. 1990. The role of attitude theory in marketing. In H. H. Kassarian and T. S. Roberson (eds.) *Perspectives in Consumer Behavior*, 4th Edition. (pp. 317-339). Englewood Cliffs, NJ: Prentice-Hall.

October 4: Attitude/Behavior and Goal-Directed Models II (Practice Peer Review)

Focus: Practice peer reviewing an article.

Purdy, Ken G. and Daniel J. Decker. 1989. Applying wildlife values information in management: the wildlife attitudes and values scale. *Wildlife Society Bulletin* 17(4):494-500.

October 9: Attitude/Behavior and Goal-Directed Models II (Practice Peer Review)

Focus: Practice peer reviewing an article.

Bright, A. D. and Manfredo, M. J. 1996. A conceptual model of attitudes toward natural resource issues: a case study of wolf reintroduction. *Human Dimensions of Wildlife* 1:1-21.

October 11: First Peer Review Article Due/Discussed

Peer review article to be assigned

October 16: Approach to Understanding Experience I (Goal-directed Models III)

Focus: Application of the goal-directed perspective to understanding and managing visitor experiences. Come prepared to discuss the underlying theory and its application.

Driver, B. L., Brown, P. J., Stankey, G. H., and Gregoire, T. G. 1987. The ROS planning system: evolution, basic concepts, and research needed. *Leisure Sciences* 9:201-212.

Yuan, M. S. and McEwen, D. 1989. Test for campers' experience preference differences among three ROS setting classes. *Leisure Sciences* 11:177-185.

October 18: Approach to Understanding Experience II (Alternate Methods)

Focus: An alternative approach to studying experience. What do you think of its critique of other approaches? What do you think about this approach to understanding experience? Does it overcome problems it identifies with respect to other approaches? Does it have limitations of its own?

Stewart, W. P. and Cole, D. N. 1999. In search of situational effects in outdoor recreation: different methods, different results. *Leisure Sciences* 21:269-286.

October 23: Approach to Understanding Experience III (A third approach)

Focus: The second article explores the use of interpretivist (qualitative) methods to study experience. The first article states that qualitative methods do not count as science? Identify Calder and Tybout's arguments as to why qualitative research does not count as science, then evaluate the second paper in light of those arguments. Also come prepared to contrast this approach to understanding experience with the previous two.

Calder, B. J. and Tybout, A. M. 1987. What consumer research is ..., *Journal of Consumer Research* 14:136-140.

Patterson, M. E., A. E. Watson, D. R. Williams, and J. W. Roggenbuck (1998). An hermeneutic approach to studying the nature of wilderness experiences. *Journal of Leisure Research* 30:423-452.

October 25: Approach to Understanding Experience IV (A fourth approach) (original 2nd, replaced with) Benefits based management

Stein, T. and M.E. Lee. 1995. Managing recreation resources for positive outcomes: An application of benefits-based management. *Journal of Park and Recreation Administration* 13(3):52-70.

Behan, J. R., Merton, R. T., and Lee, M. E. 2001. Effects of tour jeeps in a wildland setting on nonmotorized recreation benefits. *Journal of Parks and Recreation Administration*

19(2):1-19.

Come prepared to compare/contrast this approach with the preceding approaches.

Borrie, W. T. and Roggenbuck, J. W. 2001. The dynamic, emergent, and multi-phasic nature of on-site wilderness experiences. *Journal of Leisure Research* 33:202-208.

October 30 - Meaning Based and Social Constructivist Frameworks: Nature of Reality

Focus: Relativists maintain that phenomena differ fundamentally in their nature. Some are complex but well structured and amenable to traditional approaches to science while others are quite ambiguous (wicked). In the latter case, many believe that nontraditional approaches to science are necessary. These readings expose you to perspectives of those who view reality to be relatively unstructured. Come in prepared to explain and defend or argue against this perspective. How does it differ from the attitude perspective?

McCracken, G. 1987. Advertising: meaning or information? *Advances in Consumer Research* 14:121-124.

Tuan, Y. 1980. Rootedness versus sense of place. *Landscape* 24(1):4-6.

Sutherland, A. and Nash, J. E. 1994. Animal rights as a new environmental cosmology. *Qualitative Sociology* 17:171-186.

November 1: Relationship to Place I: Overview

Focus: Place, sense of place, and relationship to place are emerging constructs for understanding the relationship between people and recreation, tourism, and wildland settings. While there is agreement about the nature of limitations of previous approaches to understanding human relationship to wildlands, there is disagreement about how best to study relationship to place.

Kerr, W. J. 1995. Scenery management in ecosystem management. USFS course lecture. 5pp.

Stedman, R. C. 1999. Sense of place as an indicator of community sustainability. *Forestry Chronicle* 75:765-770.

Shannon, M. A. 1981. Sociology and public land management. *Western Wildlands* 7(1):3-8.

November 6: Relationship to Place II: Quantitative Approaches to Understanding

Jorgensen, B. J. and Stedman, R. C. 2001. Sense of place as an attitude: lakeshore owners attitudes toward their properties. *Journal of Environmental Psychology* 21(3):

Warzecha, C. A. and Lime, D. W. 2001. Place attachment in Canyon Lands National Park: visitors' assessment of setting attributes on the Colorado and Green Rivers. *Journal of Parks and Recreation Administration* 19(1):1-22. (Replaces below)

Moore, R. L. and Graefe, A. R. 1994. Attachments to recreation settings: the case of rail-trail users. *Leisure Sciences* 16:17-31. (Replaced)

November 8: Relationship to Place III: Qualitative Approach

Patterson, M. E. and Williams, D. R. In review. Relationship to Place and the Nature of Science in Collaborative Forest Planning. Submitted to Forest Science.

November 13 - Prep time

November 15 - Peer-review 2 due

Paper to be announced

November 20 - Review & Constructive Critique of Student Reviews

Literature Review Written by Student 1

November 27 - Review & Constructive Critique of Student Reviews

Literature Review Written by Student 2

November 29 - Review & Constructive Critique of Student Reviews

Literature Review Written by Student 3

December 4 - Review & Constructive Critique of Student Reviews

Literature Review Written by Student 4

December 6 - Review & Constructive Critique of Student Reviews

Literature Review Written by Student 5

December 11 - Review & Constructive Critique of Student Reviews

Literature Review Written by Student 6

December 13 - To be announced