

**George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management**

**RMGT 302 (Section 1) – Park Management and Operations
3 Credits – Fall 2023**

Mondays 1:30pm-4:10pm, Innovation Hall, 316 Fairfax Campus

FACULTY:

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PREREQUISITES:

RMGT 300

UNIVERSITY CATALOG COURSE DESCRIPTION:

Focuses on management and operations of park resources, including the management of visitors and recreation development. Emphasizes understanding of contemporary threats to park integrity and preservation of resources. Also covers maintenance management systems.

COURSE DELIVERY METHOD:

This is an in-person course.

LEARNER OUTCOMES/COURSE OBJECTIVES:

At the completion of this course, students should be able to:

1. Identify the types of agencies that manage parks and the roles these agencies play in land management and provision of recreational opportunities.
2. Describe how land is acquired for parks and how parks are planned/ developed.
3. Define resource management in the context of park management and be able to discuss how managers balance the need for resource protection with recreational needs.
4. List indicators of resource overuse or increased visitor impacts to the park resources/ facilities and be able to discuss management alternatives for reducing impacts or recreational conflicts.
5. Discuss issues/ problems related to contemporary park operations and maintenance.

PROFESSIONAL ASSOCIATION STANDARDS:

Upon completion of this course, students will meet the following professional accreditation standards as set forth by the Council on Accreditation of Parks, Recreation, and Tourism Related Professions:

- 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related

professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science, and philosophy.

REQUIRED READING:

Hammit, William E., Cole, David N., Monz, Christopher A. (2018) *Wildland recreation: Ecology and management* (Third). Wiley Blackwell.

Williams, Terry Tempest. (2017) *The hour of land: A personal topography of america’s national parks* (First). Picador.

Handouts and other assigned materials (e.g., readings, videos, podcasts, documents) will be distributed on Blackboard or in class.

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time on Blackboard. This course will be graded on a point system, with a total of 1,000 possible points.

Requirements	Points	Percentage of Overall Grade
In-Class Participation and Assignments/Activities	30 pts each x 12 (13 - 1 lowest grade dropped) = 360 points	36%
Weekly preparation assignments: questions and reflections (Due every Sunday night)	30 pts each x 12 assignments (13 - 1 lowest grade dropped) = 360 pts	36%
Module Quizzes	56 pts each x 5 = 280 total points	28%
Total	1,000 points	100%

REQUIREMENTS:

In-Class Participation and Assignments/Activities

Class assignments and activities will vary, with something different every class. These may include discussions with guest speakers, field trips, applied management scenarios or case studies, and other group activities. We will have in-class activities throughout the semester in every class. Activities give you an opportunity to apply what you have learned that week and practice implementing specific management approaches in parks and public lands. They will also help us to build a community within our class and provide an opportunity for us to get to know one another. In-class participation and assignments/activities are graded based on performance and students must be present in class to obtain points. For guest speakers and field trips, you are expected to be polite and professional. You should treat these interactions with RMGT professionals as opportunities to network and make a good impression! I expect you to be attentive and respectful, engage in conversation with professionals, dress professionally, refrain from being on your phones. Failure to adhere to these guidelines will result in reduced participation grades for these activities.

Weekly Preparation Assignments

This course will follow a flipped classroom style. Each week, you will have material to read, watch, and/or review, including a brief pre-recorded lecture video introducing the week's topic. After engaging with the week's material, you will complete a weekly preparation assignment which will include a variety of reflection questions or prompt. The weekly preparation assignments are due at the start of the week on Sunday nights, in advance of our class meetings on Mondays. Class preparation assignments are graded based on performance, and these assignments comprise a significant portion of your grade. They are intended to help you prepare for the week's activity, guest speaker, or field trip.

Quizzes

This course has five quizzes, one for each primary module. While they are not intentionally cumulative, note that the concepts that we will be learning throughout the semester do build on one another.

GRADING POLICIES:

Attendance Policy:

Students are expected to be in class barring exceptional circumstances. Though some course material will be covered in assignment readings and other materials, most key information will be covered in class. Although I will not take attendance, you must be present in class to earn points for in-class participation and assignments/activities, which comprise a significant portion of your grade.

Late Assignments:

Each student will get one "life happens" pass for submitting an assignment late. Sometimes things happen and we encounter unforeseen circumstances. Your "life happens" pass may be used for any type of assignment, including in-class participation and assignments/activities, weekly questions and reflections, or module quizzes. The single "life happens" pass will allow you to submit one assignment past the due date. You will have one extra week from the initial deadline to submit the assignment. Although you can use your "life happens" pass for any reason of your choosing, it is your responsibility to save your "life happens" pass for when you really need it. Once you've used it, you won't get another pass.

Other than your "life happens" pass, all assignments are due on their assigned dates, and late work will not be accepted. I encourage you to begin work early on all assignments so in the event of unforeseen circumstances you can get them in on time.

Grading Scale

A	=	940-1,000 pts	(94%-100%)	C+	=	780-799 pts	(78%-79%)
A-	=	900-939 pts	(90%-93%)	C	=	740-779 pts	(74%-77%)
B+	=	880-899 pts	(88%-89%)	C-	=	700-739 pts	(70%-73%)
B	=	840-879 pts	(84%-87%)	D	=	600-699 pts	(60%-69%)
B-	=	800-839 pts	(80%-83%)	F	=	0-590 pts	(0%-59%)

PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

COURSE SCHEDULE:

*** Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Changes in guest speakers may result in alterations to the schedule.*

MODULE	DATE	Topic	Reading/Videos Due This Week	Assignment Due This Week
1: Park Systems	Week 1: 8/21	Course Intro/Local and State Parks <i>Activity: Park and Outdoor Recreation Resume</i>	<ul style="list-style-type: none"> America’s Public Lands Explained: https://www.doi.gov/blog/americas-public-lands-explained 	
	Week 2: 8/28	Park Systems <i>Activity: Park Comparison Chart</i>	<ul style="list-style-type: none"> Federal Park Systems Lecture National Geographic Article on the BLM BLM Map 2023 NPR Bears Ears Article <i>Hour of Land</i>, America’s National Parks by Definition and Grand Tetons 	Week 2 Prep Assignment
	Week 3: 9/4	LABOR DAY, NO CLASS		Module 1 Quiz
2: Land Acquisition/ Planning	Week 4: 9/11	VRPS, NO CLASS	<ul style="list-style-type: none"> Land Acquisition Lecture <i>Hour of Land</i>, Acadia National Park Land and Water Conservation Fund Website: https://www.nps.gov/subjects/lwcf/index.htm Applying for LWCF Grants: https://www.nrpa.org/our-work/advocacy/the-land-and-water-conservation-fund-lwcf/applying-for-lwcf-grants/ Easements: https://www.vof.org/protect/easements/new-easements/ 	Week 4 Prep Assignment

	Week 5: 9/18	Recreation Planning <i>Field Trip 1: Occoquan Regional Park with Paul Gilbert from NOVA Parks (2pm)</i>	<ul style="list-style-type: none"> • Recreation Planning Lecture • Twin Lakes Historic Register Form • Twin Lakes Park History: https://www.dcr.virginia.gov/state-parks/blog/black-history-month-prince-edward-state-park-for-negroes-a-refuge-for 	Week 5 Prep Assignment
	Week 6: 9/25	Planning and Needs Assessment Process <i>Activity: Burlington Recreation Needs Assessment Case Study</i>	<ul style="list-style-type: none"> • Planning and Needs Assessment Process Lecture • Majora Carter Ted Talk: https://www.ted.com/talks/majora_carter_greening_the_ghetto • VA Outdoors Plan (explore/skim): Executive Summary and Full Report • Roanoke Parks & Recreation Master Plan (explore/skim): https://www.playroanoke.com/wp-content/uploads/2019/09/MP-FINAL.pdf • NH SCORP (explore/skim) 	Week 6 Prep Assignment
	Week 7: 10/2	Community Engagement in Park Planning <i>Activity: Park Development Scenario</i>	<ul style="list-style-type: none"> • Community Engagement in Park Planning Lecture • Gentrification Explained: https://www.youtube.com/watch?v=V0zAvlmzDFc • Priced out of Park City: https://www.youtube.com/watch?v=nP15IPuXI5Q • Remote workers and housing: https://www.nbcnews.com/politics/economics/remote-workers-left-housing-havoc-created-remains-rcna68874 	Week 7 Prep Assignment Module 2 Quiz

3: Resource Management	Week 8: 10/10 (TUESDAY)	Recreation Resource Impacts <i>Activity: Trail Running Case Study</i>	<ul style="list-style-type: none"> • Recreation Resource Impacts Lecture • <i>Wildland Recreation</i>, Chapters 2-5 • <i>Hour of Land</i>, Theodore Roosevelt 	Week 8 Prep Assignment
	Week 9: 10/16	Cultural Resource Management <i>Guest Speaker: Laura Grape, Resource Management, FCPA</i>	<ul style="list-style-type: none"> • Cultural Resource Management Lecture • <i>Wildland Recreation</i>, Chapters 6 and 7 • <i>Hour of Land</i>, Gulf Islands 	Week 9 Prep Assignment
	Week 10: 10/23	Resource Management in Action <i>Field Trip 2: Meadowood Special Recreation Management Area with Ryan Jackson, BLM (2pm)</i>	<ul style="list-style-type: none"> • <i>Wildland Recreation</i>, Chapters 8 and 9 • <i>Hour of Land</i>, Big Bend 	Week 10 Prep Assignment Module 3 Quiz
4: Visitor and Site Management	Week 11: 10/30	Visitor Management <i>Activity: Write a class book chapter or infographic</i> <i>Guest Speaker: TBD</i>	<ul style="list-style-type: none"> • Visitor Management Lecture • <i>Wildland Recreation</i>, Chapters 10-12 • <i>Hour of Land</i>, Effigy Mounds 	Week 11 Prep Assignment
	Week 12: 11/6	Site Management: Strategies for minimizing impact (dispersed use, buffers, revegetation) <i>Activity: Campsite planning scenario</i>	<ul style="list-style-type: none"> • Site Management Lecture • <i>Wildland Recreation</i>, Chapter 13 • <i>Hour of Land</i>, Gettysburg and Alcatraz 	Week 12 Prep Assignment
	Week 13: 11/13	Operations and Maintenance <i>Activity/Guest Speaker: TBD</i>	<ul style="list-style-type: none"> • Operations and Maintenance Lecture • Managing invasive plant species in parks podcast • How maintenance crews help protect the environment 	Week 13 Prep Assignment Module 4 Quiz
5: Critical Contemporary Issues	Week 14: 11/20	Indigenous Conservation and Park Management <i>Guest Speaker: Erinn Drage, Parks Canada</i>	<ul style="list-style-type: none"> • In the Footsteps of our Ancestors (Documentary) • <i>Hour of Land</i>, Canyonlands and Caesar Chavez National Monument 	Week 14 Prep Assignment
	Week 15: 11/27	Partnerships and Volunteers <i>Activity: Partnerships Case Study</i>	<ul style="list-style-type: none"> • Volunteers & Friends Groups Lecture • How to do a case study video • NYC Partnership Case Study 	Week 15 Prep Assignment

			Materials	
	Finals Week: 12/4	Finals week- no class		Module 5 Quiz

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS:

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>

