

**PARKS, RECREATION & SPORTS MANAGEMENT**  
**HMG 4988**  
**Semester Year**

<b>Instructor</b>		<b>Course Section</b>	
<b>E-mail</b>		<b>Day</b>	
<b>Phone</b>		<b>Location</b>	
<b>Office</b>		<b>Time</b>	
<b>Office Hours</b>		<b>Class Hours</b>	3
		<b>Lab Hours</b>	
		<b>Credits</b>	3

**Department Mission Statement**

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

**Program Learning Outcomes**

To graduate students who

1. identify and demonstrate skills relevant to the operational areas of hospitality management. (PLO #1)
2. utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. demonstrate effective communication skills. (PLO #3)
4. exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

**Course Description**

Operation and management of leisure segment of tourism, such as parks, commercial and non-profit recreation facilities, and sports organizations. History, current trends, and likely direction of leisure are explored. Management of resources, visitors, and services along with planning and marketing of spectator and participatory sports events and product are highlighted.

**Prerequisites**

AAS Degree in Travel & Tourism or Hospitality Management

**Course Objectives**

At the completion of HMG 4988, the student will be able to

- a. Characterize the symbiotic relationship between leisure tourism, the parks system, and the recreation and sports industries
- b. Illustrate and analyze this relationship
- c. Assemble and evaluate web-based information and on sight visits of leisure tourism venues
- d. Create a “niche” tourism guide

### Student Learning Outcomes and Assessments

Student Learning Outcomes	Method of Assessment
a. Characterize the symbiotic relationship between leisure tourism, the parks system, and the recreation and sports industries. (HMG T knowledge)	Case Studies Research Tours Class Presentations Discussion Postings Class Participation
b. Illustrate and analyze this relationship (HMG T Knowledge)	Case Studies Class Presentations Final Exam Class Participation
c. Assemble and evaluate web-based information and on sight visits of leisure tourism venues. (HMG T Knowledge, Gen Ed Knowledge)	Midterm Discussion Postings
d. Create a “niche” tourism guide -utilize the dynamics of collaboration in diverse settings (PLO #2; HMG T Skill)	Case Studies Research Tours Final Presentation Class Participation

### Grading Procedure

Research Tours, Case Studies, Class Presentations	30 %
Final Presentation	20 %
Final Exam	15 %
Class Participation	15 %
Discussion Postings	20 %
	<hr/>
	<b>100%</b>

### Assignments

(Additional guidelines for each assignment will be provided by the Professor)

#### Discussion Postings

Students are required to engage on the blackboard discussion board by posting articles and responses to tourism case studies.

#### Research Tours

Students are required to submit written assignments and social media postings for each external (virtual) research tour.

#### Final Presentation

Students will present a tourism guide based on a parks, recreation or sports management theme. For this purpose, collaboration with fellow peers is essential.

#### Final Exam

Utilizing the texts as a foundation, a final exam will be administered as a summative assessment. Lecture discussion and current events will also be included. For best performance, students should:

- Read all assigned material
- Stay up to date with current events that affect the tourism and hospitality industry

### Case studies and Class Participation

Throughout the semester, there will be various case studies and in class activities. Students will be expected to:

- Complete all assignments as directed by the instructor
- Participate in classroom discussions and activities

### **Grading System**

A	93 – 100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	70 – 76.9
D	60 – 69.9
F	59.9 and below

### **Required Text**

Jones, K. R., & Wills, J. (2005). *The invention of the park: Recreational landscapes from the Garden of Eden to Disney's Magic Kingdom*. Polity.

### **Required Reading**

*New York Times City Guide*

(The City Guide can be accessed online at: <http://travel.nytimes.com/travel/guides/north-america/united-states/new-york/new-york-city/overview.html>)

### **Suggested Websites**

**(Additional Websites will be listed separately in the Blackboard Content Folder)**

#### Parks

<http://www.nycgovparks.org/> (New York City Parks)

<https://www.nationalparkstraveler.org/> (National Parks Traveler)

<https://www.nycgo.com/> (New York's Official Tourism Guide)

#### Recreation

<https://www.recreation.gov/> (Official Recreation Website)

#### Sports Management

[www.nassm.com](http://www.nassm.com) (North American Society for Sports Management)

#### Tourism Organizations

<http://www.wttc.travel/> (World Travel & Tourism Council)

<http://www.unwto.org/index.php> (World Tourism Organization)

<http://www.usatourist.com/> (Information for USA tourists)

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## Presentation Rubric

Name: \_\_\_\_\_ Score: \_\_\_\_\_

### Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
<b>Delivery</b>	<ul style="list-style-type: none"> <li>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of direct eye contact with audience, but still returns to notes</li> <li>Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>Holds no eye contact with audience, as entire report is read from notes</li> <li>Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content/ Organization</b>	<ul style="list-style-type: none"> <li>Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Is at ease with expected answers to all questions, without elaboration</li> <li>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>Does not have grasp of information and cannot answer questions about subject</li> <li>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/ Audience Awareness</b>	<ul style="list-style-type: none"> <li>Demonstrates strong enthusiasm about topic during entire presentation</li> <li>Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>Shows some enthusiastic feelings about topic</li> <li>Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or mixed feelings about the topic being presented</li> <li>Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>Shows no interest in topic presented</li> <li>Fails to increase audience understanding of knowledge of topic</li> </ul>
<b>Comments</b>				

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## Selected Bibliography

Foster, M. (2020). Examining collaboration within U.S. national park service advisory committees. *Journal of Park & Recreation Administration*, 38(4), 75–89. <https://doi-org.citytech.ezproxy.cuny.edu/10.18666/JPRA-2020-10047>

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Heller, B., & Young, M. (2019). How parks and recreation can support mental health initiatives. *Parks & Recreation*, 54(11), 40–45.

Ho, C.-H., Payne, L., Orsega-Smith, E., & Godbey, G. (2003). Parks, recreation and public health. *Parks & Recreation*, 38(4), 18.

Kristiansen, E., Solem, B. A. A., Dille, T., & Houlihan, B. (2021). Stakeholder management of temporary sport event organizations. *Event Management*, 25(6), 619–639. <https://doi-org.citytech.ezproxy.cuny.edu/10.3727/152599521X16106577965080>

- Kurtzman, J., & Zauhar, J. (2005). The emerging profession – sports tourism management. *Journal of Sport & Tourism*, 10(1), 3–14. <https://doi-org.citytech.ezproxy.cuny.edu/10.1080/14775080500101445>
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- Roth, K. (2022). Making the case for parks and recreation. *Parks & Recreation*, 57(3), 18.
- Sibson, R. (2011). Career choice perceptions of undergraduate event, sport and recreation management students: An Australian case study. *Journal of Hospitality, Leisure, Sport & Tourism Education (Oxford Brookes University)*, 10(2), 50–60. <https://doi-org.citytech.ezproxy.cuny.edu/10.3794/johlste.102.371>
- Siyao Ma, Craig, C., Scott, D., & Song Feng. (2021). Global climate resources for camping and nature-based tourism. *Tourism & Hospitality (2673-5768)*, 2(4), 365–379. <https://doi-org.citytech.ezproxy.cuny.edu/10.3390/tourhosp2040024>
- Yañez, E. (2020). More parks, longer lives. *Parks & Recreation*, 55(12), 24–25.

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## Class Meeting Schedule

Week #	Date	Lecture Topic	Required Reading	Assignment Due
1	XX	Review of Syllabus; Overview and Expectations of Course Introduction to the course Introduction to Leisure Tourism <b>Intro to Parks, Recreation and Sports</b>		Discussion on Class Research & Assignments
2	XX	Discussion on Parks (City/State/National) <b>From Ancient Groves to Versailles</b>	Chapter 1, IoP(J&W)	Class Assignment Discussion Posting
3	XX	Discussion on Parks (City/State/National) <b>The English Landscape Park</b> <b>The City Park</b> Discussion on Midterm	Chapter 2 & 3, IoP(J&W)	Class Assignment Discussion Posting
4	XX	<b>The City Park Examples</b> <b>Nature and Recreation in the National Park</b>	Chapter 4, IoP (J&W)	Class Assignment Discussion Posting
5	XX	<b>National Parks continued</b> <b>National Parks – Global Approach to Leisure Tourism</b> Discussion on Midterm Initial Discussion on Final Presentation	Chapter 5, IoP (J&W)	Class Assignment Discussion Posting
6	XX	<b>Amusement Park &amp; Theme Parks</b> <b>Trapping Nature in the Animal Park</b> Discussion on Final Presentation		Class Assignment Discussion Posting
7	XX	<b>Research Case Study 1</b> <b>Class Assessment.</b> <b>Work on Virtual Tour Case Study</b>		Complete Research Assignment Virtual Tour
8	XX	<b>Sports &amp; Entertainment</b> <b>Gaming &amp; Parks</b> <b>The Role of Casinos</b>	Chapter 6, IoP (J&W)	Class Assignment Discussion Posting
9	XX	<b>Midterm Completion</b>		Complete Midterm Assignment. Post by the same day.
10	XX	<b>Research Case Study 2</b> <b>Class Assessment</b> <b>Work on Virtual Tour Case Study</b>		Class Assignment Discussion Posting Virtual Tour
11	XX	<b>Sports &amp; Recreation continued/recap</b> <b>Event Management at Sporting Arenas</b> <b>Global Recreation and Tourism</b>		Class Assignment Discussion Posting
12	XX	<b>Expanding the Park Experience</b> <b>The role of Parks / Sports &amp; Entertainment / Gaming in promoting Hospitality &amp; Tourism</b>		Final Presentation
13	XX	<b>Research Case Study 3</b> Presentation Prep	Chapter 7, IoP (J&W)	Class Assignment Discussion Posting Virtual Tour
14	XX	<b>Final Presentation</b> Final Exam Prep/ Review		Final Assessment Discussion
15	XX	Final Exam -Wrap Up, Final Thoughts, Connecting the dots. Term end survey.		Final Assessment

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This schedule is subject to change. Research Assignments are structured in lieu of tours and may include virtual tours and/or case studies. Changes will be informed in class and/or posted on Blackboard.

\*Class assignments are subject to changes and/or scheduling issues. Please follow Professor's guideline in order to complete the assigned work for each class.

### **Diversity and Inclusive Education**

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples. <https://openlab.citytech.cuny.edu/dice/>

### **Student Accessibility**

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility:

<http://www.citytech.cuny.edu/accessibility/>

### **Professionalism and Participation**

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines

### **NYC College of Technology Statement on Academic Integrity**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

As stated in the Academic Integrity Policy Manual,

"academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else's ideas without proper credit or attribution.

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Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."

The complete text of the College Academic Integrity Policy Manual may be found on the College website.

**Statement of Classroom Behavior**

Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

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**Use of Electronic Devices**

The use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

**Writing Style Statement**

The hospitality management department requires that all written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. This includes editorial formats, abbreviations, use of statistics, graphs, citations, and references. Visit the City Tech Library website for APA Style Guides.

**MS Office Suite Assignment Submission Guidelines**

Students are expected to use MS Office Suite including Outlook, Word, PowerPoint, and Excel unless otherwise stated. Students are entitled to a subscription, which is available through the CUNY Portal or Blackboard.



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**HM Department Calendar** -attached