

# RECM 0042 - RECREATION AND PARKS: NATURAL, CULTURAL AND HERITAGE RESOURCES

## Catalog Description

Hours: 54 lecture

Description: Examines the use of natural, cultural, and heritage resources for recreation, tourism and leisure purposes in a variety of settings under various agencies. Includes the study of various protected areas and facilities, including parks, forests, museums, and cultural sites and how they are influenced by social trends, conflicting use demands, agency responsibilities, environmental considerations, and fiscal implications. (CSU)

## Course Student Learning Outcomes

- CSLO #1: Identify the social benefits natural places provide for human health and well being.
- CSLO #2: Describe how various human and professional values relate to natural resources.
- CSLO #3: Describe the role of government agencies in managing natural resources for recreation.

## Effective Term

Fall 2025

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Identify the benefits of nature, culture, and history in creating enriching and absorbing experiences for individuals and communities.
2. Analyze the role of museums in preserving symbols, sharing stories, and addressing controversial topics.
3. Evaluate the economic benefits of natural, cultural, and heritage opportunities for communities.
4. Apply principles of adventure education to combine physical challenge with experiences in wilderness and natural settings.
5. Assess the therapeutic benefits of engaging with natural, cultural, and heritage resources for personal and communal well-being.

6. Examine the history of American conservation and preservation movements and their influence on cultural and historical preservation efforts.
7. Investigate the role of non-profit organizations and government agencies in the management of natural, cultural, and heritage resources.
8. Explain the federal authority and regulatory processes, such as NEPA, in conservation and resource management.
9. Compare the roles of federal, state, and local agencies, including the National Park Service, BLM, and California State Parks, in managing and protecting natural and cultural resources.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Health Ed/Physical Ed
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: What would be missing if this resource/ place (museum, park, historic site) had not been protected or created?
- Objective Examinations
  - Example: Students will have to give examples of the therapeutic benefits of public lands and the environmental impacts of having humans experience the lands.
- Projects
  - Example: Field Journal: Visit 4 local Natural, Cultural, and Historic sites in your area. In Sacramento area: Maidu Museum, Roseville Utility and Exploration Center, Sacramento History Museum, State Indian Museum - Sacramento, or (many other historic sites). Compose a journal comprising of both images and written reflections of your experiences.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will develop a presentation on the value of museums to communities and the funding structures to sustain these community facilities. The students within a faculty led discussion will communicate the various sustainable ways to continue these facilities while adapting to the times to make relevant to technology and accessibility for the patrons.

Distance Learning

1. Using LMS the instructor will develop a video lecture involving the History of the BLM lands and how they are differentiate from other federal lands. The students will be asked to discuss in LMS the

environmental impact of the wild burros and horses on the land the federal governments role on controlling the population. Students will be asked to give their perspective on the practices from a ethical and environmental perspective. The faculty will monitor the discussion.

## Typical Out of Class Assignments

### Reading Assignments

Based on reading in a academic journal, students will read about the needs for development in accessibility and the use of technology in heritage site and museums. Example: Read "Making Alcatraz Amazing", compare the use of audio self led tour experiences compared to ranger led tours at Alcatraz. Identify the key principles to the design of the programing from the article.

### Writing, Problem Solving or Performance

Based on your readings from your textbook Natural Resources and the Informed citizen compare and contrast the benefits of BLM lands, National Parks, and National Monuments. What are the negatives to the distinctions?

### Other (Term projects, research papers, portfolios, etc.)

Field project- Students will be required to visit any four local of: historic sites, musuems, parks and create a visual portfolio with reflections. Each site will contain a picture, a journal entry of thoughts of surroundings, identify all anemities at the site, reflect on individual experiences, a final comparison summary to compare and contrast the four locations and students individual experiences at them.

## Required Materials

- Natural Resources and the Informed Citizen
  - Author: Dennis
  - Publisher: Sagamore
  - Publication Date: 2012
  - Text Edition: 2
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Natural Resource Systems
  - Author: Park, Travis
  - Publisher: Goodheart-Willcox
  - Publication Date: 2019
  - Text Edition: 1
  - Classic Textbook?: No
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**