

GEORGE MASON UNIVERSIT
School of Recreation, Health, and Tourism

PRLS 402—Human Behavior in Natural Environments (3) (001)
Spring 2014

DAY/TIME:	TR 9:00 – 10:15 a.m.	LOCATION:	Bull Run Hall 248 PW Campus
PROFESSOR:	Nancy Chamberlain, M.S.	EMAIL ADDRESS:	nchambe2@gmu.edu
OFFICE LOCATION:	Bull Run Hall 220A	PHONE NUMBER:	571-259-4379
OFFICE HOURS:	Tuesday 8:00 a.m. – 9:00 a.m. Thursday 10:15 – 11:00 a.m. (Immediately following class) or by appointment	FAX NUMBER:	703-993-2025

PREREQUISITES

PRLS 210, 300, and 60 credits, or permission of instructor.

COURSE DESCRIPTION

Applies social and behavioral theories to management for recreational users of land and water resources. Examines deterioration and pollution of land and water, noise, crowding, and conflicts among users. Discusses strategies for mitigation of deleterious impacts and depreciative behaviors, and attitudes toward resource conservation, preservation, and use. Designated a [Green Leaf Course](#).

COURSE OBJECTIVES

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

1. Discuss the state of the natural environment enjoyed by recreation users.
2. Discuss social and behavioral influences that affect the natural environment.
3. Discuss management theories and strategies for mitigating adverse effects on land and water resources used by recreationists.
4. Discuss strategies for facilitating development of constructive attitudes, uses and behaviors for resource protection and recreation use.
5. Articulate and apply impact management principles and knowledge of human behavior to the sustainable management of recreation-related natural resources.

6. Further, 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*:

7.04	Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, AND the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.
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COURSE OVERVIEW

Since your contributions are such an important part of this course, you will be expected to actively participate in class discussions, complete in-class exercises, and complete all assignments on time.

Assignments will be due at 5:00 p.m. on the specified date due. Assignments received AFTER 5:00 p.m. will be considered late and receive a 20% deduction in points per 24-hour period. (If you have an extreme emergency there may be some exceptions; however, you'll need to discuss these issues with me prior to the due date to be considered for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash at the most inopportune moments).

COMMUNICATION

Effective communication is an important part of our lives and this course. Therefore, we will all be asked to treat our colleagues with respect in all types of communications (such as e-mail, class conversations, etc). Communication is an important facet of this course.

Please check your email daily for messages; especially before you leave for campus in the morning! Keep a special eye out for weather related announcements.

Unless otherwise noted, all written papers will be submitted electronically via email. Assignments will be due at the beginning of class on the specified date due. All written papers are to be submitted using WORD (with a .doc – do not use docx file extension) - pdf or other formats are not permitted in this course. **Papers received AFTER 9:00 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.**

If you are confronted with extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, this is only applicable if pre-approved with me (your instructor). In addition, I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

NATURE OF COURSE DELIVERY Face to Face

Our course will meet in person every Tuesday & Thursday unless otherwise noted on our Course Schedule. In rare cases, we may have to respond to inclement weather. If this is the case, any change in venue (i.e. from in person to an online virtual class meeting) will be determined by 6:00 a.m. on the day of class and I will e-mail everyone at that time. Please note – this is a rare exception – but I recognize everyone travels from various distances so I want to respect each of your travel needs by making any inclement weather decision in as timely a manner as possible.

ACADEMIC INTEGRITY & ACADEMIC FREEDOM

In this course, we are held to the standards of the George Mason University Honor Code. We will all be expected to attend all class sections, actively participate in class discussions, complete in-class exercises, and fulfill all assignments. Further, I would encourage you to share ideas, concerns, and contributions in our class daily. And, to ensure a fair, equitable, and respectful environment, it is important to remember that regardless of how much we may agree or disagree, we should always approach our discussions in a way that shows respect for colleagues' ideas. Included in that is the need to appropriately cite any ideas, words, or concepts which are not our own.

REQUIRED READINGS

Clayton, S. & Myers, G. (2009). *Conservation Psychology: Understanding and promoting human care for nature*. John Wiley & Sons, Chichester: UK.

Additional readings will be assigned throughout the course and may be distributed during class or placed on Blackboard.

RECOMMENDED READINGS

Readings will be taken from *First Along the River: A brief history of the U. S. environmental movement*, 2nd Edition. (Check out Google eBook for inexpensive access to this resource.)

EVALUATION

Following is the breakdown of the grading system for our course:

Requirement/Assignment	Percentage of final course grade
Exam #1 Midterm	20%
Exam #2 Final	20%
Vandalism Project	10%
Eppley Institute Online Certification #1	10%
Eppley Institute Online Certification #2	10%
Earth Day Program (4/29/2014)	10%
Environmental Education Presentation	20%
*Extra credit may be earned by participating in the Leave No Trace program	
TOTAL	100%

GRADING SCALE

Grading Scale

A+	98 – 100	B+	88 – 89	C+	78 – 79	D	= 60 – 69
A	94 – 97	B	84 – 87	C	74 – 77	F	= 0 – 59
A-	90 – 93	B-	80 – 83	C-	70 – 73		

ACADEMIC SCHEDULE

Faculty reserves the right to alter the schedule as necessary.

CLASS PARTICIPATION:

Your participation is a vital part of your educational experience and has, as a goal, a positive impact on the cohort experience. Stay current with the reading and be actively engaged in class discussions throughout the semester.

STUDENT EXPECTATIONS

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>]. Accommodations may only be granted after the student is registered and after the faculty is made aware of the need for such services.

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. Turn them off...otherwise...they go in the “technology basket” for the duration of the class.

Students are expected to exhibit professional behaviors and disposition at all times.

CAMPUS RESOURCES

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

University Libraries: “Ask a Librarian”
<http://library.gmu.edu/mudge/IM/IMRef.html>

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. We are all expected to adhere to these principles.



PRLS 402 – Spring 2013 – Course Schedule - *Note: Faculty reserves the right to alter the schedule as necessary.*

DATE TOPIC CHAPTER/ASSIGNMENT DUE

Week 1

January 21, 2014 Introductions & Foundations
Course Overview
Assign Exercise #1 – What is your environmental position?

January 23, 2014 State of the Global Environment
Conservation vs. Preservation
READ: Chapter 1 Conservation Psych. Historical Context
Exercise #1 Due

Week 2

January 28, 2014 Introduction to the field of conservation psychology
READ: Chapter 2 Attitudes, values, and perceptions

January 30, 2014 Attitudes, values, and perceptions of the Outdoors
READ: Chapter 2 Attitudes, values, and perceptions
Assign Exercise #2 – What is your environmental EQ?
Introduce Vandalism Project & Semester Project

Week 3

February 4, 2014 Environment and identity
READ: Chapter 4 Environment and identity
Exercise #2 Due
Reading from the Last Child in the Woods

February 6, 2014 Negative & Positive Nature
READ: Chapter 3 Moral psychology and the environment
Assign Exercise #3 – Outdoor Resume

Week 4

February 11, 2014 OR Ethics – Vandalism Motives and Consequences

READ: Chapter 3 Moral psychology and the environment
<http://www.cleanfairfax.org/laws-and-ordinances/report-a-litterer/>

February 13, 2014 OR Ethics

Additional Reading: Visit <http://Int.org/learn/7-principles>

Watch National Park Service LNT video at <http://Int.org/teach/teaching-resources>

“Loving a park to death” in honor of Valentine’s Day!

Exercise #3 Due

Week 5

February 18, 2014 Social Influences of OR Behavior

READ: Chapter 5 Theoretical foundations for the human response to nature

Review Exercise #3 – OR Resume

February 20, 2014 Social Influences of OR Behavior

Assign Exercise #4 – EID Instrument

***February 22, 2014** – Special invitation Travel Expo, Washington, D.C.

Week 6

February 25, 2014 Influence of Domestic Nature on Resource Management

READ: Chapter 6 Domestic nature: Cohabiting with animals and plants

February 27, 2014 Influence of Managed Nature on Resource Management

READ: Chapter 7: Managed Nature: Zoos, aquariums, and public parks

Week 7

March 4, 2014 The Value of Wild

READ: Chapter 8: Wild Nature: Encounters with wilderness

Review Exercise #4 – EID Instrument

Overview of No Child Left Inside Legislation

March 6, 2014 MIDTERM EXAM

Assign Exercise #5 – Movie Review: Coal Country

Week 8 March 10 – 14, 2014 SPRING BREAK

March 11 – NO CLASS

March 13 - NO CLASS

Week 9

March 18, 2014 Managing Natural Resources & OR Behavior

Recreation Opportunity Spectrum, USFS

Economic Indicators of OR

Exercise #5 Due

Review Exercise #5

Additional Reading:

http://www.usbr.gov/recreation/publications/WALROS%20PPT_4Training.pdf

March 20, 2014 Managing Natural Resources & OR Behavior
Willingness to Pay, Carrying Capacity

http://www.fs.fed.us/cdt/carrying_capacity/rosfieldguide/ros_primer_and_field_guide.htm

<http://www.nps.gov/boha/parkmgmt/capacity.htm>

http://www.precaution.org/lib/06/econ_growth_and_carrying_capacity.pdf

How Much is Too Much? Carrying Capacity of National Parks

<http://www.nps.gov/policy/dorders/dorder17.html>

<http://www.uvm.edu/parkstudieslaboratory/publications/Research%20to%20Estimate%20and%20Manage%20A%20Study%20of%20Alcatraz%20Island.PDF>

Week 10

March 25, 2014 Managing OR & User Conflict

Additional Reading:

EMOTIONAL COPING RESPONSE TO HASSLES AND STRESS EXPERIENCED IN
WILDERNESS SETTINGS by Schuster & Hammitt

http://nrs.fs.fed.us/pubs/gtr/gtr_ne302/gtr_ne302_119.pdf

March 27, 2014

Field Trip: Manassas Battlefield, NPS

Henry Hill Visitor Center, 9:15 a.m. Meet in the parking lot!

Week 11

April 1, 2014

Introduction to Sustainability – Guidelines & Standards

READ: Chapter 9: Promoting Sustainable Behavior

Additional Reading

<http://www.americantrails.org/resources/accessible/SustainPpasso.html>

<http://www.fs.fed.us/recreation/programs/accessibility/>

<http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml>

<http://www.ecologyandsociety.org/vol12/iss2/art3/>

April 3, 2014

Stakeholder Perception of Natural Resource Management

Case Study – Yellowstone National Park

Additional Reading will be assigned.

[Training Opportunity- Leave No Trace Certification (Optional – NOT required for PRLS 402)

April 4, 2014 6:00 – 8:50 Classroom and April 11 and April 12, 2014 Overnight required \$40
Prince William Forest Park, Triangle, Virginia (NPS)]

Week 12

April 8, 2014

Facilitating Constructive Attitudes & Managing Multiple

Interests – Finding Common Ground

Additional Reading:

<http://www.wilderness.net/library/documents/320c.pdf>

April 10, 2014

Ecotourism & international land use ethics - Trends

International practice and enforcement

READ: Chapter 10 Community psychology and international biodiversity conservation

Additional Reading: Ecotourism text (to be distributed in class)

Week 13**April 15, 2014**

Case Study – Australia UNESCO: World Heritage Sites

Great Barrier Reef Marine Park Authority

Uluru-Kata Tjuta National Park

Additional Reading:

<http://www.onecaribbean.org/content/files/PaperonRecreationalCarryingCapacityGrahamBarrowSTC9.doc>

April 17, 2014

Tools for Sustainable Management Environmental Education – Programs, Curriculum & Training

READ: Chapter 11 Environmental Education

Additional Reading: Blessed Unrest

Exercise #6 Due

Additional Reading:

Historical overview of Global Education Earth Day & Arbor Day

<http://washington-dc.eventseekr.com/extreme-green/community-workshops/event/apr-20-2013/32881308>

Week 14**April 22, 2014**

Arbor Day Celebration (Northern Virginia Community College, Annandale Campus)

Green Festival – Rain Barrel Education & LEED education

April 24, 2014

Tools for Sustainable Management – GIS Community Participation to reduce conflict

Assign Exercise #6 – Environmental Education Programs

Additional Reading:

http://egsc.usgs.gov/isb/pubs/gis_poster/

http://www.eurojournals.com/ejsr_25_1_12.pdf

<http://www.gisdevelopment.net/application/urban/fringe/prapf.htm>

<http://www.gao.gov/assets/280/272135.html>

Week 15**April 29, 2014**

Semester Project Student Presentations – Environmental Education

May 1, 2014

Future of Conservation

READ: Chapter 12 The psychology of hope

Additional Reading - Jane Goodall – “A Reason for Hope”

Final exam review

Semester Project Due

Week 16

May 6, 2013 READING DAY

May 8, 2013 FINAL EXAM