

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

PRLS 402—Human Behavior in Natural Environments (3)  
Spring 2016

<b>DAY/TIME:</b>	T &TH 9:00 – 10:15 a.m.	<b>LOCATION:</b>	Bull Run Hall 246 PW Campus
<b>FACULTY:</b>	Nancy Chamberlain, M.S.	<b>EMAIL ADDRESS:</b>	nchambe2@gmu.edu
<b>OFFICE LOCATION:</b>	Bull Run Hall 220A	<b>PHONE NUMBER:</b>	571-259-4379
<b>OFFICE HOURS:</b>	T 8:30 a.m. – 9:00 a.m. TH 10:15 – 11:00 a.m. (Immediately following class) or by appointment	<b>FAX NUMBER:</b>	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 deprecative 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*:

<b>7.03</b>	Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
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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 the beginning of the class 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. **Papers received AFTER 9:00 a.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. Students must use APA as the citation format 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.

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.)

## RECOMMENDED READINGS

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

## EVALUATION

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

<b>Requirement/Assignment Percentage of final course grade</b>	
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 – 4/22, 4/23, 4/24/2016	10%
Environmental Education Presentation	20%
*Extra credit may be earned by participating in the Leave No Trace program	
<b>TOTAL</b>	<b>100%</b>

## 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. Field trips may be required.

## **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://oai.gmu.edu/the-mason-honor-code-2/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- 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 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.

## **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/>].

## **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.

\*\*\*\*\*2016 Scheduled to be released 1/13/2016\*\*\*\*\*

**PRLS 402 SPRING 2016  
COURSE SCHEDULE**

**DATE TOPIC CHAPTER/ASSIGNMENT DUE\***

*\*Note: Faculty reserves the right to alter the schedule as necessary.*

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**Week 1**

**January 19, 2016** Introductions & Foundations  
Course Overview  
Assign Exercise – What is your environmental position – Conservation/Preservation

**January 21, 2016** State of the Global Environment  
Conservation vs. Preservation  
Assign Exercise – Outdoor Resume  
READ: Chapter 1 Conservation Psych. Historical Context

**Week 2**

**January 26, 2016** Introduction to the field of conservation psychology  
READ: Chapter 2 Attitudes, values, and perceptions  
Review: Outdoor Resume

**January 28, 2016** Attitudes, values, and perceptions of the Outdoors  
READ: Chapter 2 Attitudes, values, and perceptions  
Assign Exercise – What is your environmental EQ?

**Week 3**

**February 2, 2016**  
Introduce Vandalism Project & Environmental Education Project (See attached assignment & grading rubric)  
Assign: Epley Institute Self Study

**February 4, 2016**  
Environment and identity  
READ: Chapter 4 Environment and identity  
Exercise: Super Bowl Assignment

## **Week 4**

### **February 9, 2016**

Review Super Bowl Assignment

Negative & Positive Nature

READ: Chapter 3 Moral psychology and the environment

### **February 11, 2016**

Student presentations on Vandalism Due (5 presentations)

OR Ethics – Vandalism Motives and Consequences

<http://www.cleanfairfax.org/laws-and-ordinances/report-a-litterer/>

READ: Chapter 3 Moral psychology and the environment

OR Ethics

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

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

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

Exercise #3 Due

## **Week 5**

### **February 16, 2016** Social Influences of OR Behavior

Student presentations on Vandalism Due (5 presentations)

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

Assign Exercise – EID Instrument <http://www.conpsychmeasures.com/scales/EID.html>

Check out all the environmental scales! Report on 2 – 3 each (see attached)

### **February 18, 2016** Social Influences of OR Behavior

Exercise Report on EID and other environmental scales

Discuss EID & results of other environmental scales

## **Week 6**

### **February 24, 2016** Influence of Domestic Nature on Resource Management

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

### **February 26, 2016** Influence of Managed Nature on Resource Management

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

## **Week 7**

### **March 1, 2016** The Value of Wild

READ: Chapter 8: Wild Nature: Encounters with wilderness

Overview of No Child Left Inside Legislation

### **March 3, 2016** MIDTERM EXAM – Cumulative to Date

Optional: Adventure Travel Expo Date: TBD

<http://www.travelshows.com/washingtondc>

Extra credit may be earned by attending the Expo and reporting back to class.

**Week 8 March 7 – 11, 2014 SPRING BREAK**

**March 8, 2016 – NO CLASS**

**March 10, 2016 - NO CLASS**

**Week 9**

**March 15, 2016**

Assign Exercise – Movie Review: Coal Country

Additional Reading:

[http://www.usbr.gov/recreation/publications/WALROS%20PPT\\_4Training.pdf](http://www.usbr.gov/recreation/publications/WALROS%20PPT_4Training.pdf)

**March 17, 2016**

NO CLASS

Eppley Institute Self Study Certification Due at beginning of class on 3/22/2016

**Week 10**

**March 22, 2016**

Review Exercise Coal Country Reflection Due

Managing Natural Resources & OR Behavior

Recreation Opportunity Spectrum, USFS

Economic Indicators of OR

**March 24, 2016**

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.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](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 11**

**March 29, 2016**

Assignment: First Along the River – A Message from Benjamin Kline

Please read Chapters 1, 5 -10

Quiz: 3/31/2016

Stakeholder Perception of Natural Resource Management

Case Study – Yellowstone National Park

Additional Reading will be assigned <http://www.wilderness.net/library/documents/320c.pdf>

## **March 31, 2016**

First Along the River Quiz

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

## **Week 12**

### **April 5, 2016**

Arbor Day /Earth Day/US Green Building Council & LEED education

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

READ: Chapter 11 Environmental Education

Additional Reading: Blessed Unrest

Assign Exercise – Environmental Education Programs

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>

Report Due (3 Page Max) – Take In A Park – Let’s Go Outside/GMU Outdoor Nation

Vandalism Presentation Due (PowerPoint)

### **April 7, 2016**

Eppley Institute Self Study Certification Due at beginning of class

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/>

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

## **Week 13**

### **April 12, 2016**

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)

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 14, 2016**

Tools for Sustainable Management – GIS Community Participation to reduce conflict

Additional Reading:

[http://egsc.usgs.gov/isb/pubs/gis\\_poster/](http://egsc.usgs.gov/isb/pubs/gis_poster/)

[http://www.eurojournals.com/ejsr\\_25\\_1\\_12.pdf](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 14**

**April 19, 2016**

**April 18, 2016 Chasing Rivers - Option**

**April 21, 2016**

**April 22, April 23, April 25 Eagle Festival – Option**

Future of Conservation

READ: Chapter 12 The psychology of hope

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

Student Presentations - TBA

Final exam review

**Week 15**

**April 26, 2016**

Semester Project Student Presentations – Environmental Education – TBA

Final Exam Distribution

**April 28, 2016**

Semester Project Student Presentations – Environmental Education – TBA

Final Exam Distribution

**Week 16**

**May 3, 2016** Reading Day – No Class

**May 5, 2016 FINAL EXAM 7:30 A.M. – 10:15 A.M.\***

\*Note: Final exam differs from normal class time

Semester Project Student Presentations – Environmental Education – TBA

Final Exam Due at beginning of class – Cumulative

## **PRLS 402 – Human Behavior in Natural Environments**

### **Vandalism Class Assignment**

The goal for this project is for you to attempt to examine the possible motivations and management challenges associated with undesirable human behavior in recreation areas. Specifically, you will be considering vandalistic acts, their effects, and possibilities for remediation. Explore your community and the surrounding areas to locate an example of vandalism in each of the 3 LEGAL categories (Criminal, Malicious & Institutional) that will be discussed in class. Take photographs of these examples and create a multi-media 10-minute presentation in which you explain the following for each vandalism instance:

- 1) **The actual vandalistic act,**
- 2) **The LEGAL category in which the act falls,**
  - a. **Criminal**
    - i. Damages tangible property of another OR
    - ii. Tampers with tangible property of another so as to endanger person or property, OR
    - iii. Causes another to suffer pecuniary loss by deception or threat.
  - b. **Malicious**
    - i. committed out of a spirit of cruelty, hostility, or revenge
  - c. **Institutional**
    - i. An offense committed when one knowingly desecrates, vandalizes, defaces, or otherwise damages: any church, synagogue or place of religious worship, any cemetery, mortuary or similar facility, any educational facility or community center, the grounds adjacent to the above noted facilities, or any personal property located at the above noted facilities.
- 3) **The MOTIVATION behind the vandalistic act** (i.e., why did they do it?),
- 4) **How this could have been reduced or prevented in terms of management of the facility** (saying that it could not have been prevented is NOT an option - there are always methods to reduce, it's just that some are more desirable than others for a variety of reasons), and,
- 5) **How this management intervention would affect the facility/area that was vandalized.** (e.g. Would people have to use it differently? Would it affect access? Would it affect aesthetics? Be specific.). This is a very important part of the assignment – try to think beyond typical responses and be realistic

**Note: For this assignment, only your own photographs will be acceptable. Please do not use anyone else's photographs or internet photographs.**

This will be presented in our class as a multi-media format (e.g. PowerPoint, video, etc.) and you'll be graded on your presentation the day you present.

Due Date: \_\_\_\_ April 7, 2015 \_\_\_\_\_

Here is the grading rubric we will be using for this assignment:

<b>Item</b>	<b>Excellent</b>	<b>Satisfactory &amp; could be improved</b>	<b>Beginning</b>
<b>Presentation Organization (5 pts)</b>	Presentation was well coordinated, professional, and presented in a coherent manner. (5 pts)	Presentation was moderately well coordinated, somewhat professional, and/or presented in a less than coherent manner. (3-4 pts)	Presentation lacked cohesion, was choppy, and/or lacked professionalism. (0-2 pts)
<b>Presentation Content (15 pts)</b>	Presentation includes responses to all of the criteria in a clear and complete manner. ( 14-15 pts)	Presentation is missing responses to 1 or 2 of the criteria or information is presented in a moderately clear manner. (10-13 pts)	Presentation is missing responses 3 or more of the criteria and/or the information is not clear and complete. (0-9 pts)
<b>TOTAL ( out of 20 pts)</b>			