

GEORGE MASON UNIVERSITY
PRLS 402—Human Behavior in Natural Environments (3)
Spring 2017
Recreation Management

DAY/TIME:	Thursday (R) 7:20 pm – 10:00pm	LOCATION:	Innovation Hall 333 FFX Campus
FACULTY:	Nancy Chamberlain, M.S.	EMAIL ADDRESS:	nchambe2@gmu.edu
OFFICE LOCATION:	Bull Run Hall 220A R 6:15 – 7:15 pm	PHONE NUMBER:	571-259-4379
OFFICE HOURS:	(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 DELIVERY METHOD

This course will be delivered using a lecture format. Our course will meet in person every 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 3:00 pm 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.

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.

PROFESSIONAL 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.
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REQUIRED TEXT

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

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

COURSE PERFORMANCE EVALUATION

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.

Requirement/Assignment	Percentage of final course grade
Exam #1 Midterm	20%
Exam #2 Final	20%
Vandalism Project	20%
Eppley Institute Online Certification #1	10%
Eppley Institute Online Certification #2	10%
Environmental Education Project	20%
*Extra credit may be earned by participating in the Leave No Trace and Arbor Day programs	
TOTAL	100%

GRADING

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		

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).

PROFESSIONAL DISPOSITIONS

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

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.

CLASS SCHEDULE

Class meets on Thursday, 7:20 – 10:00 pm in Innovation Hall 333. Field trips may be required.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 & RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as

through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

**PRLS 402 SPRING 2017
COURSE SCHEDULE**

DATE TOPIC CHAPTER/ASSIGNMENT DUE*

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

Week 1 January 26, 2017

Introductions & Foundations- Course Overview
Assign Exercise – What is your environmental position – Conservation/Preservation

State of the Global Environment - Conservation vs. Preservation
Assign Exercise #1 – Outdoor Resume
READ: Chapter 1 Conservation Psych. Historical Context
READ: Chapter 2 Attitudes, values, and perceptions

Week 2 February 2, 2017

Introduction to the field of conservation psychology
Assignment #1 Due: Review Assignment: Outdoor Resume

Attitudes, values, and perceptions of the Outdoors
Assign Exercise: Super Bowl Assignment

Week 3 February 9, 2017

Introduce Vandalism Project & Environmental Education Project (See attached assignment & grading rubric)
Assign: Eppley Institute Self Study #1
Review Super Bowl Assignment

Environment and identity
READ: Chapter 4 Environment and identity
Assign Exercise – What is your environmental EQ?

Week 4 February 16, 2017 Negative & Positive Nature

Recreation Opportunity Spectrum

READ:

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

READ: Chapter 3 Moral psychology and the environment

OR Ethics – Vandalism Motives and Consequences

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

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!

Eppley Institute Self Study Due

Week 5 February 23, 2017 Environmental Identity & Social Influences of OR Behavior

Student presentations on Vandalism Due – Presentations

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

Assign Exercise – EID Instrument Check out all the environmental scales! Report on 2 – 3 each

EID Measurement: https://investigacion.uclm.es/documentos/fi_1331812710-olivios.aragones.amerigo.2011.connectedness.nature.sacle.pdf

Spatial Cognition article: <http://www.earthgate.ucsb.edu/~montello/pubs/sbsod.pdf>

EID Instrument (Page 513): <http://www.oberlin.edu/psych/pdf/mayer-frantz.pdf>

Social Influences of OR Behavior

Discuss EID & results of other environmental scales

Week 6 March 2, 2017 Influence of Domestic Nature on Resource Management

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

Influence of Managed Nature on Resource Management

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

Assign Midterm Examination – Due 3/9/1017 at the beginning of class

EID Reflection Due

Week 7 March 9, 2017

Vandalism Presentations

Midterm Exam Due

Week 8 March 13, 2017 – March 17, 2017 SPRING BREAK

No class on 3/16/2017

Week 9 March 23, 2017 The Value of Wild

Overview of No Child Left Inside Legislation

READ: Chapter 8: Wild Nature: Encounters with wilderness

Movie – Coal Country

Assign Exercise – Movie Review: Coal Country

Week 10 March 30, 2017 Just go outside!

Review Exercise Coal Country Reflection Due

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

Please read Chapters 1, 5 -10

Assignment: Take In A Park – Let's Go Outside/GMU Outdoor Nation

Assign: Eppley Institute #1 Self Study Certification Due at beginning of class 4/6/2017

Week 11 April 6, 2017 Natural Resource Management

First Along the River Quiz

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

Managing Natural Resources & OR Behavior - Economic Indicators of OR

Stakeholder Perception of Natural Resource Management

Case Study – Yellowstone National Park

Managing OR & User Conflict

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

Assign Exercise – Environmental Education Project – Due on 5/11/2017

Week 12 April 13, 2017 Willingness to Pay, Carrying Capacity and Acceptable Limits of Change

Movie – Oil on Ice

Assign – Oil on Ice Reflection – Due 4/20/2017

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.wilderness.net/library/documents/320c.pdf>

<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://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.196.5530&rep=rep1&type=pdf>

(Do not hit print...document is 70+ pages!)

<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>

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

Week 13 April 20, 2017 It's Just Green

Oil on Ice Reflection – Due 4/20/2017

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: Eppley Institute #2 Self Study Certification Due at beginning of class 4/27/2017

Additional Reading:

Historical overview of Global Education Earth Day & Arbor Day

<http://www.history.com/topics/holidays/earth-day>

<http://www.earthday.org/>

<http://www.earthday.org/campaigns/education/mobilizeu/>

<http://environment.about.com/od/environmentalevents/a/twoearthdays.htm>

<https://www.globe.gov/about/history> The Globe Project

Green Building LEED Core Concepts <http://www.usgbc.org/>

Option: You are welcome to join the Arbor Day Festival at NVCC 9:00 a.m. – 3:00 p.m.

National Geographic will be presenting on ocean health. Volunteer opportunities are available.

GMU Arbor Day/Earth Day activities will be announced in class.

Week 14 April 27, 2017

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>

Tools for Sustainable Management – GIS Community Participation to reduce conflict

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>

Eppley Institute #2 Self Study Certification Due

Week 15 May 4, 2017

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 <http://whc.unesco.org/en/list/447>

Great Barrier Reef Marine Park Authority & *Uluru-Kata Tjuta National Park*

Future of Conservation

READ: Chapter 12 The psychology of hope

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

Assign presentation order

Final exam review/cumulative – Distribute Final Exam

Week 15 May 11, 2017 Final Exam & Presentations

Semester Project Student Presentations – Environmental Education Project

Award Leave No Trace Awareness

Final Exam Due at beginning of class

