

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

Human Behavior in Natural Environments (3)  
Spring 2020  
PRLS 402- DL1 (CRN 19500)

**DAY/TIME:** SYNCHRONOUS                      **LOCATION:** ZOOM &  
LECTURE DISTANCE                              BLACKBOARD  
LEARNING    (Free Conference Call\*)

**CLASS MEETING:**                      **Tuesday**  
**4:30 pm - 7:10 pm EST**

**FACULTY:**                                      Nancy Chamberlain                      **EMAIL ADDRESS:**                      nchambe2@gmu.edu

**OFFICE LOCATION:**                      REMOTE                                      **PHONE NUMBER:**                      571-259-4379 (Cell)

**OFFICE HOURS:**                              BY PHONE OR  
FACETIME

\*If you have a very important issue, please call or text 571-259-4379 any time.

**PREREQUISITES**

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

**COVID INFORMATION:** <https://www2.gmu.edu/mason-covid-health-check>

See Also “Covid Addendum” in Course Content Section on Blackboard.

**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 use and management of 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 ASSOCIATION 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.

## **COURSE DELIVERY METHOD**

This course will be delivered online using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password weekly using the ZOOM meeting platform. Email (GMU account only) may be used to communicate with and between students and faculty. Email may be used periodically to submit assignments as directed.

The ZOOM meetings will be recorded weekly. If you do not wish to appear in the video portion of this course for the purposes of the recording, please speak in advance of class to the instructor. Your voice contributions will be recorded. The ZOOM meeting recordings are for the expressed use of only class members and the link to the recorded class should not be shared outside of the course participants.

Course participation may be accomplished by participating in real-time teleconferences with classmates and the instructor each Tuesday from 4:30 p.m. – 7:10 p.m. EDT, using the ZOOM Conference feature. ZOOM lectures will be recorded weekly and may be recalled at your convenience. You may participate in the ZOOM class by clicking on the link in the Blackboard course in the menu bar on the left-hand side of your screen. You may access information on how to use ZOOM at <https://its.gmu.edu/knowledge-base/zoom-in-blackboard/>. Meeting ID: 916 3378 0068

Here is the recurring meeting invitation message that you will see when you login:

Hi there,

You are invited to a Zoom meeting.

When: Date Specific 4:30 PM Eastern Time (US and Canada)

Registration URL:

[https://gmu.zoom.us/meeting/register/tJMrf-mvqz0jGtKLIuVbpSDV2XtSM4q\\_-AqD](https://gmu.zoom.us/meeting/register/tJMrf-mvqz0jGtKLIuVbpSDV2XtSM4q_-AqD)

After registering, you will receive a confirmation email containing information about joining the meeting.

ZOOM Log In: <https://gmu.zoom.us/j/6836244429>

The ZOOM meeting will require you to register for the meeting only once. Once you have registered and authenticated your participation you will not need to take these steps again in the course.

In the case that Zoom is down or you lose computer connection, you may use Free Conference Call. The log in number is 712-775-7031. The login code is 667196001. If you need to use this feature while the class is meeting, you must text the faculty member to alert them to your need to use the conference call feature at 571-259-4379.

If you need to use the conference call number you will only be able to hear those on the free conference call and the instructor in real time.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements prior to the start of the course:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool if required.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as a part of course requirements.
  
- Students must have access to a DVD player either resident on their computer or laptop or be willing to access a DVD player from a library computer in order to complete two movie assignments. Videos available in Fenwick Library, reserve desk.
- The following software plug-ins for PC's and MACs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## EXPECTATIONS

Synchronous courses meet on a “fixed” schedule (Tuesday 4:30 – 7:10 p.m.). Our week will start on Tuesday and finish on Monday before 11:59 p.m. EDT. All time and dates will be expressed according to Eastern Standard Time.

- Log in Frequency – Students should actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to the course materials at least two (2) times per week in addition to class time.
- Technical Competence – Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College and University technical services. Contact the IT Help Desk for Bb assistance at 703-993-8870.
- Technical Issues – Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly and save all your work in a word processing program. Late work will not be accepted based on individual technical issues.

- Workload – Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support – Students may schedule one-on-one meeting to discuss course requirements, content or other course-related issues. Students may meet with the instructor via telephone, teleconference or Facetime. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested date/time.
- Netiquette – The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment may be misconstrued. Students must always re-read their responses carefully before posting responses...once it is out there...it is out there! Shock, awe and downright disrespectful comments and/or cursing will not be tolerated in the virtual learning environment. Be positive in your approach with others, seek understanding and be as diplomatic as possible when selecting your words. Do not post anything illegal or anything that you would not want your Grandmother to see/read! This is a cooperative and collaborative space for sharing and learning from others. Faculty are similarly expected to be respectful in all communications.
- Accommodations – Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## **PROFESSIONAL DISPOSITIONS**

At all times, students are expected to exhibit professional behaviors and disposition. This course can be particularly provocative with respect to socio-political positions. We will aim to be respectful of all positions and search for understanding 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.

## **CORE VALUES COMMITMENT**

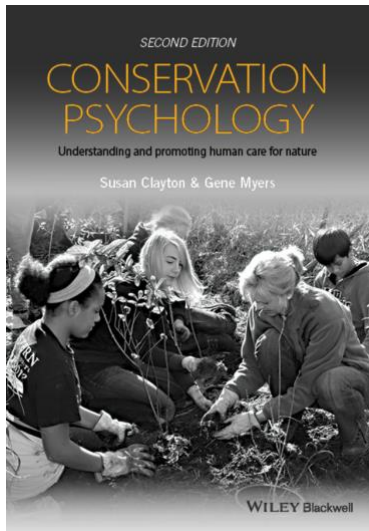
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## REQUIRED READING

Required Text: Clayton, S. & Myers, G. (2015). *Conservation Psychology: Understanding and promoting human care for nature (2<sup>nd</sup> Edition)*, John Wiley & Sons, Chichester: UK. ISBN: 9781118874608

Additional readings will be assigned throughout the course and will be placed on Blackboard.

### Text Information: PRLS 402



ISBN: 9781118874608

Student Companion Text Website:

<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118874609&bcsId=10135>

Text Chapter Links:

Chapter 1: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116630>

Chapter 2: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116631>

Chapter 3: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116632>

Chapter 4: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116633>

Chapter 5: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116634>

Chapter 6: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116635>

Chapter 7: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116636>

Chapter 8: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116637>

Chapter 9: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116638>

Chapter 10: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116639>

Chapter 11: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116640>

Chapter 12: <http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=10135&itemId=1118874609&chapterId=116641>

## **Eppley Institute Online Certification Course**

You will be responsible for two (2) Eppley Institute Certificate courses during this semester. Eppley Institute online courses may be found at <http://provalenslearning.com/courses>. There is a long list of courses available on this site. Please focus on the free courses. Do not choose “CEU’s” (unless you need them professionally). CEU’s cost money! The following courses are recommended to compliment PRLS 402. The courses listed here are recommended for this course but you may choose the two courses that are most interesting to you professionally. You must register as a participant in order to place a course into the shopping cart even though you are taking a course for free.

Deciding to Keep Wilderness Wild

<http://provalenslearning.com/courses/deciding-to-keep-wilderness-wild-four-cornerstones-for-wilderness-managers>

Wilderness Act

<http://provalenslearning.com/courses/carhart-interagency-wilderness-training-the-wilderness-act-of-1964>

## Leave No Trace Awareness Certificate Course

You will be completing the Leave No Trace (LNT) course online at: <https://lnt.org/get-involved/training-courses/online-awareness-course/>. If you have already completed this course on your own or in a previous course, you will be required to take a third Eppley course or another certification that may be of interest to you and equally as valuable to your career. If you can think of another online certification, please let me know soonest and we will work this into your course plan.

Review the Authority of the Resource (LNT) technique to persuade and inform people: <https://www.interpnet.com/docs/CIT/Authority-of-the-Resource.pdf>

### 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 on Monday before 11:59 p.m. EDT. No late assignments will be accepted. (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).



## COURSE REQUIREMENTS & PERFORMANCE EVALUATION

Since your contributions are such an important part of this course, you will be expected to actively participate all discussion board topics and complete all assignments on time.

Use this list to track your progress in this course!

\*Note: There is no midterm in this course. \*Note: There is no spring break this semester!

<b>Requirement (Assignment #)</b>	<b>PTS / Due Date</b>
1. Introduction Video	25 PTS/Due: 2/2
2. Professional & Course Goals Statement	25 PTS/Due: 2/2
3. Outdoor Resume	10 PTS/Due: 2/2
4. Attitudes, Values and Perceptions & How do I know	25 PTS/Due: 2/9
5. Conservation vs. Preservation – Where do I stand?	25 PTS/Due: 2/9
6. Hot Topics Super Bowl Commercial and Nature Assignment	10 PTS/Due: 2/9
7. My Favorite Park PowerPoint	25 PTS/Due: 2/16
8. Hot Topics Willingness to comply with LNT principles	10 PTS/Due: 2/16
9. Leave No Trace Certification (Online Awareness Course)	100 PTS/Due: 2/16
10. Hot Topics What are you willing to pay?	10 PTS/Due: 2/23
11. Vandalism Report	50 PTS/Due: 2/23
12. Hot Topics Rock Cairns Assignment	10 PTS/Due: 3/2
13. EID Scale	25 PTS/Due: 3/2
14. Hot Topics Sea World Assignment	10 PTS/Due: 3/9
15. Healthy Animal Partnerships – Zoos, Pets, & Rescues	25 PTS/Due: 3/9
16. Eppley Institute Online Certification	100 PTS/Due: 3/9
17. Hot Topics Man vs. Bear	10 PTS/Due: 3/12
18. Hot Topics What is your “Centrism”	10 PTS/Due: 3/16
19. NPS Stronger Together Quiz	25 PTS/Due: 3/16
20. Hot Topics Energy for Coal	10 PTS/Due 3/23
21. Movie Reflection: Coal Country	25 PTS/Due: 3/23
22. Hot Topics Climate Change	10 PTS/Due: 3/30
23. Eppley Institute Online Certification	100 PTS/Due: 3/30
24. Hot Topics 1002 Area Status	10 PTS/Due: 4/6
25. Movie Reflection: Oil on Ice	25 PTS/Due: 4/6
26. Hot Topics DOI/USDA Who Does What	10 PTS/Due: 4/13
27. Hot Topics No Child Left Inside Legislation – Do we need it?	10 PTS/Due: 4/20
28. Hot Topics Extinction – Why do I care	10 PTS/Due: 4/20
29. Conflict Resolution Assignment	25 PTS/Due: 4/20
30. Hot Topics What Did Jane Say	10 PTS/Due: 4/27
31. Employment Assignment – My Ideal Job	25 PTS/Due: 4/27
32. Environmental Education Presentation	100 PTS/Due: 5/4
33. Final Examination	100 PTS/Due: 5/4

**1,000 PTS TOTAL**

## IMPORTANT DATES

<https://registrar.gmu.edu/calendars/spring-2021/#dates>

Description	Full Semester	7.5 Week: Session I	7.5 Week: Session II
Schedule of Classes Available in PatriotWeb	Mon. Oct 12	Mon. Oct 12	Mon. Oct 12
Priority Dates Begin	Wed. Nov 4	Wed. Nov 4	Wed. Nov 4
Consortium Registration Deadline	TBD	TBD	TBD
<b>MLK Day: University Closed</b>	Mon. Jan 18	Mon. Jan 18	Mon. Jan 18
<b>First Day of Spring Classes: Payment Due Date</b>	Mon. Jan 25	Tue. Jan 19	Mon. Mar 15
Last Day to Submit Domicile Reclassification Application	TBD	TBD	TBD
<b>Last Day to Add: All Individual Sections Forms Due</b>	Mon. Feb 1	Thurs. Jan 21	Wed. Mar 17
Last Day to Drop with 100% Refund	Fri. Feb 12	Mon. Jan 25 (Final Drop)	Fri. Mar 19 (Final Drop)
<b>Last Day to Drop (Last Day for 50% Refund)</b>	Tues. Feb 16	N/A	N/A

Description	Full Semester	7.5 Week: Session I	7.5 Week: Session II
<b>Unrestricted Withdrawal Period</b>	Wed. Feb 17 - Mon. Mar 1	Tue. Jan 26 - Sun. Feb 7	Sat. Mar 20 – Thurs. Apr 1
<b>Mid-term Evaluation Period:</b> 100-200 level classes - Grades Available via PatriotWeb	Sun. Feb 21 – Wed. Mar 24	N/A	N/A
<b>Selective Withdrawal Period - Undergraduate Students Only (100% tuition liability)</b>	Tues. Mar 2 - Thurs. Apr 1	Mon. Feb 8 - Sun. Feb 14	Fri. Apr 2 – Thurs. Apr 8
<b>Spring Recess: No Classes</b>	No Spring Recess/Classes in Session	No Spring Recess/Classes in Session	No Spring Recess/Classes in Session
<b>Incomplete Work</b> from Fall 2020 Due to Instructor	Fri. Mar 26	N/A	N/A
<b>Incomplete Grade Changes</b> from Fall 2020 Due to Registrar	Fri. Apr 2	N/A	N/A
<b>Dissertation/Thesis Deadline</b>	Fri. Apr 30	N/A	N/A
<b>Last Day of Class</b>	Fri. Apr 30	Tue. Mar 9	Fri. Apr 30

Description	Full Semester	7.5 Week: Session I	7.5 Week: Session II
<b>Reading Day(s):</b> Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.	Sat. May 1	N/A	N/A
<b>Examination Period</b>	Mon. May 3 - Mon. May 10	Wed. Mar 10 - Thurs. Mar 11	Mon. May 3 – Tue. May 4
<b>University Commencement</b>	Fri. May 14	Fri. May 14	Fri. May 14

## 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 <https://ds.gmu.edu>).

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*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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 2021**

**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 26, 2021**

Introductions & Foundations- Course Overview  
State of the Global Environment - Conservation vs. Preservation

Assignments:

- 1) Discussion Board: Outdoor Resume Due 2/2
- 2) READ: Chapter 1 Introducing the Field of Conservation Psychology
- 3) READ: Chapter 5 Attitudes, values, and perceptions
- 4) Discussion Board: What is your environmental position – Conservation/Preservation Due 2/2
- 5) Professional and course goal statement Due 2/2 (Send via email)

**Week 2 February 2, 2021**

Introduction to the field of conservation psychology  
Review Outdoor Resume  
Discuss Attitudes, values, and perceptions of the Outdoors  
Review positions – Conservation vs Preservation

New Ecological Paradigm – NEP Scale

Read:

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1191&context=envstudtheses>

Read questions on Page 9 of this article

[https://web.stanford.edu/~kcarmel/CC\\_BehavChange\\_Course/readings/Additional%20Resources/J%20Soc%20Issues%202000/dunlap\\_2000\\_5\\_nep\\_a.pdf](https://web.stanford.edu/~kcarmel/CC_BehavChange_Course/readings/Additional%20Resources/J%20Soc%20Issues%202000/dunlap_2000_5_nep_a.pdf)

Assignments:

- 1) Hot Topic: Super Bowl Assignment – Discussion Board Due 2/9
- 2) Environmental Education Presentation Topic Selection Assignment – Email to [nchambe2@gmu.edu](mailto:nchambe2@gmu.edu) Due 2/9
- 3) Hot Topic: Attitudes, Value and Perceptions Discussion Board Due 2/9

**COURSE SCHEDULE**

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

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

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**Week 3 February 9, 2020**

Review Super Bowl Assignment

Historical perspective – The Land Ethic –

LNT Movie – In class

LNT Power Point Review: <https://lnt.org/research-resources/leave-no-trace-powerpoint-deck/>

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

Watch National Park Service LNT video at:

<https://www.youtube.com/watch?v=jXO1uY0MvmQ>

Assignments:

- 1) Read “Authority of the Resource” <https://lnt.org/research-resources/authority-of-the-resource/>
- 2) Read: <https://lnt.org/research-resources/state-park-visitor-behavior-study/>
- 3) Discussion Board: Hot Topic – What influences willingness to follow LNT principles Discussion Board Due 2/16
- 4) Complete LNT Certification -Due 2/16
- 5) Read: Chapter 7 Moral psychology and the environment

**Week 4 February 16, 2021**

LNT Certification Due

Discuss Willingness to comply with LNT principles

Discuss Chapter 7 Moral psychology and the environment

Outdoor Recreation Ethics – Vandalism Motives and Consequences

Assignment:

- 1) Vandalism in Parks -The vandalism assignment has a presentation grading rubric posted in the Course Content section on Bb. Due 2/23
- 2) Hot Topic Discussion Board – What are you Willing to Pay? Discussion Board Due 2/23

**COURSE SCHEDULE**

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

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

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**Week 5 February 23, 2021**

Vandalism Assignment Due  
Review Vandalism Assignment Outcomes

Discuss Management Challenges , Environment and identity  
Value of Outdoor Recreation – Intrinsic and Extrinsic Value - Warm & Fuzzy or Just Money  
Estimating the economic value of outdoor recreation  
Willingness to Pay, Carrying Capacity and Acceptable Limits of Change

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)

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.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](http://www.precaution.org/lib/06/econ_growth_and_carrying_capacity.pdf)  
<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>

## COURSE SCHEDULE

### DATE TOPIC CHAPTER/ASSIGNMENT DUE\*

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

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### Week 5 February 23, 2021 – Continued

Assignments:

- 1) Read Chapter 8 Environment and identity
- 2) Read Value of Recreation (Bb post in course content)



- 3) Read USDA research article on value of creation (Bb post in course content or may be found at [https://www.fs.fed.us/pnw/pubs/pnw\\_gtr957.pdf](https://www.fs.fed.us/pnw/pubs/pnw_gtr957.pdf))
- 4) Take EID Instrument (Page 30) Due 3/2  
[https://www.aee.org/assets/assessing\\_connection\\_to\\_nature.5.11.20%201.pdf](https://www.aee.org/assets/assessing_connection_to_nature.5.11.20%201.pdf)  
Complete EID self-assessment at the end of the article.
- 5) Read: Chapter 4 Wild Nature: Encounters with Wilderness
- 6) Hot Topic Man vs Bear – Discussion Board Due 3/2

**Week 6 March 2, 2021**

Review EID assignment & Hot Topic  
Discuss Value of Parks/Land/Industry

Assignment

- 2) Hot Topic Discussion Board – Sea World – Discussion Board Due 3/9
- 3) Read: Chapter 6 Perceptions of Environmental Problems
- 4) Read Chapter 3 Managed Nature: Zoos, Aquariums, & Public Areas
- 5) Healthy Animal Partnerships – Zoos, Pets and Rescues – Discussion Board Due 3/9

**COURSE SCHEDULE**

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

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

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**Week 7 March 9, 2021 (Remember there is no spring break this year)**

Review Hot Topic Assignments & Healthy Animal Partnerships

Review: Chapter 9 Promoting Sustainable Behavior

Where are you coming from: Technocentrism, Ecocentrism, Anthropocentrism, Biocentrism

What is Deep Ecology

Assignments:

- 1) NPS Better Together – Quiz Due 3/16
- 2) Eppley Institute #1 Due 3/16

**Week 8 March 16, 2021**

Value of the natural environment vs economic production – Energy  
Water, Coal, Wind, Natural Resources & Consumption – Where do I fit in?  
Coal Country – Movie

Assignment:

1) Calculate your carbon footprint

@ <https://www.carbonfootprint.com/calculator.aspx> Due 3/23

2) Answer the following questions?

What can you do to reduce your footprint? Do you want to reduce your footprint? What are you willing to give up to reduce your carbon footprint? Look at Flight Shaming issue. Is driving a car with only 1 or 2 people in the vehicle better than flying or will flight shaming work only if there is another mass transit option? Would you rather have 120 – 150 people on an airplane for 2 hours to cover 1200 miles or 150 cars on the road for 18 hours to cover the same distance? Share & post of Discussion Board

3) Coal Country Reflection Due 3/23

**COURSE SCHEDULE**

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

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

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**Week 9 March 23, 2021**

Climate Change

Is the concern for Climate Change/Global Warming real? Are humans responsible? Are you responsible? What can you do to make a difference? What is your prediction? How can you carry your message forward? Remember the definition of “Conservation Psychology” (page 2), “the goal is not only to understand the interdependence between humans and nature but also to promote a healthy and sustainable relationship”.

Discuss carbon footprint

Discuss Conflict Resolution

Guided discussion – The how to talk about tough topics

Assignment

1) Hot Topic Energy from Coal Due 3/23

2) Conflict Resolution Due 3/23

3) Hot Topic Climate Change Due 3/23

**Week 10 March 30, 2021**

Review Hot Topics  
Oil on Ice – Movie  
Information and Disinformation  
States Rights/Wise Use Movement

Assignment:

- 1) Hot Topic: Oil on Ice Reflection
- 2) Hot Topic: 1002 Area Status

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

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

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**Week 11 April 6, 2021**

Oil on Ice - Movie & Reflection Assignment Due  
Discuss movie  
Discuss 1002 Area Status  
States Rights/Wise Use Movement (Continued)

Assignment

- 1) Eppley Institute Certificate #2 Due 4/13/2021

**Week 12 April 13, 2021**

Environmental Identity – Review – Personal and Professional Implications

NPS Civic Engagement Review – Stronger Together  
Emotional Intelligence

Assignment:

- 1) An agency – Who’s Who – USDA/DOI Due 4/20
- 2) Read Chapter 10 Community psychology and international biodiversity conservation
- 3) Read Chap 11 Environmental Education

- 4) Hot Topic No Child Left Inside Legislation Discussion Board Due 4/20
- 5) Extinction Assignment Discussion Board Due 4/20
- 6) NPS Stronger Together Quiz Due 4/20

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

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

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**Week 12 April 13, 2021 Continued**

Additional Reading

- <https://www.congress.gov/bill/114th-congress/house-bill/882>
- <https://www.acacamps.org/news-publications/hot-topic/no-child-left-inside-act-reintroduced>
- <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://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>

What’s Wild & What’s Not Article

Recreation Opportunity Spectrum

READ:

- [https://www.fs.fed.us/cdt/carrying\\_capacity/rosfieldguide/ros\\_primer\\_and\\_field\\_guide.htm](https://www.fs.fed.us/cdt/carrying_capacity/rosfieldguide/ros_primer_and_field_guide.htm)

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)

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

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

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

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**Week 13 April 20, 2021**

Discuss Hot Topics

International practice and enforcement

Ecotourism & international land use ethics - Trends

Read:

The Green Tragedy – Ecotourism Article

[https://www.alternet.org/story/13371/green\\_tragedy%3A\\_the\\_blight\\_of\\_eco-tourism](https://www.alternet.org/story/13371/green_tragedy%3A_the_blight_of_eco-tourism)

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

Assignment:

1) Read Chapter 12 The Positive Psychology of Conservation

2) Employment Assignment – What is your ideal job? Due 4/27

3) Hot Topic What did Jane Say? Due 4/27

**Week 14 April 27, 2021**

Conservation Employment Opportunities

Review: Chapter 12 The Positive Psychology of Conservation

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

Assign presentation order

Distribute Final Exam

**Week 15 May 4, 2021 Final Exam & Presentations**

Final Exam Due at beginning of class

Semester Project Student Presentations

PRLS 402 Topic Options for Environmental Education Assignment

Leave No Trace – [www.lnt.org](http://www.lnt.org)

Project Underground –

[Project Underground Inc. - National Speleological Society](http://caves.org/committee/projectunderground/)  
[caves.org/committee/projectunderground/](http://caves.org/committee/projectunderground/)

*Project Underground* is a source of interdisciplinary instructional activities, and its staff conducts workshops and in-service training programs. These materials and workshops are designed for classroom teachers, cavern, park, museum, and nature center staff, or any youth-oriented group leaders.

[Project Underground](http://www.dcr.virginia.gov)  
[www.dcr.virginia.gov](http://www.dcr.virginia.gov) › Natural Heritage

May 15, 2017 - *Project Underground* is a source of interdisciplinary instructional activities, and its staff conducts workshops and in-service training programs. These materials and workshops are designed for classroom teachers and cavern, park, museum and nature center staff, and any youth-oriented group leaders.

Project Archaeology –

[Project Archaeology | Discover the past ~ Shape the future](https://projectarchaeology.org/)  
<https://projectarchaeology.org/>

Discover the past ~ Shape the future. *Project Archaeology* uses archaeological inquiry to foster understanding of past and present cultures; improve social studies and science education; and enhance citizenship education to help preserve our archaeological legacy.

[Teachers](#)

Project Archaeology: Investigating Shelter is a supplementary ...

[State Programs](#)

Project Archaeology operates through a network of state ...

[About Project Archaeology](#)

Project Archaeology is an educational organization ...

[More results from projectarchaeology.org](https://projectarchaeology.org) »

[Professional Development](#)

Project Archaeology instructors are excited to provide you with the ...

[Investigating Shelter](#)

Project Archaeology: Investigating Shelter is a supplementary ...

[Students](#)

Take the quiz below to see how much you know about ...

[Project Archaeology - Home | Facebook](https://www.facebook.com/projectarchaeology/)  
<https://www.facebook.com/projectarchaeology/>

Project Wet –

[Project WET Foundation | Water Education for Teachers](https://www.projectwet.org/)  
<https://www.projectwet.org/>

*Project WET* develops science education methods and water education curriculum for teachers to explain water resources to children and youth.

[The Project WET Portal](#)

[Who We Are](#)

Water Education Portal. The mission of Project WET is to ...

[Teach and Learn](#)

Water Cycle Game: Play The Blue Traveler and learn how water ...

[What We Do](#)

What We Do. We envision a world in which action-oriented ...

There are no open positions at the Project WET Foundation at this ...

[Guides](#)

Educators Guides. Primary tabs. All · Guides(active tab) · Activity ...

[Project WET Store](#)

Project Wet - Educator's Guides Project WET Curriculum Water ...

Project Wild –

[ProjectWILD](#)

[www.projectwild.org/](http://www.projectwild.org/)

A national network of State Wildlife Agency Sponsors ensures that *Project WILD* is available nationwide and is training educators in the many facets of the program. Emphasizing wildlife because of its intrinsic value, *Project WILD* addresses the need for human beings to develop as responsible citizens of our planet.

[Curriculum & Resources](#)

Project WILD's core curriculum resources include the Project ...

[Project WILD K-12](#)

The Project WILD K-12 Curriculum and Activity Guide focuses on ...

[Educator Workshops](#)

Project WILD's state coordinators and their facilitators (who are ...

[About Us](#)

For more information about NCLI's Get 'Em Outside campaign see ...

[Get WILD](#)

Project WILD's core curricular materials, the Project WILD K ...

[Project WILD Coordinators](#)

Project WILD Coordinators can be found across the nation, the ...

United States Green Building Council LEED –

[USGBC homepage | USGBC](#)

<https://new.usgbc.org/>

The *U.S. Green Building Council* is committed to a sustainable, prosperous future through *LEED*, the leading program for green buildings and communities worldwide. Log into your USGBC ... *LEED certified* buildings are safer, greener and save owners on maintenance costs over a building's life cycle. *LEED* works for all ...

[LEED](#)

Credentials - LEED v4 - LEED credit library - Discover LEED

[About USGBC](#)

Learn more about green building-related and LEED-specific ...

[Guide to LEED Certification](#)

[Credentials](#)

Credentials account - Two week study plan - CMP Guide - ...

[USGBC Jobs](#)

All positions are with USGBC and based at our Washington, D.C ...

[Directory](#)

Commercial - LEED Certification Fees - Projects - People - Articles - ...  
Homes - ...

[Green Building - Certificate | Harvard extension school](#)

[Ad](#)extension.harvard.edu/Graduate/Certificate

Rating for harvard.edu: 4.1 - 135 reviews

Earn a Graduate **Certificate** in **Green Building** and Community Sustainability.

Degree programs: Liberal Arts, History, English, Religion, Software Engineer

Courses: Urban Development Policy, Urban Economics, Energy & The Environment, Energy and Carbon

- [Green Building](#)
- [Sustainability Innovation](#)
- [Social Justice](#)
- [Sustainability Degree](#)

Children's Outdoor Bill of Rights

[CRRPT - California Children's Outdoor Bill of Rights](#)

[calroundtable.org/Copy\\_of\\_cobor.htm](http://calroundtable.org/Copy_of_cobor.htm)

With recent concerns about youth detachment from outdoor activities, lack of physical exercise and increased health risks, the California Roundtable on Recreation, Parks and Tourism adopted the California *Children's Outdoor Bill of Rights* for the purpose of recommending a fundamental list of experiences that every child ...

[\[PDF\]Children's Outdoor Bill of Rights - California Roundtable on ...](#)

[www.calroundtable.org/files/COBR\\_Edit.pdf](http://www.calroundtable.org/files/COBR_Edit.pdf)

of physical exercise and increased health risks, the California Roundtable on Recreation, Parks and Tourism has adopted The California *Children's Outdoor Bill of Rights*. It is a fundamental list of experiences that every child in California would benefit from experiencing, before entering high school.

[Children's Outdoor Bill of Rights | Outdoors Alliance for Kids](#)

<https://outdoorsallianceforkids.org/childrens-outdoor-bill-of-rights/>

States with Passed *Children's Outdoor Bill of Rights* California Colorado Florida Georgia Illinois Indiana Kansas Kentucky Maryland Michigan New Jersey New Mexico Ohio Oregon Tennessee Does your city or state have a *Children's Outdoor Bill of Rights* that we missed?

National Wildlife Federation – Backyard/School Yard Habitat Program

[National Wildlife Federation | Certify your wildlife habitat | NWF.org](#)

[Ad](#)www.nwf.org/CertifyHabitat

Show Your Commitment To **Wildlife** & Join NWF Today!

Protect Wildlife · Fighting Global Warming · Leader in Conservation · Protect Natural Resources

Brands: Ranger Rick®, National Wildlife®, Ranger Rick Jr.™, Ranger Rick Cub™

[Schoolyard Habitats - National Wildlife Federation](#)

<https://www.nwf.org/schoolyard/>



Two Ways to Design, Build, Certify, and Use Wildlife Habitats at School. *Schoolyard Habitats*. Free *National Wildlife Federation program*; Small team, teacher driven; Results in *Certified Wildlife Habitat*; Can Purchase Signage; School can choose to become an Eco-School and reach higher recognition levels and awards.

[Schoolyard Habitat certification - National Wildlife Federation](https://www.nwf.org/Garden-for-Wildlife/Create/Schoolyards/Certify)

<https://www.nwf.org/Garden-for-Wildlife/Create/Schoolyards/Certify>

*Certification* brings your school into a dynamic network of certified schools, and gives you access to special resources and information from the *National Wildlife Federation*. When *National Wildlife Federation* recognizes your *garden* as a Certified *Schoolyard Habitat*, it also gets counted towards the Million Pollinator *Garden* ...

[Resources - National Wildlife Federation](https://www.nwf.org/sitecore/content/Home/Garden...Wildlife/.../Schoolyards/Resourc...)

<https://www.nwf.org/sitecore/content/Home/Garden...Wildlife/.../Schoolyards/Resourc...>

*National Wildlife Federation's* webinar covers the basics of how to plan, install and maintain a *Schoolyard Habitat* and how to use your habitat *garden* as a teaching *tool* for meeting standards of learning. Summer Maintenance Planning for Your *Schoolyard Habitat* - Tips for how to care for your habitat during the summer

Project Leaf –

[Resources for Teachers of the LEAF Program | The Nature Conservancy](https://www.nature.org/about-us/careers/leaf/resources-for-teachers/index.htm)

<https://www.nature.org/about-us/careers/leaf/resources-for-teachers/index.htm>

The Conservancy also developed the *LEAF* Anthology of Urban *Environmental Education*, a collection of interdisciplinary lessons, *projects* and activities for high school educators that explore environmental themes through the lens of cities. The *LEAF* network is made up of over twenty environmental themed schools in ...

[LEAF Partner Schools | The Nature Conservancy](https://www.nature.org/about-us/careers/leaf/partner-schools/index.htm)

<https://www.nature.org/about-us/careers/leaf/partner-schools/index.htm>

*LEAF's environmental* high school partners work to ensure students are engaged in *environmental* lessons and activities throughout the school year. ... The school's *project*-based classes, uniquely designed *curriculum*, internship *program* and creative *schedule* give students many opportunities to excel, develop the skills ...

National Association of Interpretation – Certified Interpreter

[National Association for Interpretation](http://www.interpnet.com/)

[www.interpnet.com/](http://www.interpnet.com/)

Who Are *Interpreters*? *Interpreters* explain in their own words who they are and why *interpretation* is important. See the video. » NAI Webinars. Professional development from the comfort of your computer. Learn more.» NAI Awards

NAI *Certification*. Earn credentials through NAI's respected *certification* program. Learn more.

[NAI Certification - National Association for Interpretation](https://www.interpnet.com/nai/Certification/.../_certification/NAI_Certification.aspx?...)

[https://www.interpnet.com/nai/Certification/.../\\_certification/NAI\\_Certification.aspx?...](https://www.interpnet.com/nai/Certification/.../_certification/NAI_Certification.aspx?...)

While it's true that some people are simply born *interpreters*, it's also true that almost anyone can learn enough about interpretive techniques to improve the way they communicate with others. To accommodate all of this, NAI offers professional development and training and professional level *certifications* for *interpreters* ...

[Certification Calendar - National Association for Interpretation](http://www.interpnet.com/.../Certification/Certification.../_certification/Certification_Calenda...)

[www.interpnet.com/.../Certification/Certification.../\\_certification/Certification\\_Calenda...](http://www.interpnet.com/.../Certification/Certification.../_certification/Certification_Calenda...)

Workshops can be requested by contacting NAI at 888-900-8283. Professional categories of *Certified* Interpretive Trainer, *Certified* Interpretive Planner, *Certified* Interpretive Manager, and *Certified* Heritage *Interpreter* do not require attendance at a workshop to apply for or achieve *certification*. See *certification* handbook for ...

Jane Goodall Institute – Roots and Shoots

[Roots & Shoots](https://www.rootsandshoots.org/)

<https://www.rootsandshoots.org/>

Young People Making A Difference. Project of the Month Example service projects that will change the way you think! If you are looking for inspiration, read about these exemplary groups and the issues they are tackling through action. Compassionate Leaders You Should Know Meet youth activists who are changing the ...

[About Us](#)

Today she travels the world, speaking about the threats ...

[Search Projects](#)

Search Projects. United States. Flower Arranging Classes for ...

[Roots & Shoots Formula](#)

ROOTS & SHOOTS 4-STEP FORMULA  
Roots & Shoots is ...

[Roots & Shoots FAQs](#)

Many Roots & Shoots groups use service learning during their ...

**International Bowhunters Education Program - [The International Bowhunter Education Program \(IBEP\)](#)**

<https://www.bowhunter-ed.com/...International-Bowhunter-Education-Program.../301...>

The *International Bowhunter Education Program* was first advocated by Bill Wadsworth, who utilized experience from his association with the Boy Scouts of America to obtain worldwide acceptance of the curriculum. It was through his dedication that the National Bowhunter Education Foundation (NBEF) was formed.

[Virginia Bowhunter Education Course List and Registration - Register Ed](https://register-ed.com/programs/virginia/66...bowhunter-education-course.../agency:1...)

<https://register-ed.com/programs/virginia/66...bowhunter-education-course.../agency:1...>

Overview. The Virginia Department of Game and Inland Fisheries supports the *International Bowhunter Education Program* (IBEP), a bowhunter education course developed by the National Bowhunter Education Foundation (NBEF). Show additional information ...

