

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism Management**

RMGT 402. [Course Section Number] Human Behavior in Natural Environments

3 Credits

Spring 2024

[Meeting Day(s)/Time(s)] [Class Location (Building and Room Number – Campus)]

**Faculty:**

Name:

Hours: Office

Location: Office

Phone:

Email Address:

**Prerequisites:**

RMGT 300

**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 Standards:**

Upon completion of this course, students may meet a *Council on Accreditation of Parks, Recreation, and Tourism Related Professions* (COAPRT) professional accreditation standard.

**Required Text:**

Clayton, S. & Myers, G. (2015). *Conservation Psychology: Understanding and promoting human care for nature*. John Wiley & Sons.

**Course 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!

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

31. Employment Assignment – My Ideal Job	25 PTS/Due:
32. Environmental Education Presentation	100 PTS/Due:
Final Examination	100 PTS/Due:

**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 complement RMGT 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-fourcornerstones-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/getinvolved/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).

**Professional Dispositions:**

See <https://cehd.gmu.edu/students/policies-procedures/>

**Class Schedule:**

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

**Week 1 January**

Introductions & Foundations- Course Overview

State of the Global Environment - Conservation vs. Preservation

Assignments:

- 1) Discussion Board: Outdoor Resume
- 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
- 5) Professional and course goal statement

**Week 2 February**

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=envstudies>

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

**Week 3 February**

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-powerpointdeck/>

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-theresource/>
- 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
- 4) Complete LNT Certification
- 5) Read: Chapter 7 Moral psychology and the environment

#### **Week 4 February**

LNT Certification

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.
- 2) Hot Topic Discussion Board – What are you Willing to Pay? Discussion Board

#### **Week 5 February**

Vandalism Assignment

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>

### **Week 5 February**

- 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)  
[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

### **Week 6 March**

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

Assignment

- 2) Hot Topic Discussion Board – Sea World – Discussion Board
- 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

### **Week 7 March**

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
- 2) Eppley Institute #1

### **Week 8 March**

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> 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

## **Week 9 March**

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

2) Conflict Resolution

3) Hot Topic Climate Change

## **Week 10 March**

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

## **Week 11 April**

Oil on Ice - Movie & Reflection Assignment

Discuss movie

Discuss 1002 Area Status  
States Rights/Wise Use Movement (Continued)

Assignment

1) Eppley Institute Certificate #2

**Week 12 April**

Environmental Identity – Review – Personal and Professional Implications

NPS Civic Engagement Review – Stronger Together  
Emotional Intelligence

Assignment:

- 1) An agency – Who’s Who – USDA/DOI
- 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
- 5) Extinction Assignment Discussion Board
- 6) NPS Stronger Together Quiz

Additional Reading

<https://www.congress.gov/bill/114th-congress/house-bill/882>

<https://www.acacamps.org/news-publications/hot-topic/no-child-left-inside-actreintroduced>

<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)

### **Week 13 April**

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?
- 3) Hot Topic What did Jane Say?

### **Week 14 April**

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 Final Exam & Presentations**

Final Exam Due at beginning of class

Semester Project Student Presentations

### **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 and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

