GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  
PRLS 402—Human Behavior in Natural Environments (3) (001)  
Spring 2014

DAY/TIME: TR 9:00 – 10:15 a.m.  
LOCATION: Bull Run Hall 248  
PW Campus

PROFESSOR: Nancy Chamberlain, M.S.  
EMAIL ADDRESS: nchambe2@gmu.edu

OFFICE LOCATION: Bull Run Hall 220A  
PHONE NUMBER: 571-259-4379

OFFICE HOURS: Tuesday 8:00 a.m. – 9:00 a.m.  
Thursday 10:15 – 11:00 a.m. (Immediately following class) or by appointment  
FAX NUMBER: 703-993-2025

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

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

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

1. Discuss the state of the natural environment enjoyed by recreation users.

2. Discuss social and behavioral influences that affect the natural environment.

3. Discuss management theories and strategies for mitigating adverse effects on land and water resources used by recreationists.

4. Discuss strategies for facilitating development of constructive attitudes, uses and behaviors for resource protection and recreation use.

5. Articulate and apply impact management principles and knowledge of human behavior to the sustainable management of recreation-related natural resources.
6. Further, upon completion of this course, students will meet the following professional accreditation standards as set forth by the Council on Accreditation of Parks, Recreation, and Tourism Related Professions:

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

**COURSE OVERVIEW**

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

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

**COMMUNICATION**

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

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

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

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

**NATURE OF COURSE DELIVERY**  
**Face to Face**

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

In this course, we are held to the standards of the George Mason University Honor Code. We will all be expected to attend all class sections, actively participate in class discussions, complete in-class exercises, and fulfill all assignments. Further, I would encourage you to share ideas, concerns, and contributions in our class daily. And, to ensure a fair, equitable, and respectful environment, it is important to remember that regardless of how much we may agree or disagree, we should always approach our discussions in a way that show’s 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


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

RECOMMENDED READINGS

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

EVALUATION

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

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

GRADING SCALE

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A+ 98 – 100</th>
<th>B+ 88 – 89</th>
<th>C+ 78 – 79</th>
<th>D 60 – 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 97</td>
<td>B 84 – 87</td>
<td>C 74 – 77</td>
<td>F 0 – 59</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
<td>B- 80 – 83</td>
<td>C- 70 – 73</td>
<td></td>
</tr>
</tbody>
</table>

ACADEMIC SCHEDULE

Faculty reserves the right to alter the schedule as necessary.
CLASS PARTICIPATION:

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

STUDENT EXPECTATIONS

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

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

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

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. Turn them off…otherwise…they go in the “technology basket” for the duration of the class.

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

CAMPUS RESOURCES

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER/ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 21, 2014</td>
<td>Introductions &amp; Foundations</td>
<td>Course Overview</td>
</tr>
<tr>
<td></td>
<td>Assign Exercise #1 –</td>
<td>What is your environmental position?</td>
</tr>
<tr>
<td></td>
<td>READ: Chapter 1 Conservation Psych. Historical Context</td>
<td>Exercise #1 Due</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 28, 2014</td>
<td>Introduction to the field of conservation psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READ: Chapter 2 Attitudes, values, and perceptions</td>
<td></td>
</tr>
<tr>
<td>January 30, 2014</td>
<td>Attitudes, values, and perceptions of the Outdoors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READ: Chapter 2 Attitudes, values, and perceptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign Exercise #2 –</td>
<td>What is your environmental EQ?</td>
</tr>
<tr>
<td></td>
<td>Introduce Vandalism Project &amp; Semester Project</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 4, 2014</td>
<td>Environment and identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READ: Chapter 4 Environment and identity</td>
<td>Exercise #2 Due</td>
</tr>
<tr>
<td></td>
<td>Exercise #2 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading from the Last Child in the Woods</td>
<td></td>
</tr>
<tr>
<td>February 6, 2014</td>
<td>Negative &amp; Positive Nature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READ: Chapter 3 Moral psychology and the environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign Exercise #3 –</td>
<td>Outdoor Resume</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 11, 2014</td>
<td>OR Ethics – Vandalism Motives and Consequences</td>
<td></td>
</tr>
</tbody>
</table>
READ: Chapter 3 Moral psychology and the environment  

**February 13, 2014**  
OR Ethics  
Additional Reading: Visit [http://lnt.org/learn/7-principles](http://lnt.org/learn/7-principles)  
Watch National Park Service LNT video at [http://lnt.org/teach/teaching-resources](http://lnt.org/teach/teaching-resources)  
“Loving a park to death” in honor of Valentine’s Day!  
Exercise #3 Due

**Week 5**

**February 18, 2014**  
Social Influences of OR Behavior  
READ: Chapter 5 Theoretical foundations for the human response to nature  
Review Exercise #3 – OR Resume

**February 20, 2014**  
Social Influences of OR Behavior  
Assign Exercise #4 – EID Instrument

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

**Week 6**

**February 25, 2014**  
Influence of Domestic Nature on Resource Management  
READ: Chapter 6 Domestic nature: Cohabiting with animals and plants

**February 27, 2014**  
Influence of Managed Nature on Resource Management  
READ: Chapter 7: Managed Nature: Zoos, aquariums, and public parks

**Week 7**

**March 4, 2014**  
The Value of Wild  
READ: Chapter 8: Wild Nature: Encounters with wilderness  
Review Exercise #4 – EID Instrument  
Overview of No Child Left Inside Legislation

**March 6, 2014**  
MIDTERM EXAM  
Assign Exercise #5 – Movie Review: Coal Country

**Week 8 March 10 – 14, 2014**  
SPRING BREAK

**March 11** – NO CLASS  
**March 13** - NO CLASS

**Week 9**

**March 18, 2014**  
Managing Natural Resources & OR Behavior  
Recreation Opportunity Spectrum, USFS  
Economic Indicators of OR  
Exercise #5 Due  
Review Exercise #5  
Additional Reading:

March 20, 2014       Managing Natural Resources & OR Behavior  
                      Willingness to Pay, Carrying Capacity  
http://www.fs.fed.us/cdt/carrying_capacity/rofieldguide/ro_field_guide.htm  
http://www.nps.gov/boha/parkmgmt/capacity.htm  
http://www.precaution.org/lib/06/econ_growth_and_carrying_capacity.pdf  
How Much is Too Much? Carrying Capacity of National Parks  
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.196  
http://www.nps.gov/policy/dorders/dorder17.html  
http://www.uvm.edu/parkstudieslaboratory/publications/Research%20to%20Estimate%20and%20Manage%20A%20Study%20of%20Alcatraz%20Island.PDF

Week 10

March 25, 2014       Managing OR & User Conflict
Additional Reading:  
EMOTIONAL COPING RESPONSE TO HASSLES AND STRESS EXPERIENCED IN  
WILDERNESS SETTINGS by Schuster & Hammitt  
http://nrs.fs.fed.us/pubs/gtr/gtr_ne302/gtr_ne302_119.pdf

March 27, 2014       Field Trip: Manassas Battlefield, NPS  
Henry Hill Visitor Center, 9:15 a.m. Meet in the parking lot!

Week 11

April 1, 2014       Introduction to Sustainability – Guidelines & Standards
READ: Chapter 9: Promoting Sustainable Behavior
Additional Reading  
http://www.americantrails.org/resources/accessible/SustainPpasso.html  
http://www.fs.fed.us/recreation/programs/accessibility/  
http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml  
http://www.ecologyandsociety.org/vol12/iss2/art3/

April 3, 2014       Stakeholder Perception of Natural Resource Management  
Case Study – Yellowstone National Park  
Additional Reading will be assigned.

[Training Opportunity- Leave No Trace Certification (Optional – NOT required for PRLS 402)
April 4, 2014 6:00 – 8:50 Classroom and April 11 and April 12, 2014 Overnight required $40  
Prince William Forest Park, Triangle, Virginia (NPS)]

Week 12

April 8, 2014       Facilitating Constructive Attitudes & Managing Multiple Interests – Finding Common Ground
Additional Reading:  
April 10, 2014
Ecotourism & international land use ethics - Trends
  International practice and enforcement
READ: Chapter 10 Community psychology and international biodiversity conservation
Additional Reading: Ecotourism text (to be distributed in class)

Week 13

April 15, 2014
Case Study – Australia UNESCO: World Heritage Sites
  Great Barrier Reef Marine Park Authority
  Uluru-Kata Tjuta National Park
Additional Reading:
http://www.onecaribbean.org/content/files/PaperonRecreationalCarryingCapacityGrahamBarrowSTC9.doc

April 17, 2014
Tools for Sustainable Management Environmental Education – Programs, Curriculum & Training
READ: Chapter 11 Environmental Education
Additional Reading: Blessed Unrest
Exercise #6 Due
Additional Reading:
Historical overview of Global Education Earth Day & Arbor Day

Week 14

April 22, 2014
Arbor Day Celebration (Northern Virginia Community College, Annandale Campus)
Green Festival – Rain Barrel Education & LEED education

April 24, 2014
Tools for Sustainable Management – GIS Community Participation to reduce conflict
Assign Exercise #6 – Environmental Education Programs
Additional Reading:
http://egsc.usgs.gov/isb/pubs/gis_poster/
http://www.gisdevelopment.net/application/urban/fringe/prapf.htm
http://www.gao.gov/assets/280/272135.html

Week 15

April 29, 2014
Semester Project Student Presentations – Environmental Education
May 1, 2014

Future of Conservation
READ: Chapter 12 The psychology of hope
Additional Reading - Jane Goodall – “A Reason for Hope”
Final exam review
Semester Project Due

Week 16

May 6, 2013  READING DAY

May 8, 2013  FINAL EXAM