GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 402—Human Behavior in Natural Environments (3)
Spring 2015

DAY/TIME: T &TH 9:00 – 10:15 a.m. LOCATION: Bull Run Hall 246
PW Campus

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

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

OFFICE LOCATION: Bull Run Hall 220A FAX NUMBER: 703-993-2025

OFFICE HOURS: T 8:30 a.m. – 9:00 a.m. (Immediately following class) or by appointment
TH 10:15 – 11:00 a.m. (Immediately following class) or by appointment

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

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

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

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

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

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

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

5. Articulate and apply impact management principles and knowledge of human behavior to the sustainable management of recreation-related natural resources.

6. Further, upon completion of this course, students will meet the following professional accreditation standards as set forth by the Council on Accreditation of Parks, Recreation, and Tourism Related Professions:
Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

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

Assignments will be due the beginning of the class on the specified date due. Assignments received AFTER 5:00 p.m. will be considered late and receive a 20% deduction in points per 24-hour period. Papers received AFTER 9:00 a.m. will be considered late and receive a 20% deduction in points per 24 hour period. (If you have an extreme emergency there may be some exceptions; however, you’ll need to discuss these issues with me prior to the due date to be considered for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash at the most inopportune moments).

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

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

Unless otherwise noted, all written papers will be submitted electronically via email. Assignments will be due at the beginning of class on the specified date due. All written papers are to be submitted using WORD (with a .doc – do not use docx file extension) - pdf or other formats are not permitted in this course. Students must use APA as the citation format in this course.

Papers received AFTER 9:00 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.

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

NATURE OF COURSE DELIVERY Face to Face

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

In this course, we are held to the standards of the George Mason University Honor Code. We will all be expected to attend all class sections, actively participate in class discussions, complete in-class exercises, and fulfill all assignments. Further, I would encourage you to share ideas, concerns, and contributions in our class daily. And, to ensure a fair, equitable, and respectful environment, it is important to remember that regardless of how much we may agree or disagree, we should always approach our discussions in a way that shows respect for colleagues’ ideas. Included in that is the need to appropriately cite any ideas, words, or concepts which are not our own.

REQUIRED READINGS


Readings will be taken from First Along the River: A Brief History of the U. S. Environmental Movement, 2nd Edition. (Check out Google eBook for inexpensive access to this resource.)

RECOMMENDED READINGS

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

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</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>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

GRADING SCALE

Grading Scale

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

IMPORTANT DATES
Dates listed on this page are for full semester courses only.
For graduation deadlines, please go to the Graduation Timelines page.

<table>
<thead>
<tr>
<th>January 1 Day of Week</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>Martin Luther King Day (no classes)</td>
<td>Mon Jan 19</td>
</tr>
<tr>
<td><strong>First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed</strong></td>
<td>Tue Jan 20</td>
</tr>
<tr>
<td>Summer 2015 Graduation Intent Available via Patriot Web</td>
<td>Mon Jan 26</td>
</tr>
<tr>
<td><strong>Last day to add classes</strong>—all individualized section forms due Last day to drop with no tuition penalty</td>
<td>Tues Jan 27</td>
</tr>
<tr>
<td><strong>Last day to drop with a 33% tuition penalty</strong></td>
<td>Tues Feb 10</td>
</tr>
<tr>
<td><strong>Final Drop Deadline (67% tuition penalty)</strong></td>
<td>Fri Feb 20</td>
</tr>
<tr>
<td>Last day to file your Spring 2015 Graduation Intent</td>
<td>Fri Feb 20</td>
</tr>
<tr>
<td>Immunization Record Deadline</td>
<td>Sun Mar 1</td>
</tr>
<tr>
<td>Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web</td>
<td>Mon Feb 16 – Fri Mar 20</td>
</tr>
<tr>
<td>Selective Withdrawal Period (undergraduate students only)</td>
<td>Mon Feb 23 – Fri Mar 27</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mon Mar 9 – Sun Mar 15</td>
</tr>
<tr>
<td><strong>Incomplete work from Fall 2014 due to Instructor</strong></td>
<td>Fri Mar 27</td>
</tr>
<tr>
<td><strong>Incomplete grade changes from Fall 2014 due to Registrar</strong></td>
<td>Fri Apr 3</td>
</tr>
<tr>
<td>Dissertation/Thesis Deadline</td>
<td>Fri May 1</td>
</tr>
<tr>
<td><strong>Last day of classes</strong></td>
<td>Mon May 4</td>
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</tbody>
</table>
### Reading Days
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tue May 5</td>
<td>Exam Period – 7:30 – 10:15 a.m. (Not the same as class time…early birds!)</td>
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<td></td>
<td>Thursday May 7</td>
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</tbody>
</table>

### Commencement and Degree Conferral Date
May 16

### Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code-2/].
- Students with disabilities who seek accommodations in a course must be registered with 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/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu].
CORE VALUES COMMITMENT

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

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PRLS 402 SPRING 2015
COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER/ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>January 20, 2015</td>
<td>Introductions &amp; Foundations</td>
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<td></td>
<td>Course Overview</td>
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<td></td>
<td>Assign Exercise #1 – What is your environmental position?</td>
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<tr>
<td>January 22, 2015</td>
<td>State of the Global Environment</td>
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<td></td>
<td>Conservation vs. Preservation</td>
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<tr>
<td></td>
<td>READ: Chapter 1 Conservation Psych. Historical Context</td>
<td>Exercise #1 Due</td>
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<tr>
<td><strong>Week 2</strong></td>
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</tr>
<tr>
<td>January 27, 2015</td>
<td>Introduction to the field of conservation psychology</td>
<td>READ: Chapter 2 Attitudes, values, and perceptions</td>
</tr>
<tr>
<td></td>
<td>READ: Chapter 2 Attitudes, values, and perceptions</td>
<td></td>
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<tr>
<td>January 29, 2015</td>
<td>Attitudes, values, and perceptions of the Outdoors</td>
<td>READ: Chapter 2 Attitudes, values, and perceptions</td>
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<tr>
<td></td>
<td>Assign Exercise #2 – What is your environmental EQ?</td>
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<tr>
<td></td>
<td>Introduce Vandalism Project &amp; Environmental Education Project</td>
<td>*Super Bowl Assignment</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>February 3, 2015</td>
<td>NO CLASS – Eppley Institute Self Study #1</td>
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<tr>
<td><strong>February 5, 2015</strong></td>
<td>Environment and identity</td>
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<td></td>
<td>READ: Chapter 4 Environment and identity</td>
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<tr>
<td></td>
<td>Eppley Institute Self Study Certification Due at beginning of class</td>
<td>Exercise #2 Due</td>
</tr>
</tbody>
</table>
Reading from the Last Child in the Woods

**Week 4**

**February 10, 2015**
Negative & Positive Nature  
READ: Chapter 3 Moral psychology and the environment  
Assign Exercise #3 – Outdoor Resume

**February 12, 2015**
OR Ethics – Vandalism Motives and Consequences  
READ: Chapter 3 Moral psychology and the environment  
OR Ethics  
Additional Reading: Visit http://lnt.org/learn/7-principles  
Watch National Park Service LNT video at http://lnt.org/teach/teaching-resources  
“Loving a park to death” in honor of Valentine’s Day!  
Exercise #3 Due

**Week 5**

**February 17, 2015**  
Social Influences of OR Behavior  
Discuss Exercise #3  
READ: Chapter 5 Theoretical foundations for the human response to nature  
Assign Exercise #4 – EID Instrument

**February 19, 2015**  
Social Influences of OR Behavior  
Exercise #4 – EID Instrument Due  
Discuss Exercise #4

**Week 6**

**February 24, 2015**  
Influence of Domestic Nature on Resource Management  
READ: Chapter 6 Domestic nature: Cohabiting with animals and plants

**February 26, 2015**  
Influence of Managed Nature on Resource Management  
READ: Chapter 7: Managed Nature: Zoos, aquariums, and public parks

**Week 7**

**March 3, 2015**  
The Value of Wild  
READ: Chapter 8: Wild Nature: Encounters with wilderness  
Overview of No Child Left Inside Legislation

**March 5, 2015**  
MIDTERM EXAM – Cumulative to Date

Optional: Adventure Travel Expo 3/7/2015 & 3/8/2015
http://www.travelshows.com/washingtondc
Extra credit may be earned by attending the Expo and reporting back to class.

Week 8 March 9 – 13, 2014 SPRING BREAK

March 10, 2015 – NO CLASS

March 12, 2015 - NO CLASS

Week 9

March 17, 2015
Assign Exercise #5 – Movie Review: Coal Country
Additional Reading:

March 19, 2015
Exercise #5 Due
Review Exercise #5 Coal Country Reflection
Managing Natural Resources & OR Behavior
Recreation Opportunity Spectrum, USFS
Economic Indicators of OR

Week 10

March 24, 2015
Managing Natural Resources & OR Behavior
Willingness to Pay, Carrying Capacity
http://www.fs.fed.us/edt/carrying_capacity/roxsfieldguide/rox_primer_and_field_guide.htm
http://www.nps.gov/boha/parkmgnt/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://www.uvm.edu/parkstudieslaboratory/publications/Research%20to%20Estimate%20and%20Manage%20N%20Study%20of%20Alcatraz%20Island.PDF

March 26, 2015
Assignment: First Along the River – A Message from Benjamin Kline
Please read Chapters 1, 5 -10
Quiz: 3/31/2015
Stakeholder Perception of Natural Resource Management
Case Study – Yellowstone National Park
Additional Reading will be assigned http://www.wilderness.net/library/documents/320c.pdf

Week 11

March 31, 2015
First Along the River Quiz
Managing OR & User Conflict
Additional Reading:
EMOTIONAL COPING RESPONSE TO HASSLES AND STRESS EXPERIENCED IN
WILDERNESS SETTINGS by Schuster & Hammitt
http://nrs.fs.fed.us/pubs/gtr/gtr_ne302/gtr_ne302_119.pdf

April 2, 2015

NO CLASS - Self Direct Field Experience – Take In A Park – VANDALISM RESEARCH
Let’s Go Outside/GMU Outdoor Nation

Week 12

April 7, 2015

Arbor Day /Earth Day/US Green Building Council & LEED education
Tools for Sustainable Management Environmental Education – Programs, Curriculum & Training
READ: Chapter 11 Environmental Education
Additional Reading: Blessed Unrest
Assign Exercise #6 – Environmental Education Programs

Additional Reading:
Historical overview of Global Education Earth Day & Arbor Day
Report Due (3 Page Max) – Take In A Park – Let’s Go Outside/GMU Outdoor Nation
Vandalism Presentation Due (PowerPoint)


April 9, 2015
NO CLASS
Eppley Institute #2 Self Directed Study

Week 13

April 14, 2015

Eppley Institute Self Study Certification Due at beginning of class
Introduction to Sustainability – Guidelines & Standards
READ: Chapter 9: Promoting Sustainable Behavior
Additional Reading
http://www.americantrails.org/resources/accessible/SustainPpasso.html
http://www.fs.fed.us/recreation/programs/accessibility/
http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml
http://www.ecologyandsociety.org/vol12/iss2/art3/
April 16, 2015

Ecotourism & international land use ethics - Trends
International practice and enforcement
READ: Chapter 10 Community psychology and international biodiversity conservation
Additional Reading: Ecotourism text (to be distributed in class)
Case Study – Australia UNESCO: World Heritage Sites
   Great Barrier Reef Marine Park Authority & Uluru-Kata Tjuta National Park
Additional Reading:
http://www.onecaribbean.org/content/files/PaperonRecreationalCarryingCapacityGrahamBarrow
STC9.doc

Week 14

April 21, 2015

Tools for Sustainable Management – GIS Community Participation to reduce conflict
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

April 23, 2015

NO CLASS – Environmental Education Presentation Preparation

Week 15

April 28, 2015

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

April 30, 2015

Semester Project Student Presentations – Environmental Education – TBA
Final Exam Distribution

Week 16

May 5, 2015 Reading Day – No Class

May 7, 2015  FINAL EXAM 7:30 A.M. – 10:15 A.M.*
*Note: Final exam differs from normal class time

Semester Project Student Presentations – Environmental Education – TBA
Final Exam Due at beginning of class – Cumulative