

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

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

<b>DAY/TIME:</b>	T &TH 9:00 – 10:15 a.m.	<b>LOCATION:</b>	Bull Run Hall 246 PW Campus
<b>FACULTY:</b>	Nancy Chamberlain, M.S.	<b>EMAIL ADDRESS:</b>	nchambe2@gmu.edu
<b>OFFICE LOCATION:</b>	Bull Run Hall 220A	<b>PHONE NUMBER:</b>	571-259-4379
<b>OFFICE HOURS:</b>	T 8:30 a.m. – 9:00 a.m. TH 10:15 – 11:00 a.m. (Immediately following class) or by appointment	<b>FAX NUMBER:</b>	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*:

**7.02** 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

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

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

## 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:

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

## GRADING SCALE

### 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		

## 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.

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

<b>Reading Days</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.	Tue May 5
<b>Exam Period – 7:30 – 10:15 a.m. (Not the same as class time...early birds!)</b>	Thursday May 7
<b>Commencement and Degree Conferral Date</b>	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.



## PRLS 402 SPRING 2015 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 20, 2015** Introductions & Foundations  
Course Overview  
Assign Exercise #1 – What is your environmental position?

**January 22, 2015** State of the Global Environment  
Conservation vs. Preservation  
READ: Chapter 1 Conservation Psych. Historical Context  
Exercise #1 Due

#### Week 2

**January 27, 2015** Introduction to the field of conservation psychology  
READ: Chapter 2 Attitudes, values, and perceptions

**January 29, 2015** Attitudes, values, and perceptions of the Outdoors  
READ: Chapter 2 Attitudes, values, and perceptions  
Assign Exercise #2 – What is your environmental EQ?  
Introduce Vandalism Project & Environmental Education Project  
\*Super Bowl Assignment

#### Week 3

**February 3, 2015**  
NO CLASS – Eppley Institute Self Study #1

**February 5, 2015**  
Environment and identity  
READ: Chapter 4 Environment and identity  
Eppley Institute Self Study Certification Due at beginning of class  
Exercise #2 Due

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

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

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:

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

**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/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)

<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)

How Much is Too Much? **Carrying Capacity of National Parks**

<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>

**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](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

<http://washington-dc.eventseekr.com/extreme-green/community-workshops/event/apr-20-2013/32881308>

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

Vandalism Presentation Due (PowerPoint)

[Training Opportunity- Leave No Trace Certification (Optional – NOT required for PRLS 402) April 10, 2014 6:00 – 8:50 and April 17 and April 18, 2015 Overnight required \$40 Prince William Forest Park, Triangle, Virginia (NPS). Classroom location on 4/10 TBA.

#### **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/>

<http://www.wilderness.net/library/documents/320c.pdf>

## **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/PaperonRecreationalCarryingCapacityGrahamBarrowSTC9.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://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>

### **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

