GEORGE MASON UNIVERSITY
PRLS 402—Human Behavior in Natural Environments (3)
Spring 2017
Recreation Management

DAY/TIME: Thursday (R) 7:20 pm – 10:00pm
LOCATION: Innovation Hall 333 FFX Campus

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

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

OFFICE HOURS: R 6:15 – 7:15 pm (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 DELIVERY METHOD

This course will be delivered using a lecture format. Our course will meet in person every 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 3:00 pm 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.

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.

PROFESSIONAL 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:

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<tr>
<th>Requirement</th>
<th>Percentage of final course grade</th>
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<tbody>
<tr>
<td>Exam #1 Midterm</td>
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<tr>
<td>Exam #2 Final</td>
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<tr>
<td>Vandalism Project</td>
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<tr>
<td>Eppley Institute Online Certification #1</td>
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<tr>
<td>Eppley Institute Online Certification #2</td>
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REQUIRED TEXT


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.)

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

COURSE PERFORMANCE EVALUATION

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.

Requirement/Assignment Percentage of final course grade

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**GRADING**

Grading Scale

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Assignments will be due at the beginning of 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).

**PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions 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.

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.

**CLASS SCHEDULE**

Class meets on Thursday, 7:20 – 10:00 pm in Innovation Hall 333. Field trips may be required. Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**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/](http://cehd.gmu.edu/values/).
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 http://ods.gmu.edu/).

• Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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 2017
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, 2017

Introductions & Foundations - Course Overview
Assign Exercise – What is your environmental position – Conservation/Preservation

State of the Global Environment - Conservation vs. Preservation
Assign Exercise #1 – Outdoor Resume
READ: Chapter 1 Conservation Psych. Historical Context
READ: Chapter 2 Attitudes, values, and perceptions

Week 2 February 2, 2017

Introduction to the field of conservation psychology
Assignment #1 Due: Review Assignment: Outdoor Resume

Attitudes, values, and perceptions of the Outdoors
Assign Exercise: Super Bowl Assignment

Week 3 February 9, 2017

Introduce Vandalism Project & Environmental Education Project (See attached assignment & grading rubric)
Assign: Eppley Institute Self Study #1
Review Super Bowl Assignment

Environment and identity
READ: Chapter 4 Environment and identity
Assign Exercise – What is your environmental EQ?
**Week 4  February 16, 2017**  Negative & Positive Nature

Recreation Opportunity Spectrum
READ:  
https://www.fs.fed.us/cdt/carrying_capacity/rosfieldguide/ros_primer_and_field_guide.htm

READ: Chapter 3 Moral psychology and the environment

OR Ethics – Vandalism Motives and Consequences  

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!

Eppley Institute Self Study Due

**Week 5  February 23, 2017**  Environmental Identity & Social Influences of OR Behavior

Student presentations on Vandalism Due – Presentations  
READ: Chapter 5 Theoretical foundations for the human response to nature  
Assign Exercise – EID Instrument Check out all the environmental scales! Report on 2 – 3 each


Spatial Cognition article:  http://www.earthgate.ucsb.edu/~montello/pubs/sbsod.pdf


Social Influences of OR Behavior  
Discuss EID & results of other environmental scales

**Week 6  March 2, 2017**  Influence of Domestic Nature on Resource Management

READ: Chapter 6 Domestic nature: Cohabiting with animals and plants

Influence of Managed Nature on Resource Management  
READ: Chapter 7: Managed Nature: Zoos, aquariums, and public parks  
Assign Midterm Examination – Due 3/9/1017 at the beginning of class  
EID Reflection Due

**Week 7  March 9, 2017**

**Vandalism Presentations**  
Midterm Exam Due

**Week 8 March 13, 2017 – March 17, 2017**  SPRING BREAK
No class on 3/16/2017
Week 9 March 23, 2017 The Value of Wild
Overview of No Child Left Inside Legislation

READ: Chapter 8: Wild Nature: Encounters with wilderness
Movie – Coal Country
Assign Exercise – Movie Review: Coal Country

Week 10 March 30, 2017 Just go outside!

Review Exercise Coal Country Reflection Due

Assignment: First Along the River – A Message from Benjamin Kline
Please read Chapters 1, 5 -10

Assignment: Take In A Park – Let’s Go Outside/GMU Outdoor Nation
Assign: Eppley Institute #1 Self Study Certification Due at beginning of class 4/6/2017

Week 11 April 6, 2017 Natural Resource Management

First Along the River Quiz
Take In A Park Report Due (3 Page Max) – Take In A Park – Let’s Go Outside/GMU Outdoor Nation
Managing Natural Resources & OR Behavior - Economic Indicators of OR

Stakeholder Perception of Natural Resource Management
Case Study – Yellowstone National Park
Managing OR & User Conflict

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


Assign Exercise – Environmental Education Project – Due on 5/11/2017

Week 12 April 13, 2017 Willingness to Pay, Carrying Capacity and Acceptable Limits of Change

Movie – Oil on Ice
Assign – Oil on Ice Reflection – Due 4/20/2017

Managing Natural Resources & OR Behavior - Willingness to Pay, Carrying Capacity
http://www.fs.fed.us/edt/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
How Much is Too Much? *Carrying Capacity* of *National Parks*  
(Do not hit print…document is 70+ pages!)


[http://www.onecaribbean.org/content/files/PaperonRecreationalCarryingCapacityGrahamBarrowSTC9.doc](http://www.onecaribbean.org/content/files/PaperonRecreationalCarryingCapacityGrahamBarrowSTC9.doc)

**Week 13  April 20, 2017  It’s Just Green**

Oil on Ice Reflection – Due 4/20/2017  
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: Eppley Institute #2 Self Study Certification Due at beginning of class 4/27/2017  

Additional Reading:  
Historical overview of Global Education Earth Day & Arbor Day  
[http://www.history.com/topics/holidays/earth-day](http://www.history.com/topics/holidays/earth-day)  
[http://www.earthday.org/](http://www.earthday.org/)  
[http://environment.about.com/od/environmentalevents/a/twocarleighdays.htm](http://environment.about.com/od/environmentalevents/a/twocarleighdays.htm)  
[https://www.globe.gov/about/history](https://www.globe.gov/about/history)  The Globe Project  

Option: You are welcome to join the Arbor Day Festival at NVCC 9:00 a.m. – 3:00 p.m.  
National Geographic will be presenting on ocean health. Volunteer opportunities are available.  
GMU Arbor Day/Earth Day activities will be announced in class.

**Week 14  April 27, 2017**

Introduction to Sustainability – Guidelines & Standards  
READ: Chapter 9: Promoting Sustainable Behavior  
Additional Reading  
[http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml](http://www.indiana.edu/~nca/monographs/8accessible-trails.shtml)  

Tools for Sustainable Management – GIS Community Participation to reduce conflict  
Additional Reading:  
[http://www.gisdevelopment.net/application/urban/fringe/prapf.htm](http://www.gisdevelopment.net/application/urban/fringe/prapf.htm)  
Eppley Institute #2 Self Study Certification Due

**Week 15 May 4, 2017**

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)  
Great Barrier Reef Marine Park Authority & Uluru-Kata Tjuta National Park

Future of Conservation  
READ: Chapter 12 The psychology of hope  
Additional Reading - Jane Goodall – “A Reason for Hope”  
Assign presentation order  
Final exam review/cumulative – Distribute Final Exam

**Week 15 May 11, 2017 Final Exam & Presentations**

Semester Project Student Presentations – Environmental Education Project  
Award Leave No Trace Awareness  
Final Exam Due at beginning of class

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[George Mason University](http://www.gmu.edu) School of Recreation, Health, and Tourism