

George Mason University
College of Education and Human Development
PRLS 300 (001) – People and Nature
3 Credits, Spring 2017
Online
Recreation Management

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Traces philosophical evolution of perceptions of and attitudes toward nature. Examines role of philosophers, scientists, nature-writers, and artists in the shaping of environmental thought. Includes extensive reading of Emerson, Thoreau, Muir, Leopold, Carson, Wilson, and others.

Course Overview

This on-line course utilizes Blackboard to deliver course content. Bi-weekly, short on-line lectures will be held on Tuesday evenings at 7:30 p.m. These lectures will be recorded so that students who cannot join live can watch lectures at a time that is more convenient for them.

Student contributions are an important part of this course. Students will be expected to actively participate in class discussions/discussion boards and to complete all assignments on time. **Assignments will be due at Midnight** on the specified date unless otherwise specified. **Assignments received AFTER Midnight 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 the instructor **prior to the due date** to be considered for exception. It is also recommended that students make back-up copies of all assignments since computers have been known to crash at the most inopportune moments.

Course Delivery Method

This course will be delivered using an on-line format that includes 5 short lectures that will be presented both live and recorded via Blackboard Collaborate and live presentations at the end of the semester.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Identify and articulate the philosophical, historical, and cultural context within which perceptions of and attitudes towards nature have evolved;
2. Describe how various subgroups of individuals have interacted with nature throughout history;
3. Articulate the various perspectives individuals have expressed toward the natural environment;
4. Verbally and visually illustrate their personal views of the natural environment; and
5. Discuss key events contributing to current views of the natural environment.

Professional Standards

(Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):)

Upon completion of this course, students will have met the following professional standards:
Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.01	Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.
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Required Texts

1. Bryson, B. (1998). *A Walk in the Woods*. New York: Broadway Books.
 2. Nash, R. F. (2001). *Wilderness and the American Mind* (fourth edition). Yale Univ. Press.
 3. LaBastille, A. (1980). *Women and Wilderness*. San Francisco, CA: Sierra Club Books
 4. Lewis, Michael (editor, 2007). *American Wilderness: A New History*. Oxford University Press.
- Burns, Ken National Park Series (video) and others. Links on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and Examinations

A. Class Assignments (30% of final grade):

1. **Environmental Issue:** For this assignment, I would like you to write a 500-800 word summary describing and discussing your perspective regarding one current environmental issue that is being reported in the news. You can research your topic using any news source medium, including

newspapers, magazines, television, radio, or the world wide web. Your issue can be local, regional, national or global in nature.

2. Volunteering for Nature: One of the ways we connect to the natural world is through volunteering our time to complete outdoor projects, provide outdoor programs, or become advocates for public lands. There are many other ways, of course, but for this assignment, we'll have the opportunity to directly identify how volunteerism influences our connection to and understanding of nature.

3. Art in Nature Assignment: Since we're doing so many readings in this course, I'd like for you to have the opportunity to experience some of the kinds of activities, spaces, and places to which some of your authors refer. This assignment is designed to get you out into and exploring the myriad of spaces within one of your local parks. And, it's further designed to engage you the way artists may have engaged with natural resource-based parks in the 1900s

4. Appalachian Trail Hike: At this point in the semester, you have started (or maybe even finished?) reading about Bill Bryson's adventures while he attempted to hike the Appalachian Trail (AT). In order to give you a more personal perspective of this experience, you are to hike for a minimum of 2 hours on any section of the AT. It can be any section you prefer, but you must do the hike within the timeframe of this assignment (even if you've already hiked parts of the trail).

B. Exams (25 % of grade)

Mid-Term Exam

Final Exam

C. Class Participation (30% of final grade)

- Introductory assignment
- 10 Discussion Boards will be posted for class participation. As with any good discussion, there is dialogue (conversation back and forth, supporting examples and sometimes disagreement) which requires multiple posts and responding back to classmates. Participation grades for these assignments are based on posting more than once during the week but also on the quality of dialogue that occurs.
- There will be 5 on-line lectures. Please note lectures may be viewed "live" or by recording for full credit. Lectures are meant to summarize key points from what you are reading to prepare you for upcoming exams. In addition to lectures, live "on-line there will be voluntary exam review sessions held before each exam for anyone who would like to attend or to ask questions. Review sessions will also be recorded.

Final Course Project (15% of grade):

Personal Philosophy Project: Over the semester, based on discussions, video material, assignments, readings, etc... we will have explored a variety of ideas and aspects of the overriding theme of the course "people and nature." This project will require students to create a Powerpoint presentation and present it in a small group setting, live on Blackboard Collaborate.

Course Performance Evaluation Weighting Requirements

Class Assignments

30%

Exams	25%
Class Participation	30%
Final Project	15%
TOTAL	100%

Grading Policies

Grading Scale

A+	97 – 100	B+	87 – 89	C+	77 – 79	D	60 – 69
A	94 – 96	B	84 – 86	C	74 – 76	F	0 – 59
A-	90 - 93	B-	80 – 83	C-	70 – 73		

Professional Dispositions

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

Class Schedule

Date			Topic	Readings/Assignment Due
M	January	23	Introduction- Philosophical Foundations of American Environmental Thought	Post Pictures; Environmental Assignment & Intro Assignment Distributed Chapter 2 & 4 in WW ; Chapter 3 & 4 in AW ; Volunteer Project Assigned ; Watch Ken Burns Episode 1 : <i>The Scripture of Nature</i>
T	January	24	7:30 p.m. On-line Lecture #1	Introduction & Expectations for Class
M	January	30	First Voices for Nature: Painters, Musicians, Poets, Writer... (week 2)	Chapter 17 in WW ; Chapter 5 Nash ; Chapter 6 in AW Intro Assignment Due
M	February	6	Landscape Preservation & the Value of Parks (week 3)	READ: Chap 1 & 4 in Bryson, Watch Episode 2 – K. Burns: "The Last Refuge" (1890–1915) Environmental Project Due

Date			Topic	Readings/Assignment Due
M	February	7	7:30 on-line lecture #2	
M	February	13	National Parks (week 4)	Watch Episode 3 – K. Burns: "The Empire of Grandeur" (1915–1919) READ: Chap 7 & 8 in Nash
M	February	20	Preservation as a Movement (week 5)	READ: Chap 7, 10 & 12 in Bryson Chap 11 in Nash Chap 8 in AW
T	February	21	7:30 p.m. On-line lecture #3	
M	February	27	USDA Forest Service Conservation is it new? Is it now? (week 6)	READ: Chap 10 in Nash Chap 3, 13 & 14 in Bryson Chap. 10 in AW
T	February	28	7:30 p.m. Mid-term review	
M	March	6	Mid Term	READ: Chap 15 & 16 in Bryson
M	March	13	Spring Break	
M	March	20	Franklin Roosevelt's New Deal (week 8)	Readings Distributed before on Blackboard
M	March	27	Aldo Leopold & Land Ethic (week 9)	READ: Chap 11 in Nash Leopold's Land Ethic (you can find the reading at http://home.btconnect.com/tipiglen/landethic.html) AT Assignment Due
T	March	28	On-Line Lecture #4	
M	April	3	Rachel Carson's Silent Spring- 1960's Environmental Movement (week 10)	Watch Silent Spring – see link in Assigned film section of Blackboard Personal Philosophy Assignment Distributed Garden Park Assignment Due
M	April	10	Environment in the 1970's & s'80's (week 11)	Watch Episode 6 – K. Burns: "The Morning of Creation" (1946–1980); Chapters 13, 15 & 16 in WW; Chapter 13 Nash; Chapter 11, AW
T	April	11	On-line Lecture #5	

Date			Topic	Readings/Assignment Due
M	April	17	Environment in 1980's & '90's (week 12)	Chapter 12 in WW; Chapter 14 in Nash; Chapter 12 in AW Due Volunteer Assignment Due
M	April	24	Modern Environmentalism (2000 & beyond...where do we go from here?) (week 13)	Chapter 18-21 in Bryson ; Chap.21 & Afterward in WW Chapt 15 in Nash; Epilogue AW
T	April	25	Final Exam Review 7:30 p.m.	
M	May	1	Nature Philosophy Projects and live presentations due	
S	May	13	Final Exams Due	

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/>.

GMU Policies and 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/>.

