

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 402—Human Behavior in Natural Environments (3)
Spring 2013

DAY/TIME:	TH 4:00 – 6:40 p.m.	LOCATION:	Bull Run Hall 247 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*:

7B.01	Understanding of the social, biological and physical sciences that underlie sound land use planning and management.
7B.02	Understanding of ecology, its application to the management, and use of resources.

7B.03	Understanding the principles and practices of stewardship and use of natural resources and the ability to interpret them to the general public, particularly as related to the public's role in stewardship.
7B.05	Understanding of the relationship of business, society, the environment, and the economy, including the role of the entrepreneur.
9B.01	Understanding of the history and development of natural resources recreation policies and their implications for recreation resources management.
9B.02	Understanding of the process of natural resources recreation policy development and its implications for recreation resources management.
9B.03	Understanding of the principles of resource economics and their applications to recreation resource management.
9B.04	Understanding of the principles and practices basic to the effective management of recreation users in natural resources settings.
9B.07	Understanding of the principles of land-use planning, including identification, evaluation, development, and management of land and water resources and their relationship to and impact upon the natural environment.
9B.08	Understanding of how and why people perceive and respond to given resources and management practices.
9B.10	Understanding of the social, economic, cultural and environmental impacts associated with multiple use of natural resources.

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 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.

Additional readings will be assigned throughout the course.

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:

Requirement/Assignment Percentage of final course grade

Exam #1	20%
Exam #2	20%
Vandalism Project	10%
Semester Project (Sustainability in Natural Resource-Based Recreation)	30%
Class Participation (Including Pop Quizzes)	20%
(*No credit given for late arrivals or leaving class early)	
TOTAL	100%

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:

Twenty (20%) of your final course grade will consist of “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. In order to quantitatively assess your participation, I will give unannounced quizzes (5 points each) throughout the semester. These may be given at the beginning, middle, or end of any class period and may include questions designed to assess the readings due that day or information discussed in class on that day. There is no make-up opportunity for missed quizzes. Additionally, we may use in-class assignments to further assess participation.

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.*

DATE TOPIC CHAPTER/ASSIGNMENT DUE

Week 1

January 22, 2013 Introductions & Foundations
Course Overview
Assign Exercise #1 – What is your environmental position?

January 24, 2013 State of the Global Environment
Conservation vs. Preservation
READ: Chapter 1 Conservation Psych. Historical Context
Exercise #1 Due

Week 2

January 29, 2013 Introduction to the field of conservation psychology
READ: Chapter 2 Attitudes, values, and perceptions

January 31, 2013 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 & Semester Project

Week 3

February 5, 2013 Environment and identity
READ: Chapter 4 Environment and identity
Exercise #2 Due
Reading from the Last Child in the Woods

February 7, 2013 Negative & Positive Nature
READ: Chapter 3 Moral psychology and the environment
Assign Exercise #3 – OR Resume

Week 4

February 12, 2013 OR Ethics – Vandalism Motives and Consequences
READ: Chapter 3 Moral psychology and the environment
<http://www.cleanfairfax.org/laws-and-ordinances/report-a-litterer/>

February 14, 2013 OR Ethics
Additional Reading: Visit <http://lnt.org/learn/7-principles>
Watch National Park Service LNT video at <http://lnt.org/teach/teaching-resources>
Exercise #3 Due

Week 5

February 19, 2013 Social Influences of OR Behavior
READ: Chapter 5 Theoretical foundations for the human response to nature
Review Exercise #3 – OR Resume

February 21, 2013 Social Influences of OR Behavior
Assign Exercise #4 – EID Instrument

Week 6

February 26, 2013 Influence of Domestic Nature on Resource Management
READ: Chapter 6 Domestic nature: Cohabiting with animals and plants

February 28, 2013 Influence of Managed Nature on Resource Management
READ: Chapter 7: Managed Nature: Zoos, aquariums, and public parks

Week 7

March 5, 2013 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 7, 2013 MIDTERM EXAM
Assign Exercise #5 – Movie Review: Coal Country

Week 8 March 11 – 15, 2013 SPRING BREAK

March 12 – NO CLASS

March 14 - NO CLASS

Week 9

March 19, 2013 Managing Natural Resources & OR Behavior
Recreation Opportunity Spectrum, USFS
Economic Indicators of OR

Exercise #5 Due

Review Exercise #5

Additional Reading:

http://www.usbr.gov/recreation/publications/WALROS%20PPT_4Training.pdf

March 21, 2013 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.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**

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 26, 2013 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 28, 2013 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/>

Week 11

April 2, 2013 Stakeholder Perception of Natural Resource Management
Case Study – Yellowstone National Park

Additional Reading will be assigned.

April 4, 2013 Facilitating Constructive Attitudes & Managing Multiple
Interests – Finding Common Ground

Additional Reading:

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

Week 12

April 9, 2013 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)

April 11, 2013 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 13

April 16, 2013 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.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 18, 2013 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

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

Week 14

April 23, 2013 Semester Project Student Presentations

April 25, 2013 Semester Project Student Presentations

[Training Opportunity- Leave No Trace Certification (Optional – NOT required for PRLS 402)
April 27 and April 28, 2013 Overnight required \$35 Location to be announced]

Week 15

April 30, 2013 Future of Conservation

READ: Chapter 12 The psychology of hope

Additional Reading - Jane Goodall – “A Reason for Hope”

May 3, 2013 Final exam review

Semester Project Due

Week 16

May 7, 2013 READING DAY

May 9, 2013 FINAL EXAM