

LSRC 251OL- RECREATION AND THE NATURAL ENVIRONMENT

Department of Recreation and Tourism Management
California State University Northridge

On Line Class

INSTRUCTOR: Al Wright, Ph.D.

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COURSE DESCRIPTION:

Prerequisite: Lower division writing requirement. A study of recreational use of outdoor/natural areas and the trends, both past and present, that create changing patterns of use. An overview of human, animal, and technological impacts on outdoor recreation resources. A study of outdoor program providers and outdoor recreation delivery systems for/in the outdoors. Assessment of environmental impacts and development of an environmental ethic for both urban and wilderness contexts. Regular written assignments and field learning experiences are required.

COURSE OBJECTIVES:

At the conclusion of this course the student will:

1. Develop an understanding of the historical roots of our cultural attitudes towards the natural environment and the results of these attitudes on the American wilderness and the American city.
2. Develop an understanding of the Conservation, the Environmental, and the Outdoor pursuits movements past and present.
3. Develop an understanding of and appreciation for the natural environment with its processes, resources, and ecosystems.
4. Develop an understanding of the use of the outdoor environment for human development and recreation.
5. Develop an understanding of humankind's use of outdoor recreation resources and the way to utilize these resources with minimum impact.
6. Develop an awareness of the origins, historical attitudes and current practices of agencies that control the use of outdoor recreation resources.
7. Develop an understanding of programs in outdoor education and nature interpretation.
8. Develop a personal and professional environmental ethic for 21st century life.

COURSE CONTENT:

COURSE SCHEDULE:

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| I. Outdoor Recreation and its Benefits | Week 1 |
| A. Physical | |
| B. Psychological/Emotional | |
| C. Social | |
| D. Spiritual | |
| II. Environmental Impact | Week 2 & 3 |
| A. Personal impact on the natural environment | |
| B. Minimal impact life-style | |
| C. Minimal impact outdoor recreation | |
| III. Natural Resource Management Agencies | Week 4, 5 , 6, & 7 |
| A. The Federal Government Agencies
(NPS/ USFS/ BLM/ USFW) | |
| 1. Legislative empowerment | |
| 2. Current management policy | |
| B. State and Local Agencies | |
| IV. Environmental Processes and Ecosystems: an Overview | Week 8 |
| V. Outdoor Program Providers and their Historical Development | Week 9, 10, & 11 |
| A. The early Conservation Movement | |
| B. The Nature Study Movement | |
| C. Interpretation | |
| D. Camping Movement | |
| E. Residential Outdoor Education | |
| F. Adventure Education | |
| V. Outdoor Discovery Field Trip | Week 12& 13 |
| VII. The Future of Outdoor Education/Recreation in Leisure & Rec. | Week 14 |
| A. The Network of Providers | |
| B. The Urban and Wildland Interface | |
| 1. Barriers to Involvement | |
| 2. Model Programs | |
| VIII. The Future of the Environmental Crisis | Week 15 |
| A. Population and Other Global Issues | |
| B. Responses - Hope or Despair | |

METHODS OF INSTRUCTION:

Lectures/Discussions/Readings/Projects/Exams/Field Experiences. The student is expected to accept their share of responsibility for the learning process. Participation in the “methods” is the responsibility of students and instructor. Students will also have the opportunity to participate in a field experience that will expose them to outdoor based programs and awareness of the natural environment.

METHODS OF EVALUATION:

Environmental Life-style Audit: The assignment will require you to keep a journal of your behavior as it relates to issues of energy consumption and cycles, and environmental impact. The project will be done by the third week of class. Click on the schedule and assignments link on the class website. (10% of grade)

Exam I & Exam II: Objective tests on class reading assignments will be given as a series of quizzes with a check point of completion approximately midterm and a second check point during the final week of the semester (dates finalized and posted on class website). (total quizzes equal approximately 42% of total grade)

Research on Outdoor Recreation Impact: Select an outdoor recreational activity (see details on web assignments page) and discuss the activity and its relevance to the themes of the class. The focus of the report is not on 'how-to' or 'where-to' do the recreational activity (e.g. mountain biking, caving, four wheeling) but a brief profile of the activity followed by the question of how this activity impacts the natural environment. The report will be written and then posted on the class web for other students to interact with your thinking. Topics are due via email and reports will be emailed for posting. Required student interactions with five selected reports will be completed by the end of the semester. (project valued at 22% of grade).

Field Education Experience: Outdoor Discovery

In addition to the on-line learning there is a required field learning experience that will be self-initiated. Several options are possible and are outlined at the assignments section of the class web page. Please consult the web page early as some of the opportunities require early action in the semester. These could range from overnight outdoor adventure experiences to participation in more passive environmental education programs. The experience will be fun and a great compliment to the issues discussed in the class. A brief journal of your observations and learning will be submitted electronically. (Grade value of 20%.)

Environmental Ethic: A brief summary of your individual life-style values and commitments while a sojourner on the planet. Limit of 1 page. Consult the outline of this assignment. (Grade value 6%)

Class Dialogue and Participation: If an on-line discussion (either live/time certain or a threaded discussion done on your own time) is required as part of an assignment please note that as an integral part of the overall assignment which will be worth significant point value. Your dialogue and discussion is highly desirable and worth points.

TEXTBOOKS: Last Child in the Woods by Richard Louv. Consult the bookstore for textbooks or secure it another way. In addition to the text there will be notes and reading material that are available on the class web page.