

Course Code & No. - Section:	ODAL 401 - Section 1
Course Title (Credits):	Outdoor Adventure Ethics and Management (3)
Term & Year:	Fall / 2015
Course Ref. No. (CRN):	80005
Instructor:	Rosie Hackett
Phone(s):	775-831-1314 ext. 7499 (office) or 530-307-9103 (cell)
Email:	rhackett@sierranevada.edu
Office:	TCES-2 nd floor
Office Hours:	T,W 10-12pm or by appointment
Class Meeting Time:	Thursday 1:00 p.m. – 3:45 p.m.
Location:	TCES 115
Prerequisites (from Catalog):	ODAL 101 and ODAL 201 and ODAL 350 (recommended)

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

Course Description

This course presents a powerful tool for understanding the challenges facing outdoor adventure leaders today. Beginning with the premise that outdoor adventure leadership must be informed by a well-developed land ethic, the curriculum delves into some of the thorniest problems in land ethics, exploring them in clear, straightforward language: What do we value? How do we value it? What are its threats? How do we protect it for the future? The course begins with a fascinating history of the outdoor movement in America and gives a comprehensive survey of the legislation and agency structures that define land management today. Through readings, debates, current event presentations, field trips, service projects, and guest visits from professionals in the field, students learn to think critically about controversial issues and values in conflict while developing their own outdoor adventure ethic. This course is essential for anyone who cares about the future of outdoor adventuring in the United States.

Student Outcomes

Upon successful completion of this course, a student will be able to:

1. Interpret the fascinating history of land ethics in America, acknowledging the key players involved, and understanding the legislation and agency structures that define lands management today.
2. Recognize the importance of educating oneself on the many sides of current and controversial issues pertinent to outdoor adventure leaders.
3. Define one's personal land ethic and create an action plan for conservation within the local area.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Class Participation
2. Moodle participation
3. Independent research
4. Presentations/facilitations
5. Papers
6. Paired/group activities
7. Service learning
8. Peer feedback

Instructional Strategies

E.g.: This class will utilize the experiential teaching approach through inquiry learning, case studies, paired/group activities, peer feedback and independent research. The course text will provide a framework for the course. Flexibility and adaptability are central to success in an outdoor setting and in this class as well.

Required Texts and Materials

Required Texts:

- *NOLS Wilderness Ethics: Valuing and Managing Wild Places* by Jennifer Lamb & Glen Goodrich; Stackpole Book; 2006; ISBN: 0811732541

Recommended resources: (*Facebook is actually a pretty good start...Lake Tahoe News, Sierra Club, High Country News, League to Save Lake Tahoe, Patagonia, REI, Leave No Trace, Truckee Donner Land Trust, Tahoe Conservancy, Lake Tahoe Basin Management Unit, Sierra Nevada Alliance, TAMBA, Access FUND, etc.*)

- www.wilderness.net
- <http://www.sierraclub.org/>
- http://www.hcn.org/?utm_source=wcn1&utm_medium=email
- https://www.facebook.com/highcountrynews?_rdr=p
- <https://www.facebook.com/pages/Lake-Tahoe-News/158764178566>
- <https://www.facebook.com/leaguetosavelaketahoe>
- <https://www.facebook.com/PATAGONIA>
- <https://www.facebook.com/pages/Truckee-Donner-Land-Trust/104193972959208?fref=ts>
- <https://www.facebook.com/CaliforniaTahoeConservancy?fref=ts>
- https://www.facebook.com/search/str/Sierra%20Nevada%20Alliance/keywords_top
- <https://www.facebook.com/voiceforlaketahoe?fref=ts>
- <http://www.keptahoeblue.org/>
- <http://www.fs.usda.gov/main/lbmu/home>
- <http://ivgid.org/>
- Moodle

Materials:

- Instructor handouts
- Independent research

Attendance

Class sessions begin promptly at 1:00 pm and will continue until 3:45 pm each Thursday of the Fall 2014 semester excluding national and school sanctioned holidays. Students are expected to attend all classes and to be on time.

Credit for the class is jeopardized after two or more absences.

Class Requirements

PLEASE come to class with **snacks, WATER, and comfy clothes!** This class will be as active as possible and a well fed, hydrated, and comfortable student is a happy, attentive student.

Please turn off cell phones and laptops while in class session.

Due to the experiential nature of this class, students are asked to **experience** all course material including discussions, problem solving, physical activities and the exchange of feedback. Sensitivity and attentiveness toward each group member's experience and the group's progress as a whole will be the responsibility of each group member.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for ODAL401: Wilderness Ethics include, but are not limited to:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library)

2. Reference materials (for use inside Prim Library)
3. Books (can be checked out)
4. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your paper topics are EBSCO.
5. Hardcopy periodicals
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information. Check out our ODAL libguide! <http://libguides.sierranevada.edu/content.php?pid=292660&sid=2402945>

How to do your research?

1. Go to libguides.sierranevada.edu, scroll to the bottom of the page, and click on A-Z Databases. (Note: If you are not on campus, you will need to enter your first initial and last name, then your 9-digit student ID number)
2. Click on Academic Search Premier, then click on "Choose Databases."
3. Click Select/deselect all so every database is checked.
4. Click OK. This will bring you to the Ebscohost search page.
5. Type in your search keywords. Be sure to narrow or broaden your search using the Boolean operators—and, or, not.
6. Check the box to limit your results to "full text."
7. Check any other boxes you think are relevant to help limit your search. Do you want only academic journals? Do you want only newspaper articles?
8. Click SEARCH and cross your fingers! See what turns up.
9. If you see an article that looks great, but you'd like to read it later, click on it. Then look for the "Tools" box on the right side of the page. Click on the "email" button so you can email it to yourself.
10. If your search doesn't turn up lots of articles that are relevant to your project, change your keywords and search again! The trick to being a smart and efficient researcher is to CHOOSE THE RIGHT KEYWORDS. And sometimes that means making multiple attempts at finding those words!

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Grading Policy

Students' grades will be determined as follows:

- Class Participation: For each class missed (up to two classes) 100 points will be deducted from your grade. (Note: Credit for the class is jeopardized after two or more absences.)
- Current "Land Action" Events/Mini Presentations: (100 pts) Every class will start with a student presentation on a current land action event...the action/issue, the watchdog agencies involved, the land management agencies involved, and the grey ethical aspect of the land action/issue (15 min).
- Reading/Reflection Assignments (Moodle): (400 pts) (50 pts/each) As part of developing our outdoor ethic, we need to read and reflect upon lots of cool and thought provoking articles. These will be posted on Moodle as a reading/watching assignment. Please post your opinions and reflections on the articles to Moodle. (1-2 pages).
- DEBATE/Reflection Assignments (Moodle): (400 pts.) (50 pts./each) As part of developing our outdoor ethic, our class will engage in multiple debates on controversial issues for outdoor adventure leaders. These will be posted on Moodle and students will be expected to respond/reflect with a 1-2 page writing and research entry.
- Writing Assignments: (200 pts.) (50 pts/each) As part of developing our outdoor ethic, we need to write and reflect on our journeys and ethics. These are essays and creative pieces. Enjoy.
- Landfull Paper: 100 pts (see below description)
- Midterm Exam: 100 pts
- "Carson Community Trails Workshop" Research/Service Project/Presentation: (150 pts) Participation is everything. This is a hands on service project that includes trail surveys and public meetings.
- Professional Panel Group Research Project: (50 pts) This project will group students up to research and prepare questions for a panel of professionals from various and diverse land management agencies. Research and questions will be focused around a theme, "How do you manage your land for the future of Tahoe, keeping in mind the need to protect our pristine environment and to expand our tourism and recreation".

Extra Credit Opportunities:

- Community Meeting Attendance/Write up: Extra Credit: (50 pts)
- Additional "Cool" Resources Reading and Paper: (50 pts)
- Leadership Practicum: (100 pts. extra credit-lesson plan/leadership reflection): Must assist and prepare a 20 min "landfull" lesson on one overnight or two day trips with Outdoor Adventures.

Total Points Possible: 1500

Class Schedule

<i>Date</i>	<i>Class Plan</i>	<i>Assignments due on date</i>
8/20	<ul style="list-style-type: none"> Class overview and expectations Do you stop?...Connecting...as a Friend...defining an outdoor adventure ethic...responsibility and luxury Adventures around the world...why we should value wild places...defining moments Creating our personal "have you ever moments"/Workshop 	<ul style="list-style-type: none"> Come to class ready to connect to your personal outdoor adventure ethic.
8/27	<ul style="list-style-type: none"> <u>Current Events (example)</u> Share our personal "have you ever" connections Lessons and Inspirations from hiking naked and "Connecting to wild places" readings Connecting to our Primal Roots: Guest Presentation: Mick Dodge 	<ul style="list-style-type: none"> Reading/Reflection Assignment: <u>various</u> articles Moodle Hike Naked in preparation for Mick Writing Assignment: "Have you Ever" writing revised
9/3	<ul style="list-style-type: none"> <u>Current Events</u> <u>Debate activity</u> Wildlands and People: A History of Human Perception A journey on a historical timeline 	<ul style="list-style-type: none"> Reading/Reflection Assignment: "Wilderness Ethics" Chp. 1-2 Debate Assignment: Moodle
9/10	<ul style="list-style-type: none"> <u>Current Events</u> <u>Debate activity</u> Key Players Timeline Workshop (cool people you need to know about) Performance: Putting it all Together: People, Perceptions, and Organizations 	<ul style="list-style-type: none"> Reading/Reflection Assignment: "Wilderness Ethics" Chp 3 and Moodle Reading "Wilderness Cult" Debate Assignment: Moodle
9/17	<ul style="list-style-type: none"> <u>Current Events</u> <u>Debate Activity</u> Values and Ethics Metaphor Bag Values in Conflict: Case Studies Introduce Landfull Paper 	<ul style="list-style-type: none"> Reading/Reflection Assignment: "Wilderness Ethics" Chp 4 & 5 and readings on Moodle Debate Assignment: Moodle
9/24	<ul style="list-style-type: none"> <u>Current Events</u> <u>Debate Activity</u> My Land is Your Land Too: Land Management 101 Mt. Wow debate Review for Midterm 	<ul style="list-style-type: none"> Reading/Reflection Assignment: Wilderness Ethics" Chps 6-13 Debate Assignment: Moodle Work on Landfull Paper
10/1	<ul style="list-style-type: none"> Midterm 	<ul style="list-style-type: none"> Study for Midterm Work on Landfull Paper
10/8	<ul style="list-style-type: none"> Field trip! TBD. 	<ul style="list-style-type: none"> Work on Landfull Paper
10/15	<ul style="list-style-type: none"> Field Trip – getting involved in "Your Community/Land"- Mark Kimbrough 	<ul style="list-style-type: none"> Landfull Paper due!
10/22	<ul style="list-style-type: none"> Service: Trail Work Day 	<ul style="list-style-type: none"> Field research/trail surveys for the Carson Community Workshops! Writing Assignment: Reflection on Moodle

		(after the workshop)
10/29	<ul style="list-style-type: none"> • <u>Current Events</u> • <u>Debate Activity</u> • Guest visitor: Garrett Villanueva 	<ul style="list-style-type: none"> • Reading/Reflection Assignment: USFS articles on Moodle • Debate Assignment: Moodle • Writing Assignment: Reflection on Trail Service day
11/5	<ul style="list-style-type: none"> • <u>Current Events</u> • <u>Debate Activity</u> • Workshop: Preserving our Land for the Future: Research and Questions for the PROS 	<ul style="list-style-type: none"> • Reading/Reflection Assignment: various readings on Moodle • Debate Assignment: Moodle
11/12	<ul style="list-style-type: none"> • Professional Panel Q & A Session 	<ul style="list-style-type: none"> • Group Project: Research and Questions for the PROS
11/19	<ul style="list-style-type: none"> • <u>Current Events</u> • <u>Debate Activity</u> • How to change the world: Lessons from the Lorax 	<ul style="list-style-type: none"> • Writing Assignment on Moodle: Reflection on PRO Q & A Panel • Debate Assignment on Moodle
11/23-11/27	<ul style="list-style-type: none"> • <i>NO CLASS! THANKSGIVING BREAK!</i> 	<ul style="list-style-type: none"> • Enjoy!
12/3	<ul style="list-style-type: none"> • <u>Current Events</u> • <u>Debate Activity</u> • The Ethics Game...what are we trying to preserve? What are the threats and what can we do about it? • Putting ethics into practice...personal responsibility... Workshop 	<ul style="list-style-type: none"> • Reading/Reflection Assignment: various readings from Aldo and others on Moodle • Debate Assignment: Moodle
12/9	<ul style="list-style-type: none"> • Final Exam Schedule: Wednesday 12/9 3-6pm • Course closure/share personal outdoor ethics 	<ul style="list-style-type: none"> • Reading/Reflection Assignment: various readings on Moodle • Writing Assignment on Moodle: What is your Outdoor Adventure Ethic • Go change the world...follow your outdoor ethic!

Please note that the schedule of class topics and assignments are subject to change. As outdoor leaders, we are always POISED FOR CHANGE!

Please bring WATER to class...Hydration is the key to learning!

Criteria for Evaluation

Assignments:

- **Reading, Writing, and Debate Assignments:** We want each and every class to be an energetic and inspiring learning experience for all. In order to do this, we need to encourage and ensure that every student comes to class prepared and ready to participate and inspire. These assignments are graded on a POINTS (50 pts/each) or NO POINTS basis. Either you are prepared for class or not. There are no make-up points available for reading, writing and debate assignments. Late assignments will not be accepted.
- **Current Events/Mini Presentations:** Everyday there are new current events involving outdoor ethics and/or land management. We want to know about them! One student will be assigned to each class to research and present on a local or national or international current event, i.e. fires, national parks, land designation, politics, inventions, economics, master plans, new trails, radical sports, values in conflict, etc. We will start class out with a 10-15 minute presentation on each current event. Please make this fun, informative, and interactive. Do not just speak to us! Must provide the class with a handout highlighting/summarizing your “why we care” and “how can we get involved” news. Please see list of suggested resources (above) for these current events.
- **Landfull Paper:** Go beyond the local... i.e. Owen’s River Gorge, Tuolumne, Merced River, Yosemite, Donner Summit, American River, etc. This paper takes us through landfullness and ensures that the land around us comes alive. This paper should be **8-10 pages in length**. It should include both personal reflections/imagery as well as solid research (must have at least 3 resources-APA style citing). Note: Interviews with professionals in the field is a FANTASTIC source!
How to start the Landfull Paper: How do you personally RELATE to a specific piece of land, including your personal practice, connection, and relationship. How does the way you relate to land affect your ethic toward it? What are the implications of this relationship? Use quotes from all readings. Choose a spot on a map and go there. Don’t just go there...but find the perfect spot. Sit and REFLECT. In order to overcome people’s disconnection from the land, landfullness necessitates that we move beyond first impressions – that we spend time in a piece of land – and experience the land from multiple perspectives, i.e. **personal, historical, cultural, environmental, economical**. Our interactions and awareness with our environment should encompass the land in its entirety: its **look, feel, taste, smell, its history, its management, its value (economic?), its future**, etc.
 Building a sense of place is like developing a friendship, including first impressions and then going DEEPER and learning their story/history. The “deeper” part requires RESEARCH (at least 3-5 sources-humans count). Research is nothing more than a sense of WONDER: inquiry, curiosity, physical questioning, appreciation, prediction, and ultimately STORY TELLING. Your RESEARCH should include all the senses and be CREATIVE as well as INFORMATIVE...A sense of place is really just about telling the **FULL STORY** of a piece of land...with all the **people (a cultural history**-from natives to first explorers to first destroyers to first tourists to first recreationalists to first advocates to first managers to first values in conflict and so on....). Don’t forget to include the specific **land agency** that manages your special spot. Does that agency serve your land well? Include management practices, history, and current and future challenges/opportunities. Who are the users on this land and do they have values in conflict? Why? How can you resolve? Who are the watchdog agencies for this land, i.e. Sierra Club, TRTA, etc. Are they working on anything? Do they need help? **What will this land look like in 10, 20, 50 years from now?** Make this paper FUN and INFORMATIVE for all! ENJOY!

Extra Credit Assignments:

- **Extra Credit: Community Meeting Attendance:** In this class, you can earn 50 pts extra credit to attend a community meeting involving a local land management issue. As a class, we will need to stay up to date with CURRENT land management debates, i.e. read the paper! Students will need to be able to verify their attendance at this community meeting through a reflection of the minutes/action plan. I also encourage additional creative forms for verifying your presence, i.e. picture of yourself speaking at the meeting, etc.

- **Extra Credit: Paper on “Cool WILD Readings”:** There are so many “cool WILD readings”. We can’t read them all for class. If you want to earn extra points, find a cool reading (I will have some on moodle), and write a response to the reading, engaging us in a thought provoking discussion on outdoor adventure ethics...or write a poem or rap. Be creative!
- **Extra Credit: Leadership Practicum:** This is your last class that you will take as an ODAL student and thus it is our goal to provide you with practical leadership experiences. You have an opportunity to earn 100 extra credit points by assisting on an overnight OA trip. You will be responsible for helping on all pre-trip meetings/logistics, the field experience, and all post trip details/debriefs/reflections. You will also be responsible for planning and facilitating a 20 minute activity/lesson that turns the recreational activity into a LANDFULL EXPERIENCES. Be creative and enjoy! A lesson plan and trip reflective paper (1-2 pages) is required.



One day's exposure to mountains is better than cartloads of books.

John Muir