

Instructor: Nick Babin, Ph.D. (nbabin@sierranevada.edu), Phone: 775-831-1314 x7423

Office Hours: T, W 2-4:00pm; other times by appointment, PL 205 (Library Mezzanine)

Class Times: Tuesdays 4-6:45pm, Patterson 207 (Course CRN 80289/80231)

Course Description: This course will explore sustainability issues relevant to the development and management of ski resorts. The course begins with an exploration of the meaning of sustainability and sustainable tourism before considering the current and future projected impacts of climate change on the ski industry. Through lectures (including guest lectures from industry leaders in sustainability), assigned readings, case studies and site visits, this class aims to familiarize students with strategies and tools for addressing sustainability issues related to water, energy, food, wildlife, housing and the survival of small resorts.

Course Goals: Upon completion of this course, you will be able to:

- Apply the concepts of sustainability and sustainable development to a ski area context
- Analyze the effects of climate change on the ski industry
- Evaluate different climate change adaptation and mitigation strategies undertaken by ski areas
- Demonstrate an understanding of corporate social responsibility as it pertains to the ski industry
- Critically discuss the economic rationale for adopting sustainability as a core business philosophy
- Demonstrate the importance of sustainability communication for ski areas
- Compare and contrast various sustainability initiatives that have been adopted by ski areas

Texts:

There is one required text:

Schendler, A. (2009). *Getting Green Done* (1st ed., p. 292). New York, NY: PublicAffairs.

Other required readings will be made available on the course Moodle site.

Course Organization, Evaluation Methods and Grading:

Class-time will be divided into lectures, discussions, films, group work, field trips and activities. There will be a total of 1000 points allocated from the following evaluation methods:

Mid-term examination	150	93 – 100	A	73 – 76	C
In-class assignments/ projects	150	90 – 92	A-	70 – 72	C-
Sustainability reporting analysis	200	87 – 89	B+	67 – 69	D+
Marketing report and presentation	300	83 – 86	B	63 – 66	D
Reading responses/ participation	200	80 – 82	B-	60 – 62	D-
		77 – 79	C+	59 or ↓	F
TOTAL	1000				

Evaluation Methods Explained:

Mid-term examination (150 points): The exam will feature essay questions. Content will come from lectures, field trips, class discussions as well as the assigned readings. One page front only (8.5 by 11) of hand written notes will be allowed.

In-class assignments/ projects (150 points): In-class assignments and projects should be neatly written or typed. They should be turned in by the end of the class they are assigned.

Case study analysis: Sustainability Reporting (200 points):

This analysis requires you to examine three different sustainability reports provided by Aspen Skiing Company, Squaw/ Alpine, and Alta Ski Area, and critically evaluate and compare the sustainability efforts of each resort. Some questions/thoughts to guide your analysis and discussion:

- What kinds of sustainability initiatives are undertaken by these ski resorts?
- How successful are these initiatives?
- How do they communicate these initiatives in their report?
- Consider the similarities and differences in the information they report, the way it is reported, and the images used.
- Who is their audience?
- Are some resorts more candid with others? Why?
- Are others more promotion than substance? Why?
- What recommendations would you make for each resort regarding future sustainability efforts? Why?

The format for this analysis should be as a formal report with suitable headings and sub-headings. It is recommended that the report begins with a short introduction to each resort, before the sustainability efforts of each are compared and contrasted. It is due on Moodle on October 10th. It should be no longer than 4 pages double-spaced. You are expected to draw upon outside sources to help support your evaluation and comparison of your chosen resorts, and also to illustrate your ideas and recommendations.

Develop Marketing Campaign for Consortium of Community Ski Areas

The Mountain Playground Group is an international group of 9 (more are expected to be added for 2017-18) like-minded community ski areas that is administrated by Mountain Rider's Alliance, LLC (MRA). The consortium works together to bring more market awareness to participating ski areas, as well as share best practices. At the heart of the initiative is the sale of the \$39 Mountain Playground Card, which offers an exclusive discount to all participating ski area plus unique benefits from 20 brand partners.

Community ski areas play an important role for the regions they serve. They are winter economic drivers and provide a place where multiple generations can recreate. Equally important, smaller mom and pops' are an integral part of the overall eco system and sustainability of the ski industry. MRA's 2014 survey revealed that over 70% of skiers and riders began at smaller ski areas (typically under 1,600 vertical feet and 50,000 skier visits) before graduating to medium to mega ski resorts.

The goal of this assignment is to layout a robust marketing plan to greatly enhance market exposure, which will lead to the sale of Mountain Playground Cards. Community ski areas struggle to stay in business and do not have marketing dollars to compete with larger ski resorts. Much like the craft beer industry has successfully done, community ski areas serve a niche product that needs to be better promoted. The campaign should be targeted at the national, regional and local level. Since there is no marketing budget, the students will need to come up with creative concepts.

This marketing plan needs to include the following information:

- Title page
- Executive summary (a summary of all key points and recommendations made by the report that is no longer than 1 page in length)
- Table of contents
- Introduction to the report
- • Your proposed marketing effort
 - Who is the target and why
 - What channels/medium you intend to use and why
 - Ideas for marketing both the Mountain Playground Group and each individual ski area

- Method of distribution
- Timing of distribution
- Detailed explanation of the design and content of marketing campaign
- Content (text and imagery)
- Design
- Conclusion
- Recommendation
- Appendix (if relevant)

This report should be no longer than 10 pages double-spaced. It should include headings and sub-headings to clearly present the content. It is due on Moodle by 4pm on December 5th. You will also be responsible for a 5-7 minute presentation sharing your report with the class on December 5th. You are encouraged to think outside the box to help bring a greater awareness to community ski areas.

Reading responses/ participation (200 points)

In order to prepare for our discussion of the assigned readings a minimum 1 page (12 point font, double spaced) written analytical response is due for each class meeting with a required reading (10 total). The response is due on Moodle by 11:55 pm on the Sunday before the assigned reading is discussed. These analytical responses are not meant to be comprehensive but should point out the more important ideas/ themes/ questions that arise in the reading. The weekly response consists of three elements:

- (1) Summary: Briefly identify and summarize the key arguments or main points of the day's assigned readings. Ask yourself what each author is trying to convince you of and how. It is not meant to be exhaustive: pick out one or two of the more important key arguments or main points, and briefly explain them.
- (2) Integration: Pick one or two ways in which the authors' arguments relate to in-class discussions, lectures, field trips, personal experiences, current events or concepts and ideas from other courses, and elaborate on these connections. How, for example, do the day's readings challenge complement, complicate or in some other way relate to other readings, in-class discussions or extra-class materials? Look for points of similarity or difference, and generate connections, contrasts or comparisons between them.
- (3) Questions/Reactions: This is a crucial component of the response. **Identify at least 3 questions or reactions the readings instigate in you that we can discuss in class.** Think of discussion questions that you would like to explore as a group. Also, if you are having difficulties with a particular reading assignment, this is the place to put your specific questions about which parts did not make sense. In addition, this is the section in which you can raise objections (to content, style, politics, methods, etc.), agreement, praise, or any other reactions you have to a reading. Feel free to add unconventional insights and controversial opinions as they will help make for a spirited discussion. The following are some example prompts for this section:
 - a. I disagree/agree with the following part of the reading because:
 - b. The author is missing something:
 - c. How would (another reader, someone from discipline x) respond?
 - d. This reading reminds me of (personal experience, current events, history, etc.)
 - e. This reading challenged me to think about the following in a new way
 - f. My emotional reaction to this reading is:

You will be expected to share components of your responses during Tuesday class discussions. Each response is worth 20 points. Responses will be graded according to the conciseness and preciseness of your summary, the insightfulness of your integration, the quality of your questions/ reactions, and the level of your participation in associated class discussions. **Late responses will be penalized at 20% per-day.**

All other late assignments will be penalized at 10% per-day.

Course Moodle: The course Moodle will be used to turn in your responses, post announcements, course materials, presentations, assignments, some readings, etc.

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.

Academic Integrity:

Definition of Plagiarism: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge) material without giving appropriate credit to the source. Plagiarism will not be tolerated and may result in failing this course, and may also result in further consequences.

Academic dishonesty A student violates academic integrity when he or she claims credit for any work not his or her own (*words, ideas, answers, data, program codes, music, etc.*) or when a student misrepresents any academic performance. Work deemed a product of academic dishonesty will receive a zero and

points equivalent to the value of the assignment will be subtracted from those already earned in the course.

Attendance and absences:

Excused absences are allowed only in cases of SNC athletics, documented illness, approved College events, job or graduate school interviews and serious family emergency. Each unexcused absence in excess of two for the semester will result in a final grade reduction of 5 percentage points.

Because this class meets only once a week and some of the class activities and assignments are especially difficult to makeup, your instructor requests that excused absences be avoided. If you must miss class for an excused reason you will not be penalized for assignments missed, however, you will still be held responsible for completing them and learning the material covered during your absence.

Athletics Excused Absences:

The Athletic Director notifies faculty members of student athletes with excused absences for training and competition. This email excuses the student athlete from class attendance, but not from doing the assigned work. It is the student athlete's responsibility to meet with me prior to the excused absence for missed work and/or alternate assignments. If a student athlete fails to meet with me prior to the absence, make-up work is not available.

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.

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

<i>Fall 2017 Schedule*</i>			
Week	Date	Topic (ASSIGNMENTS DUE)	Required Readings
1	22-Aug	Course Overview and Introductions What is Sustainability?	None
2	29-Aug	Climate Change: Past and Present <i>(RR1)</i>	GGD Ch. 1
3	5-Sep	Climate Change: Projected Impacts on Ski Industry <i>(RR2)</i>	GGD Ch. 2
4	12-Sep	Climate Change: Ski Resort Adaptation and Mitigation <i>(RR3)</i>	GGD Ch. 3
5	19-Sep	Vail / Heavenly/ Northstar Case Study <i>(RR4)</i>	DS Ch. 8
6	26-Sep	Squaw Valley Case Study <i>(RR5)</i>	GGD Ch. 4
7	3-Oct	Homewood Case Study Field Trip	
8	10-Oct	Boreal Case Study Field Trip <i>(SUSTAINABILITY ANALYSIS)</i>	
9	17-Oct	Midterm	
10	24-Oct	Green Business, Certification and Ski Resorts Diamond Peak Case Study <i>(RR6)</i>	GGD Ch.5
11	31-Oct	Ski Resort Real Estate and Workforce Housing <i>(RR7)</i>	GGD Ch. 6 DS Ch. 9
12	7-Nov	Access & Community Ski Areas Mountain Riders Alliance Case Study <i>(RR8)</i>	GGD Ch. 7
13	14-Nov	Ski Resort Sustainability Policy and Marketing <i>(RR9)</i>	GGD Ch. 8
14	21-Nov	THANKSGIVING BREAK NO CLASS	
15	28-Nov	Course Wrap Up <i>(RR10)</i>	GGD Ch. 9
16	5-Dec	Final Presentations <i>(MARKETING REPORT)</i>	
17		FINAL EXAM WEEK	

* Schedule is tentative. Any updates will be announced in class and on Moodle at least 1 week prior to scheduled change.