Recreation 432: Environmental Issues and Ethics in Outdoor Recreation

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Pulliam 216F

COURSE DESCRIPTION:

Recreational use of America’s wildlands has expanded dramatically over the past 50 years. User impacts are spreading faster than land managers can control, leading some to believe that we are ‘loving our wilderness to death’. This field-based course addresses management issues related to outdoor recreation in a rock climbing programming context as well as the importance of developing -and advocating for- a land ethic that promotes the sustainability of our shared outdoor recreation resources. The history and development of the preservation movement, wildland ethics, stewardship programs, as well as the fields of recreation ecology and recreation sociology, will be examined. This course supports the Wilderness Education Association (WEA)’s Environmental Integration core competency, providing a deep emersion into -and investigation of- how outdoor recreation leadership and management continues to champion the stewardship of our nation’s shrinking supply of protected natural areas. In addition to meeting one of the WEA’s 6 core competencies for outdoor leadership, this class also provides students with a Leave No Trace Trainer course opportunity.

COURSE OBJECTIVES:

1. To explore the meanings associated with outdoor ethics.
2. To survey the key historical events and players of the Preservation Movement.
3. To examine an overview of recreation ecology and types of resource and social impacts.
4. To examine the mission, history and need for the Leave No Trace program.
5. To discuss Leave No Trace teaching skills and techniques, student learning styles and the development of lesson plans.
6. To provide for at least one student-led teaching exercise by each participant.
7. To discuss and practice the principles and ethics of Leave No Trace, with a focus on interactive and hands-on field experiences in a top rope rock climbing program environment.
8. To discuss the Leave No Trace Awareness course concept and Training Guidelines.
9. To develop the ability to lead a discussion on outdoor ethics and help others explore and define their own personal outdoor ethic.
10. To develop the Authority of the Resource (ART) advocacy technique.

REQUIRED TEXT:
ISBN# 978-0-8117-1363-4  (available for around $14.00 on the Leave No Trace website!)

RECOMMENDED READING:
ISBN# 978-0-8117-2691-7

COURSE FEE:
$35
CLASS PROCEDURES:

Personal and Academic Conduct:
The foundation of this course is based on the quality of the community of participants and staff. Therefore, courteous behavior towards other members of the class is expected at all times. Harassment of any kind is not acceptable. Respect for other class members also includes having cell phones turned off and not talking inappropriately during any class functions. In addition, please refrain from the use of all alcohol, tobacco products and illegal drugs during class both on and off campus. Cell phones or other electronic devices should not be taken into the backcountry. Students are expected to do their own work on all course assignments. Any student found cheating or plagiarizing will receive a failing grade for the course. If you use someone’s ideas or words, cite the source using the American Psychological Association’s (APA) (6th ed.) format. It is expected that all work handed in will be original. Please do not turn in assignments completed previously for other courses.

CLASS STRUCTURE:
There will be four days of “in class” time on campus. The balance of the course will be take place in an outdoor “field” setting off campus.

CLASS ASSIGNMENTS:
*This is a 400 level course – Therefore a 400 level amount of work is expected (both in quality and quantity).

Class Participation/Professionalism (also known as Expedition Behavior): As an outdoor leader you are expected to act in a professional manner. Therefore, you will be graded on “pulling your weight” in small group work, “giving it your all” in class work and technical leadership skills development, and your overall disposition during class. This is a subjective estimate of your contribution to class discussions, attendance, and Adhering to Class Policy. This factor will be considered in the case of borderline grades (e.g., a “B” might get raised to an “A” OR vice versa), or in the case of gross neglect.

Integration of the Seven Leave No Trace Principles – Each student will implement, integrate, and explain each of the seven Leave No Trace principles while on the field-based portion of the class.

Leave No Trace Lesson Plan/Delivery/Facilitation – Each student will prepare a lesson plan to facilitate an activity or discussion (30 - 45 min) during the trip based upon one of the seven principles of Leave No Trace or Leave No Trace practices for a specific area or activity. Each lesson needs to be based on at least 2-3 resources and incorporate teaching techniques geared toward different learning styles. The intent of the Activity is to provide a fun, education medium to teach an aspect of LNT in a “non-traditional” manner that will be a resource for future use.

Leave No Trace Written Test – Each student will be tested on their knowledge of various aspects of each of the seven Leave No Trace principles, the role of Leave No Trace Trainers, as well as the role and function of the Leave No Trace Center for Outdoor Ethics.

CLASS EVALUATION:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Grade</th>
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<tbody>
<tr>
<td>Integration of the Seven LNT Principles</td>
<td>20</td>
</tr>
<tr>
<td>LNT Principle Lesson Plan/Delivery / Activity Facilitation</td>
<td>30</td>
</tr>
<tr>
<td>Leave No Trace Skills and Ethics Discussion</td>
<td>15</td>
</tr>
<tr>
<td>LNT Written Final Exam</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grade Scale:** 100 – A – 90 – B – 80 – C – 70 – D – 60 – F – 0

Course Dates and Outline:
**SYLLABUS**

**Wednesday, January 20th 4:00-6:30pm**
SIU Safety Center

Course Introduction  
Course Paperwork  
Human Ecology & Rock Climbing  
Teaching Topic Assignments  
Skills Checklists

**Wednesday, February 10th 4:00-8:00pm**
SIU Rec Center Climbing Wall

Introduction to Indoor Rock Climbing  
Introduction to Climbing Programming

**Wednesday, February 17th 4:00-8:00pm**
SIU Safety Center

Recreation Ecology and Sociology  
Leave No Trace Trainer Course Intro  
Experiential Education Primer

**Wednesday, March 9th 4:00-8:00pm**
SIU Safety Center

Climbing Gear & Equipment: 101  
Knot School  
Trip Pack Out

**Saturday, March 12th - Saturday, March 19th**
Giant City SP & Jackson Falls

*Field Component:*  
Instruction & Direct Experience  
Peer Teaching  
Service Learning  
Practical Exam  
Written Exam

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*Reflection Paper Due to Evan via Email by Midnight on Wednesday, March 22nd!*
Rec 432: Environmental Issues and Ethics
Equipment and Clothing List

The climate in early March in the Shawnee National Forest of Illinois can see average temperatures around freezing at night and average a high of 50-60 degrees during the day. Be prepared for rain and possibly even a little snow. If we are all prepared for wet and cold, the sunny days feel twice as nice.

Personal Clothing and Equipment:
(Items with an * may be available to borrow from the department on a first come –first served basis)

FOOTWEAR

Climbing Shoes (1): Each student must bring their own personal pair of climbing shoes. Style and type is up to each individual student, however a properly fit, comfortable beginner-style shoe is encouraged. There will be no need on this course for highly aggressive, high performance specialty climbing shoes designed for competitive climbing or bouldering. Comfortable and effective are what we're going for here.

Camp Shoes: Lightweight tennis shoes are nice. Remember it may be wet around camp so something that keeps warm socks from getting soaked is best. Preferably these will cover and protect toes.

Socks: At Least 2-3 pair of wool or synthetic-blend medium weight hiking socks (no cotton).

CLOTHING

(You will need at least 2 insulating layers plus a wind/rain layer that will fit comfortably over the other layers. Be sure all layers can be worn comfortably at the same time)

Mid-weight long underwear Top and Bottom (1 pr) long underwear that is made of Capilene, Polypropylene or any other synthetic material – no cotton. That waffle stuff will not fly.

Fleece or wool pants or expedition-weight long underwear bottom (1 pr) Warm layer.

Expedition-weight Top (1): long underwear top that is heavier than the mid-weight and constructed of Capilene, Polypropylene or any other synthetic material. A wool shirt can substitute.

Puffy or Fleece Jacket, or Wool Sweater (1): A lightweight insulating jacket made of polar fleece or any other synthetic material. A wool sweater may be bulkier but will work just fine.

Paddling Shirts (1-2): non-cotton, synthetic t-shirts or long-sleeve button-ups work well.

Pants (1 pr): Nylon or other synthetic comfortable pants. Layer with long underwear for additional warmth.

Rain Coat or Parka (1): A heavy rain shell (or winter coat that is made for snowsports with a waterproof shell).

Rain or Snow Pants (1 pr): Outer shell pant that can fit over all lower body garments. Also good for sitting on the wet ground in the morning.

Underwear: Synthetic undies are nice; they wick moisture and can be rinsed out and dried in the sun. If you don’t have synthetic, cotton is fine. Bring a pair for every day.
Sleep Clothes: (Optional) 1 pair of boxers or lightweight pants (like scrubs) to sleep in at night. Makes you feel a little fresher then sleeping in the long underwear you’ve been wearing all day.

Balaclava or Stocking Hat

Baseball Cap (for sun protection on the river)

Gloves or Mittens (1 pr): lightweight fleece or wool to keep your hands warm.

Sunglasses

**REQUIRED PERSONAL EQUIPMENT**

*Climbing Harness (1): You may bring your own harness to be inspected for wear by the instructor team, or you may borrow a climbing harness from the program.*

*Climbing Helmet (1): You may bring your own helmet, or you may borrow one from the program.*

*Backpack (1): -LINED WITH A PLASTIC CONTRACTOR TRASH BAG suitable for a 7 day expedition with a minimum carrying capacity of 5,000-6,000 cubic inches or around 80 L (we will discuss appropriate packs in class – please contact the instructor if you are unsure whether your pack is appropriate)*

Headlamp (1): be sure to bring one lightweight headlamp with at least one extra set of batteries. There is a Duracell brand that can be found at Walmart that is very bright and inexpensive.

Wristwatch: A waterproof watch with alarm is recommended.

Water Bottles (2): one quart size wide mouth Nalgene brand plastic bottles are excellent. You may also use recycled Gatorade or other bottles of similar size. “Hydration systems” with at least a 64oz bladder work great.

Bandanas (2): Can be used as sun protection, wash cloths, fashion statements, and a million other things.

Insulated Mug (1): a 20 oz. or smaller insulated mug for hot drinks

Personal Bowl and Spoon/Spork

Lightweight Pocket Knife or Multi-tool (1)

Zip Lock Bags: Help keep things clean and dry. One quart and one gallon freezer bags work best.


*Sleeping Bag (1): synthetic fill sleeping bag rated to 15 degrees or below that compresses well for packing.*

Compression Stuff Sack (1): Optional.

*Sleeping Pad (1): an ensolite or “Therm-a-Rest” style sleeping pad
**Personal Journal / Small Notepad:** Used for keeping notes on the trail, personal reflections, etc.

**Writing Utensils (2):** At least one ink pen

**Whistle:** On a lanyard for around your neck.

**TOILETRIES**

**Small Toothbrush and Paste**

**Wet Wipes or other personal moist wipes for hands, face and booty:** You’ll be packing these out, so don’t bring a whole box.

**Feminine Products:** Ladies, you never know. Bring extras.

**Small Personal First Aid Kit:** we will have a group first aid kit – this will supplement what we bring

**Suggested items to include in a personal first aid kit (You probably don’t need everything here, but think about your daily personal needs and plan for them):**

- **Personal Medications**- (all medications should be listed on the health form!)
- **Prescriptions**- Daily AND “as needed” meds. (birth control, inhalers, epi, steroid creams, etc)
- **Over the Counter**- Vitamins, other supplements, pain meds, allergy meds, etc. If you are prone to certain types of infections, consider including prophylactic medicines as well. Common ones are Monistat for jock itch/yeast infections, urinary pain relief meds for UTIs, antifungals for athlete’s foot, etc. Plan Ahead and Prepare.)
- Small bandages
- Athletic Tape (especially if you are prone to blisters or turned ankles)
- ACE bandage (again, if you know you tend to need one)
- Gold Bond or Baby Powder
- Anti-Itch topical cream Afterbite
- Lotion and/or Sunscreen
- Lip Balm
- Nail Clippers
- Eye drops (contact lens wearers)
- Hand Sanitizer
- Extra Ziplocks for personal trash/biohazard bags (4-6)
- Safety Pins x 4
- Duct Tape x about 8-10’
- Earplugs if you are a light sleeper

**OPTIONAL PERSONAL EQUIPMENT**

**Camp Chair:** Crazy Creek or similar style of backpacking camp chair

**Camera:** Life’s short, document memories!

**GROUP GEAR -** SIUC’s Department of Health Education and Recreation will provide the following:

**Food**

**Tents**
Cooking Pots and Utensils
Backpacking Stoves and Fuel
Group First Aid Kit

All of the items on this list are essential for safe participation in the class. However, you are not required, nor do we suggest that you purchase all brand new equipment. Consider what items you may use in the future, what items need to be fit to your body and what items you can borrow, rent or buy at a reduced cost at an Army Navy Store, Thrift Store, etc. The key to comfortable clothing selection for a backpacking expedition is having multiple layers of clothing that has a high insulating value. You may wish to check these regional or internet-based companies as you develop your shopping list:

Shawnee Trails Wilderness Outfitters
222 West Freeman
Carbondale, IL 62901-2809
Phone: 618-529-2313

Dick's Sporting Goods
1250 East Main St.
Carbondale, IL 62902
Phone: 618-549-7581

REI
1703 S Brentwood Blvd
St. Louis, MO 63144
(314) 918-1004
www.rei.com

Steep and Cheap
http://www.steepandcheap.com

Sierra Trading Post
www.sierratradingpost.com

Campmor
www.campmor.com
Lesson Plans

As a student in a Leave No Trace Trainer Course, you will be expected to teach a 45-minute lesson on one of the 7 principles or on the skills appropriate for a particular backcountry environment while in the field. To guide you in crafting an engaging and effective lesson, you will be expected to develop a Lesson Plan. The lesson plan is a structured and detailed tool for preparing a class and serves as a reminder of the most important concepts needing to be presented, as well as a guide to follow while making the presentation. Your lesson plan will serve as an outline, an effective way of organizing your teaching strategies. Creating an outline instead of a bulk of text that you then read from will make your presentation more natural and, almost always, more enjoyable for your audience.

Lesson Plan Format-

Materials Needed: Training aids are often an important component of getting the lesson across. They help to graphically and visually explain concepts. Examples include whiteboards, flipcharts, maps models, slides, photographs, videos and props. Props can serve as a reminder of the key points to cover, and as a visual stimulant for the visual learner.

Goal: What do you want your students to accomplish as a result of your lesson? The Goal describes the anticipated outcome, whether immediate or long-term. The Leave No Trace curricula are designed to instill certain skills and ethics that will affect behavior far into the future. Consequently, the goals for many Leave No Trace classes should not be focused only on the outcome of the class, but on how the students will conduct themselves anytime they recreate.

Objectives: Objectives define specifically what you expect your students to be able to do after the class. Objectives need to be measurable and have observable outcomes. Examples:

- Discuss the importance of the attitude and behavior of the teacher.
- Discuss learning styles and the importance of knowing and understanding the audience.
- Discuss teaching methods that meet the needs of different learning styles.

Motivator: Serves as an introduction in which your participants learn what you intend to teach them and why it is important. You need to motivate them to become involved in your presentation. Motivators can be stories, analogies, anecdotes, facts and figures, jokes, quote –anything to grab the attention of your audience and “hook ’em”.

Presentation: The Presentation is the actual body of the lesson, an outline of an organized progression. It needs to include the method(s) of teaching you have chosen to use.

The outdoor educator has numerous methods for effective and engaging teaching available to them to take full advantage of this opportunity:

- Lectures
- Demonstrations
- Activities
- Inquiry
- Teachable Moments
- Storytelling, Role Playing, Skits
- Learning Stations
- Debates
- Discussions

Conclusion: The Conclusion summarizes the key points of the lesson and gives closure to the class with an intentional invitation for the audience to incorporate what they’ve been exposed to into their lives.
IMPORTANT DATES *

Semester Class Begins: ..............................................01/19/2016
Last day to add a class (without instructor permission): .............01/24/2016
Last day to withdraw completely and receive a 100% refund: ......01/31/2016
Last day to drop a course using SalukiNet: ..........................04/03/2016
Last day to file diploma application (for name to appear in Commencement program): ..............................................02/12/2016
Final examinations: ......................................................05/09–05/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage  http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatetermin.html

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatetermin.html

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM

Student Conduct Code  http://srr.siu.edu/student_conduct_code/
Guidelines for Faculty  http://pvcaa.siu.edu/_common/documents/Plagiarism/Guide%20to%2OPreventing%2OPlagiarism.pdf

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:  http://safe.siu.edu

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs  http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://writesc.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVICEMENT: http://advisement.siu.edu/

PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/

SIU ONLINE: http://online.siu.edu/