

***HNRS 3900: Mountains Matter: An Intercultural Approach to Human
Connection and Stewardship of the Outdoors***

CREDIT HOURS: 3 credits

CLASS SCHEDULE: Block one: 2.5 hour classroom session/week, and field experiences

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COURSE DESCRIPTION:

"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes".
Marcel Proust

This course seeks to make the mountains and intercultural competence more available to students here, at home, in the Wasatch mountains. We will use mountains as a grounding point for human connection, place identity, and stewardship of the natural world to develop global knowledge, skills, and attitudes. Using alpine environments as a backdrop for developing historical, cultural, social-psychological, and experiential course materials, we will explore our modern connections with mountains, especially as it relates to how Europeans drove recreation and the commodification of the mountain experiences in the Alps in the early 1800s. Situating past and present landscapes, yet looking towards the future, we examine what role human activity plays in the development of mountain landscapes and environmental sustainability.

To situate the learning experiences in authentic cultural practices, the course includes experiencing alpine cultures through alpine skiing/snowshoeing, sampling alpine cuisine, etc. The course will include five different field experiences during the semester and including an overnight-trip following Spring Break. Students will also participate in a snowshoe hike, a climbing/mountaineering experience (in the gym), and alpine skiing at Beaver Mountain. We will attend the Banff Film Festival (Friday night) and host a fondue party for students prior at Weber State Downtown. Our final field experience will be a trip to the Disney-like Swiss town of Midway followed by overnight camping in a yurt. We will host a panel discussion (by mountain enthusiasts and experts). Collectively, these intentionally designed field experiences will provide authentic learning activities that provide the opportunity to develop important transferable skills to help navigate the complexities of our modern world.

PREREQUISITES: None.

Readings: See course schedule

Honors Course Outcomes

1. Demonstrate critical thinking that is curious, open-minded, persistent, and interrogative
Identify and articulate historical views towards mountains.
2. Analyze familiar cultural assumptions and views in context of the world's diverse values, traditions, and belief systems.
3. Adapt, and apply ideas, concepts, skills, methodologies, and/or theories across disciplines.
4. Write and communicate in clear and compelling ways.

Course Specific Outcomes

5. Identify and reflect on one's personal level of attachment/identity to the local mountain environment and the factors influencing attachment.
6. Deliver a final presentation on why mountain matters including an analysis of the socio-cultural, historical, economic, political, and environmental factors pertinent to mountain environments and the interconnected global community.
7. Discuss the present and future challenges/opportunities mountain communities face for a more resilient and sustainable future.
8. Improve their intercultural communication skills through interactions with international student partners and classroom materials

Course Requirements

Course Work Requirements	Description	Due Date	Points
Weekly applied learning activities	Each week students will do/ write/create applied learning assignments that demonstrate critical engagement with the weekly content. These will also allow students to engage in self-reflection on key areas of intercultural awareness. Satisfies learning outcomes 1-8	Weekly	200pts / 20% (25pt X 8 weeks)
Guidebook (pt.1)	Description of Guidebook -Create and write a persuasive local guidebook that encourages sustainable mountain experiences. The guidebook will be divided into four sections written by small teams (3-5 students) and <u>must include input from international partners</u> . Each	January 25th	100pts / 10%

	<p>section will be divided into smaller sections and submitted throughout the semester. It is expected that students will make revisions of earlier drafts that are then resubmitted with the next draft. By doing so, students will create a high-quality and publishable document that can be more broadly shared with our local campus community</p> <p>Students will submit sections one and two of the guidebook. Satisfies learning outcomes 1-8</p>		
Guidebook (pt. 2)	<p>Students will submit sections three and four of the guidebook.</p> <p>Satisfies learning outcomes 1-8</p>	February 8th	100pts/ 10%
Guidebook (pt. 3)	<p>Students will submit section 5 with a final draft of the guidebook.</p> <p>Satisfies learning outcomes 1-8</p>	End of Block 1	100pts/10%
Group Final Presentation @ the Undergraduate Research & Engagement Symposium (date)	<p>After the final trip, students will complete their guidebook and present at the Undergraduate Research & Engagement Symposium</p> <p>Satisfies learning outcomes 1-4, 6</p>	April (16th)	150pts/15%
Participation	<p>Participation will be assessed by involvement in class discussions and activities, instructor, and peer feedback.</p> <p>Satisfies learning outcomes 1-8</p>	Throughout	250pts/25%

International Partner Program	Students will receive participation credit for engaging with their international partners Satisfies learning outcomes 7 & 8	1. 1/26 - 2/8 2. 2/22 - 3/14	100pts/10%
	Total	1000pts	

EVALUATION: Grades are based on a percentage of the total possible points earned in the class using the grade scale below.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
≥93 %	90 %	87 %	83 %	80 %	77 %	73 %	70 %	67 %	63 %	60 %	<60 %

Students can access grades at WSU Online canvas class under “Grades”.

POLICIES AND EXPECTATIONS:

Choices to facilitate your success in this class:

- **You can attend class.** Attendance will be taken at the beginning of every class; therefore students should plan to be in class before attendance is taken. This policy is primarily in place to reward those students who attend class and are active participants in learning. Those students who choose not to participate nor attend class will be penalized. Students are allowed 1 absence with no penalty. If you anticipate missing more than one class/ field experience, you need to have it approved by the instructors.

- **You can prepare for assignments.** The general policy is that for every credit hour students should expect to spend 2 hours of homework a week. Because this is a 3-credit hour class, students should then expect to spend 3-4hrs in class and 6 hours a week on homework and other assignments. If you find that you are not doing well in this class, then you may need to spend more than 6 hours a week to prepare for class; however, if you find that you are consistently spending more than 6-9 hours a week, please let me know.

- **You can submit assignments on time.** Late assignments will not be accepted unless prior arrangements with the instructor have been made.

- **You can create your own work.** Plagiarism is the act of using another person's idea or expression in your writing without proper acknowledgement of the source. Plagiarism and cheating will not be tolerated. I will adhere to the university policy in dealing with issues of cheating and plagiarism. Quotes and concepts taken from other people's work must be cited

and referenced, using a standard and consistent format (APA). Examples of appropriate forms are available in an APA Manual.

- **Submit assignments in a readable format.** All reports and papers must be neatly typed using an acceptable word processor or converting the document to a readable format (i.e., “.doc” “.rtf” or “.pdf”). Grades will be lowered due to poor quality, organization, composition, grammar, and/or spelling. All work must be original (your own) unless cited by references.

All assignments must be turned in electronically unless otherwise stated.

- **You can ask for assistance.** We are more than happy to provide assistance for any material you may struggle with, and glad to meet in whatever format works best for you whether that's in person or via Zoom/Google Meet. Please send us an email or call to set up an appointment.

- **Actively engage.** Students are expected to actively participate through assignments and discussions, presentations, etc.).

Group work. Most of the work done in this class is highly dependent upon effective interpersonal skills. As a result, this course is intentionally designed for you to work in small groups and work on developing these important skills. Recognizing that despite one's best efforts, groups can be ineffective (group members not “pulling their weight”, poor communication skills, personality conflict, etc), group members may dismiss a group member who is not effectively participating in group work. However, we *strongly* encourage you to come talk to us if an issue arises prior to dismissing a group member.

Inclusivity

At Weber State University, we celebrate and value all individuals of any race, ethnicity, gender identity, sexual orientation, religion, marital or parental status, age, disability, veteran or military status, or other identifiers. We demonstrate our commitment by nurturing an inclusive campus and striving to honor a balance between freedom of expression and respect for others.

Together, we will continually challenge ourselves and each other in an atmosphere of mutual concern, goodwill and respect.

Professionalism and Respect

The sense of human dignity and belonging of all members of the Weber State community is a necessary part of a healthy learning environment. Therefore, you should practice civil deportment, and avoid treating others in a manner that is demeaning or derisive in any respect. Diverse viewpoints and opinions are welcome in this class, and we will practice the mutual deference so important in the world of work when expressing them. Thus, while I encourage you to share your opinions, you will be expected to do so in a manner that is respectful towards others.

Core Beliefs

According to the student code (PPM 6-22), you are to determine before the last day to drop courses without penalty if any course requirements conflict with your core beliefs. If after reading the syllabus and class program you expect such a conflict, you should consider withdrawing from the class. If you find this solution unworkable, you may request a resolution from the instructor. This policy does not obligate the instructor to grant your request, except in those cases when a denial would be arbitrary and capricious or illegal. You need to make this request to the instructor in writing and with a copy to the department chair. Your request must explain the burden the class requirement would place on your beliefs. If you are not satisfied with the instructor's resolution, you can voice a complaint, petition for a change, or make an appeal through the student petition, complaints & grievances process.

Harassment and Discrimination

Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, national origin, pregnancy, and pregnancy-related conditions such as childbirth, false pregnancy, miscarriage, abortion, or related conditions, (including recovery), genetics, disability (see PPM 3-34), religion, sex, sexual orientation, gender identity/expression, veteran, active military status, age (over 40 in employment discrimination), and other classifications protected by law. If you have questions regarding the university's policy against discrimination and harassment, or if you have questions about reporting discrimination or harassment, you may contact the university's AA/EO office (801-626-6240) or visit its website: <https://www.weber.edu/aaeo>.

Americans With Disabilities Act: If you require accommodations or services due to a disability, please contact Disability Services (DS) in room 181 of the Student Services Center (Ogden campus) or room 262 Building D2 (Davis Campus). Disability Services can arrange to provide course materials (including this syllabus) in alternative formats upon request.

FERPA Rights: Under the Family Educational Rights and Privacy Act (FERPA), the federal law that governs the release of and access to student educational records, certain rights are given to students related to the management of their records. These rights include, 1) the right to inspect and review your educational record, 2) the right to request an amendment of your education record if you believe that it is inaccurate or misleading, and 3) the right to consent to the disclosure of personally identifiable information contained in your educational record, except to the extent that FERPA authorizes disclosure without consent.

The following directory items may be available to the public, if requested, unless otherwise deemed confidential by the student:

- Name, address, and telephone number
- Dates of attendance
- Major (program of study)
- Degrees received
- Honors received
- Full-time/part-time status

- Videos used for educational purposes at WSU

Student Conduct: As a student at Weber State University, you are expected to act responsibly and appropriately as you attend a public institution of higher education. When you enroll as a student at WSU, you agree to abide by the standards of appropriate and responsible behavior outlined in the student code (PPM 6-22). This applies to your behavior as an individual when participating in group settings on campus and if you represent Weber State University at an off-campus event. Choosing to ignore these important student responsibilities could result in university disciplinary actions.

Threatening Behaviors: Threatening behavior is deliberate, hostile conduct which would cause a person to fear injury or harm. It includes aggressive actions such as yelling, kicking, insulting, demeaning, bullying, intimidating, pounding on desks, slamming doors, blocking or cornering, and issuing threatening or disparaging voice-mails, e-mails, or other written intimidating remarks. Threatening behavior will not be tolerated in this class. If you've been exposed to threatening behavior, contact the office of the Dean of Students.

Academic Honesty: As part of the student code (PPM 6-22), you are expected to be academically honest and ethical. Academic dishonesty includes cheating, plagiarism, collusion, falsification, giving, selling, or receiving unauthorized course or test information, using an unlawful resource, or copyright infringement (PPM 6-22.6.4.2). Academic dishonesty can have serious consequences including a verbal or written warning, reprimand, probation, suspension, expulsion, and additional sanctions included in PPM 6-22.6.5. Any individual caught cheating on any class work or plagiarizing will receive an automatic "E" for their final grade. Furthermore, a letter will go into the student's file describing the situation. Examples of academic dishonesty include:

- **Cheating**--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication**--Intentional falsification or invention of information or citation in an academic exercise.
- **Plagiarism**--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- **Facilitation of Academic Dishonesty**--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Recording: The university prohibits students from recording class lectures unless the faculty member grants explicit permission (PPM 6-22.6.6). Any lectures recorded and posted on Canvas or shared to your Weber State University student email are for the exclusive use of students enrolled in the class and may not be shared without previous authorization. Violations will be referred to the Dean of Students for adjudication under the student code (PPM 6-22).

Video Recording: If the class needs to be held virtually due to campus closure, sickness, or any other appropriate reason, you will receive a notification from your instructor via Canvas. Remember that attendance is just as important virtually as in the face-to-face option. During video conferencing, be present, avoid multitasking, and wait for your turn to speak and/or contribute to the class discussion. Be courteous and respectful of your classmates. As stated in the class recording policy, you may not record any segments and/or the full class unless you have authorization from the instructor. If you do not have the technology necessary for video conferencing, contact your instructor as soon as possible. This policy applies also to virtual office hours.

Concussion and head injury: Students who sustain a concussion or a traumatic head injury should immediately report the incident to a faculty member. The student will be excused from actively participating in physical activities for the class until the student is evaluated and cleared by a qualified health care provider to resume participation in class physical activities.

Starfish

Weber State University and the Honors Program care about your academic success! We use Starfish to help identify students who may need additional support. Throughout the term, you may receive emails from Starfish regarding your course grades or academic performance. If you receive one of these alerts, please keep in mind they are meant to help you achieve success—they do not affect your grade, or carry any punitive action. Students may use the “Raise Your Hand” feature in Starfish to signal instructors and academic advisors that they need additional help. Advisors are available to connect students with a variety of campus resources and answer questions. The Starfish program is listed in your eWeber portal.

Resources:

WSU Counseling and Psychological Services Center

Student Services Center, Suite 280

801-626-6406

WSU Women's Center

Location: Shepherd Union: Room 323

Hours: Monday - Friday 9 a.m. - 4 p.m

Phone: 801-626-6090

Email: womenscenter@weber.edu

Email: safeatweber@weber.edu (to be contacted by an Advocate)

Campus Closure: In the event that the WSU campus is closed for face to face classes, the class will continue to meet at WSU Online <http://canvas.weber.edu>

The Writing Center. The writing center provides both in-person and online tutoring. See their website for more information at: <http://www.weber.edu/writingcenter>

Class Calendar: Spring 2024

Wk	In Class	Additional Field Experience	Homework due
1	Thursday January 11th (2.5hr lecture) Topic: <i>Why Mountains Matter</i>		Assignments <ul style="list-style-type: none"> Complete waivers and ski experience gear equipment survey (posted in Canvas)
2	Thursday, January 18th Topic: <i>What are Mountains? How have human relationships to/with mountains changed through the mid-1800s?</i>		Readings: <ol style="list-style-type: none"> Rush to the Alps (Chapter 1)The Mountains: Perceptions. (Bernard, 1978, pp.1-27) "The Alps & the Imagination" (Fleming, 2004, pp.51-55) Mountain Geography - Chapter 1: An Introduction to Mountains (Byers, Price & Price, 2013, pp. 1-7.) Applied Learning Artifacts <ol style="list-style-type: none"> Take a picture of the mountain you see every day-What do mountains mean to me? Photovoice Reading Reflection on Canvas Students will schedule a 30-minute debrief on IDI results with Dr.Peckenpaugh and develop an intercultural learning plan
3	Thursday, January 25th Topic: <i>Exploring Intercultural Competence (30 min) andIntro to ICC & Relationship with Mountains</i>	In-class snowshoe/ hike	Readings <ol style="list-style-type: none"> Macfarlane, R. (2002). Chapter 1: Possession. In <i>Mountains of the Mind</i> Martin, J. & Nakayama, T. (2022) Chapter 3: Culture, Communication,

			<p>Context, and Power, in “Experiencing Intercultural Communication in Contexts.” McGraw Hill.</p> <p>Applied Learning Artifacts</p> <ol style="list-style-type: none"> 1. Bring an original piece of art (poem, collage, drawing, map, local flora, photography, etc) that reflects perceptions/attitudes/connections to mountain environments. 2. Pt. 1 of Guidebook 3. Meet with partner between January 26th-February 8th
4	<p>Thursday, February 1st Topic: Changing relationships with the mountains from mid-1800s through the early 1940s</p>		<p>Readings</p> <p>Barker, M. (1982). Traditional landscapes and mass tourism in the Alps. <i>Geographical Review</i>. (pp. 395-415)</p> <p>Denning, A: Chapter 1 An Uphill Climb. “Skiing into Modernity” (pp. 21-36)</p> <p>Denning, A. (2015). A civilizing force: Igniting ski fever (Chapter 2; pp. 37-57).</p> <p>Debarbieux, B. & Rudaz, G., (2015) The Mountain: A Political History from the Enlightenment to the Present (Excerpts, Chapter 1)</p> <p>Assignment</p> <ol style="list-style-type: none"> 1. Bring a concept map/timeline reflection to class 2. Snowshoe reflection? <ul style="list-style-type: none"> • Meet with partner between January 26th-February 8th <ul style="list-style-type: none"> ○ Discuss the following:
5	<p>Thursday, February 8th Topic: Mountain Tourism/Consumption</p>	<p>Beaver Mtn. Ski Trip All day</p>	<p>Homework Due:</p> <p>Readings</p>

		(7:30a - 4:10p)	<p>Frank, A. (2012) The Air Cure Town: Commodifying Mountain Air in Alpine Central Europe. (pp. 185-207)</p> <p>Denning, A. (2014). From Sublime Landscapes to 'White Gold': How Skiing Transformed the Alps after 1930. <i>Environmental History</i> 19(1), pp. 78-108.</p> <p>The US Ski Resorts built by WWII Soldiers (BBC): https://www.bbc.com/travel/article/20230105-the-us-ski-resorts-built-by-ww2-soldiers</p> <p>Excerpts: Alf Engen A Century of Skiing in Utah:</p> <p>Assignments</p> <ul style="list-style-type: none"> • Meet with partner between January 26th-February 8th <ul style="list-style-type: none"> ○ See Canvas for discussion topic
6	Thursday, February 15th Topic: Modern Mountain Migration	<p>Banff Film Festival Friday 2/16</p> <p>5p-10p Downtown Ogden</p>	<p>Readings:</p> <p>Coleman, A. (2004). The White West: Ski Town Image, Tourism, and Community. In A. Coleman (Ed), <i>Ski Style: Sport and Culture in the Rockies</i>. University of Kansas Press (pp. 147-182).</p> <p>Loffler, R., Walder, J., Beismann, M., Warmuth, W. Steinicke, E. (2016). Amenity migration in the Alps: Applying models of motivations and effects to two case studies in Italy. <i>Mountain Research and Development</i> 36(4), 484-493.</p> <p>Ooi, N., Laing, J., Mair, J. (2015). Sociocultural change facing ranchers in the Rocky Mountain West as a result of mountain resort tourism and amenity</p>

			<p>migration. <i>Journal of Rural Studies</i>, 41, 59-71.</p> <p>Assignments</p> <ul style="list-style-type: none"> • Reflection on snowshoeing on campus and skiing at Beaver <p>Task for Banff:</p> <ul style="list-style-type: none"> • Dress up in mountain culture apparel and observe others during the Banff Film Festival • How are mountains and nature being portrayed?
7	<p>Thursday, February 22nd Social Psychology of Mountain Experiences Climbing in Swenson Gym</p>	<p>In-class climbing & groupwork</p>	<p>Readings: Ewert, A. & Drenzo, A. (2023). The intersection of natural landscapes, human health, and adventure experiences: linkages and outcomes, 15(1), pp. 45-52.</p> <p>Houge Mackenzie, S. & Brymer, E. (2018). Conceptualizing adventurous nature sport: A positive psychology perspective, <i>Annals of Leisure Research</i>, DOI: 10.1080/11745398.2018.1483733 (pp. 1-22)</p> <p>Transcendent experience, flow, and happiness for mountain climbers. <i>International Journal of Tourism Research</i> 15(4), 360-374</p> <p>Mirehie, & Gibson, H. (2020). Women's participation in snow-sports and sense of well-being: a positive psychology approach. <i>Journal of Leisure Research</i>, 51(4), 397-415.</p> <p>Beames et al. (2019). Transforming identity through adventure. In E. Beames, C. Mackie., and M. Atencio's (Eds), <i>Adventure in Society</i>. Palgrave.</p> <p>Martin & Nakayama (2022). Identity and Intercultural Communication. (pp.158-206).</p> <p>Assignments</p> <ul style="list-style-type: none"> • *Complete the adventure experience