TOL 132 Foundations and History of Outdoor and Adventure Professions
Course Syllabus  3 Credits Winter Term
Oregon State University – Cascades

Class meets: Tu/Th 09:00-10:20
Classroom: TBA
Office Hours: By Appointment
Instructor: Michael Gassner, Ph.D.
327 Tykeson Hall  (541) 322-3131
michael.gassner@osucascades.edu

COURSE DESCRIPTION: History, evolution, and theoretical underpinning of outdoor and adventure professions as an important and evolving feature of Western culture within the United States and beyond. Influential ideas, paradigm shifts, events, and developments that have led to professionalism, institutionalization, dissemination, and impact on other subject areas and professions. Impact of other cultures on current state of the professions.

COURSE PREREQUISITES
None

LEARNING RESOURCES – REQUIRED TEXT/S
There is no single text that adequately covers the content of this course. Therefore, a collection of readings will be used.

RECOMMENDED TEXT/S

LEARNING OUTCOMES
This course fulfills the Baccalaureate Core requirement for the Western Culture category. It does this by enabling students to learn how and to what extent the outdoor and adventure professions have been informed by, and reflect, Western culture and significant events in the culture. Students will also consider how and to what extent the professions change society and culture and, how they have been, and are, influenced by societies and cultures from abroad. As a Western Culture (WC) course, the specific WC outcomes of this course are for students to be able to:

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context (outdoor and adventure leadership paper, quizzes, class discussions/activities)
2. Interpret the influence of philosophical and historical phenomena in relation to contemporary Western culture (impactful phenomena, quizzes, class discussions/activities)
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes (outdoor and adventure leadership paper, quizzes, class discussions/activities)
Note: First hyperlinked assessment of outcome is formal assessment tool; others are informal.
Upon successful completion in this course, students will:

**Knowledge – the student will be able to:**
1. Identify significant events, developments, and/or ideas within the context of the outdoor and adventure professions in the Western cultural experience ([outdoor and adventure leadership paper](#), quizzes)
2. Understand the influence of philosophical and historical phenomena concerning leading others in outdoor and adventure contexts in relation to contemporary Western culture ([quizzes](#), impactful phenomena, outdoor and adventure leadership paper, class discussions/activities)
3. Recognize the influence and impact of different cultural interpretations of adventure on the profession ([outdoor and adventure leadership paper](#), quizzes)

**Skills – the student will acquire skills to:**
1. Define and describe various theories of leadership directly applicable to the outdoor and adventure professions ([outdoor and adventure leadership paper](#), quizzes, class discussions)

**Dispositions – the student will be able to:**
1. Display and demonstrate an understanding of an influential outdoor or adventure event, development, or leadership style exhibited in a specific cultural context ([outdoor and adventure presentation](#), class activities/discussions)

**Concise topic outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, syllabus, course overview, foundations</td>
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<tr>
<td>2</td>
<td>Philosophy, history</td>
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<tr>
<td>3</td>
<td>Past, present, and future paradigms informing the professions</td>
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<tr>
<td>4</td>
<td>Theoretical underpinning, evolution of the professions</td>
</tr>
<tr>
<td>5</td>
<td>Influential ideas, events, and developments</td>
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<tr>
<td>6</td>
<td>Influential ideas, events, and developments</td>
</tr>
<tr>
<td>7</td>
<td>Theories of leading in outdoor and adventure contexts</td>
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<tr>
<td>8</td>
<td>Professionalism, institutionalization, dissemination</td>
</tr>
<tr>
<td>9</td>
<td>Impact on and of other cultures</td>
</tr>
<tr>
<td>10</td>
<td>Current state of the professions</td>
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</table>
COURSE REQUIREMENTS

Impactful phenomena case study paper (30% of grade)
The purpose of this assignment is for students to interpret what philosophical and/or historical phenomena have influenced the outdoor and adventure professions in the context of Western culture. Students will investigate an influential philosophical and/or historical phenomena with a view to its impact on the outdoor and adventure professions (did it have impact, why, if so what has the impact been, or will it be long lasting). What prevalent philosophical notion of adventure informed the impact? In what culture or cultures did it originate? Why? Some of these phenomena originated in the Western cultural context due to significant world events and spread outward while some have originated outside the Western cultural context (in Asia for example) and migrated inward. Some in class time will be devoted to meeting in small groups to discuss possible topics. Phenomena worthy of investigation may be, but are not limited to, shifts in education paradigms, world wars and their influence on the growth of the adventure professions, historical development of modes of travel such as Inuit kayak development, past or present day major incidents, technology breakthroughs, teaching methods, development of a new outdoor or adventure destination, first ascent, first decent, new company or design, current adaptation of historical methods and tools (e.g. Greenland paddles and kayaking), or other. All of the aforementioned can be in local, regional, or international contexts.

Requirements:
Topic approved by instructor
Five (5) pages minimum in length
1” margins, double-spaced, 12 point font for the body of the text
A reference page that is not applied to your page count

Outdoor and adventure leadership case study paper (30% of grade)
Specific ‘watershed’ events have influenced and given rise to the growth, proliferation, and evolution of the outdoor and adventure professions within the Western cultural context. In many instances these events, both past and present, originated and were informed by leadership at various levels and in different realms of endeavor. The purpose of this assignment is for students to examine leadership within the context of the outdoor adventure professions in a Western cultural context. Students investigate a past, present, or proposed influential trip, expedition, or institutional initiative with a particular focus on its leadership. What particular aspects of leadership made the case successful or not? Why? What impact did it have on the profession? The paper will be evaluated according to a rubric posted on Canvas.

Quizzes x 3 (30% of grade)
Three quizzes will be given during the term. Because unexpected things happen in life, the lowest quiz will be dropped. Quizzes will cover material scheduled to that point in the course, including both reading and classroom material. Quizzes will be handed out at the start of class and designated to a specific time interval.
Outdoor and adventure presentation (10% of grade)
Students will develop a presentation that summarizes their influential events/development paper OR, their outdoor and adventure leadership case study paper. The presentation is expected to be approximately 10 minutes but times may vary according to the topic. Use of a power point or other visual aid is not necessary. If however, you would like to use an aid to guide your presentation that is fine. The presentation will be evaluated according to a rubric posted on Canvas.

EVALUATION OF STUDENT PERFORMANCE

Student work will be evaluated according to rubrics developed for each individual assignment. Your grade will be comprised of the following requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influential events/developments case study paper</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Outdoor and adventure leadership case study paper</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes x 3 (low score dropped)</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Outdoor and adventure presentation</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100</strong></td>
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Grades will be based on the following numerical scale:

<table>
<thead>
<tr>
<th>Final percentage</th>
<th>Final percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>= 93%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>= 90%-92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>= 87%-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>= 83%-86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>= 80%-82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>= 77%-79.99%</td>
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C = 73%-76.99%
C- = 70%-72.99%
D+ = 66%-69.99%
D = 60%-65.99%
F = < 60%

**At the end of the semester when posting grades I do not round up or down.

CLASS POLICIES

Assignment Due Dates
Completed assignments will be accepted before or on their due date.

Submission deadlines: All due dates refer to the start of the class period on the date due or as specified by restrictions on Blackboard. Papers turned in late will be reduced 10% per day they are late. Readings are to be done before the day they are listed as ‘read’. For example, if in the schedule for Wednesday April 1st it states Read Adventure programming chpt 6, 14, plus choose one from 7, 9, 10, 11, or 12 then those particular readings should be done before class to give you background information for discussion.
Projects/papers
I will keep projects and papers one quarter then they will be discarded. If you would like to retain a project or paper it is your responsibility to get them.

Incompletes
No incompletes will be given unless there is a family death or similar emergency.

Presentation/Quality of work
When evaluating your work, I will look for quality, clarity, completeness and professionalism. Please note that all assignments must be typed and double-spaced in 12-point Times New Roman font with 1 inch margins in Microsoft Word. The majority of your papers will be submitted electronically. If I cannot open the file, I will not grade it. Handwritten papers WILL NOT BE ACCEPTED OR GRADED – unless otherwise specified.

For guidance on writing, refer to the paper or web versions of The Elements of Style by William Strunk, Jr. (http://www.bartleby.com/141/), material on the OSU Writing Intensive Curriculum (WIC) web site (http://wic.oregonstate.edu/wic_stdnt_writ_help.html), and/or other sources. APA format must be used for referencing. The APA publication manual is on reserve in the OSU-Cascades/COCC library. Tips are also available at the OSU WIC site above. COCC has a writing lab and OSU has writing tutors. Unless you already are a strong writer, we strongly encourage you to take advantage of these resources. Check with the CAP Center and the OSU front desk for more information.

Expectations for student conduct
This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct. Put simply, you are expected to do your own work. The following comes from OSU documents: Academic Integrity – students are expected to be honest and ethical in their academic work. For more information see the student code of conduct at: http://studentlife.oregonstate.edu/studentconduct/offenses-0

Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- Cheating: use or attempted use of unauthorized materials, information or study aids
- Fabrication: falsification or invention of any information
- Assisting: helping another commit an act of academic dishonesty
- Tampering: altering or interfering with evaluation instruments and documents
- Plagiarism: representing the words or ideas of another person as one's own.

You must write your own papers/journals/exams in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources. The maximum penalty for academic dishonesty in any form will be a failing grade for the course and/or expulsion from the university. Plagiarism will not be tolerated. In this course students are encouraged to collaborate, but the notion of using the same answer for several people is not acceptable. Work that has obviously been plagiarized is easily determinable. Students who are
detected plagiarizing will receive a zero (0) for the assignment with no opportunity to make it up and will receive an automatic "F" for the course. Remember that tolerating or assisting others who violate the norms of academic honesty is also a violation. It is your obligation as a student to find out and know what constitutes academic dishonesty. Students are expected to be familiar with the contents of this course outline and other class requirements and with relevant OSU rules and regulations.

Exceptions
Any exceptions to these policies will be handled on a case by case basis with the interest of fairness as the primary concern.

Students with documented disabilities
“Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.”

Diversity statement
The College of Forestry strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Religious holiday statement
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

OSU-Cascades ethos statement
The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:
1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.