

Zanvyl Krieger School of Arts and Sciences
Johns Hopkins University

Course and Instructor Information

Course Number: AS.420.705 Natural Resources Sustainability: Field Study in Alaska

Term: Fall 2021

Instructor Information

Instructor: Dr. J. L. Burgess
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Email Address: jerry.burgess@jhu.edu
Office Hours: By appointment. I prefer in person or the telephone. If you choose to email, please allow 48 hours for a response.

Date: September 2-12, 2021 in conjunction with the **Sitka Sound Science Center**



Sitka Sound and Harbor, photo by Dr. Burgess, 2019

Course Backdrop:

Infused with wildlife, spectacular scenery, and a unique blend of cultures, there is simply no place like southeast Alaska to focus on key ecological challenges from energy to fisheries. This course will home base in Sitka, a part of the inside passage community, and flanked by majestic peaks like Mount Edgecumbe, and the Pacific Ocean. We will take advantage of the quintessential coastal Alaskan environment, creating an interdisciplinary and experiential approach to learning. Taking advantage of nature's backdrop, we'll delve into a diverse range of field work that will vary from geologic field trips around Baranof Island, to hiking the temperate rainforest of Tongass National Forest (the largest in the U.S.), to exploring the intertidal environment near the Alexander Archipelago. There is no doubt that in Alaska one can view nature's full might. We will revel in the exuberant Arctic summer while deeply

analyzing global questions of sustainable resource management in an anthropomorphically impacted area through a field-based exploration of Southeast Alaska.

Course Information

Credit Hours: 3

Class Times: *8am – 6 pm daily for the duration of the course*

Course Location: (Sitka, Alaska)

Course Description:

This interdisciplinary field-based course will examine natural and cultural history and resource management in the varied ecosystems of Southeast Alaska, centering on fishing town of Sitka, located on Baranof Island, southwest of the capital Juneau. Through class lecture/discussion and field day trips, students will learn about the region's marine and terrestrial environments, better understand integrated resource management and sustainability in protected areas and discover options to address various anthropogenic impacts to habitats and species. The course will synthesize concepts from a variety of disciplines including marine and fisheries science, conservation biology and ecology, wildlife management, geology, energy resource management, climate change, forestry, botany, environmental policy and advocacy, Tribal cultures, and eco-tourism.

Prerequisite: Principles and Methods of Ecology, instructor permission, or equivalent experience.

Our Approach:

Sitka is situated in the Tongass National Forest—the largest of our U.S. national forests at 16.7 M acres—and spans several ecozones from open ocean to alpine. As the Tongass is currently under attack by the current administration, it provides numerous opportunities to assess options for exploitation versus conservation. As an island, it is relatively isolated and off the mainland power grid, which provides for unique social interactions and a distinct community, but as an island in the temperate rainforest it is also more fragile and dependent compared to mainland Interior Alaska. Sitka will provide us a unique laboratory to assess sustainability and allow us to see the big picture, while also understanding the challenges a local and somewhat isolated community must face to survive. This course will take advantage of the quintessential coastal Alaskan environment to create an interdisciplinary and experiential approach to learning. By taking advantage of nature's backdrop, we'll be able to participate in a diverse variety of fieldwork varying from field trips around Baranof Island addressing issues related to energy production, safe drinking water acquisition, waste management, resource utilization, and wildlife conservation to hands-on data collection of whale and seabird density, whale identification, intertidal invertebrate biodiversity, and marine plastic pollution assessment — among various other activities.

"I truly believe that we in this generation must come to terms with nature, and I think we're challenged as mankind has never been challenged before to prove our maturity and our mastery, not of nature, but of ourselves." Rachele Carson

“Only when the last tree has died, and the last river been poisoned, and the last fish been caught will we realize we cannot eat money.” Cree Indian Proverb

“We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.” Aldo Leopold

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” Margaret Mead

Course Textbook

- Sustainability: A Comprehensive Foundation. 2015. OpenText
- Sustainable Solutions - Problem Solving for Current and Future Generations (2019). ISBN: 9780199390434 (Specific chapters on eReserve – do not purchase entire text)

Contact

Feel free to contact me with comments, questions, and concerns. I am a stickler for proper greetings and salutations when using email and typically do not answer email that does not follow accepted protocol. Professionalism is expected throughout this course whether in Blackboard or email. Your responses to questions, interaction/communications/emails with classmates or me should be professional in manner. This includes “netiquette” (electronic etiquette) such as using salutations (not “Hey!”) when you send an email, signing your emails, and responding to emails in a timely fashion.

Program Educational Objectives

Our overall programmatic goals at ESP have several objectives and we will hit upon all of these as we read, discuss and proceed through course. Among our learning goals, we want to identify root and structural causes and the systemic nature of environmental issues (loss of salmon and other fisheries and salmon relationships to forest integrity), critical interpretation of environmental information (e.g., ecosystem vulnerabilities to climate change), synthesizing scientific studies (e.g. the impacts of historic whaling on ocean communities including Steller’s sea lions and Pacific herring), integrating basic principles derived from core courses such as ecology and finally we want to frame our science discussions around sound policy decisions (e.g., wilderness preservation in the temperate rainforest and sustainable harvest practices).

When you successfully complete the program requirements, you would achieve the following goals:

- P1 Understand environmental policy making processes, institutions, and organizations to be able to identify root and structural causes and the systemic nature of environmental problems.
- P2 Research and recommend methods for collection, analysis, presentation and

critical interpretation of environmental information using appropriate statistical and quantitative tools.

P3 Develop competency in evaluating and synthesizing scientific studies to guide environmental decision making, policy making, and advocacy. Utilize the practical and theoretical components of environmental science and policy to develop local and global environmental strategies.

P4 Describe and analyze environmental problems by applying or integrating basic principles derived from natural and social science, legal, and economic frameworks. Additionally, to conceptualize, develop and devise bridges between the realms of policy and science on critical environmental issues.

P5 Evaluate effective strategies, technologies, and methods for sustainable management of environmental systems at and for the remediation or restoration of degraded environments in conjunction with evidence-based, science-informed environmental policy analysis.

Course Educational Objectives

When you successfully complete the course, you will be able to:

C1 Critically analyze the practical, social, political, and ethical issues that shape how our human population relates to and handles (e.g., exploits vs. protects) its natural resources, including those appropriate to the coastal Alaska Frontier. Be able to identify and discuss costs and benefits, and discuss issues related to resource sustainability, subsistence harvest, and their impacts on society, flora and fauna, habitats, and human history.

C2 Understand and learn to apply technical knowledge acquired from relevant field methods by critically evaluating data, learning how these data are used to solve real-world problems in conservation science, wildlife management, and ecology.

C3 Define, critically analyze, and evaluate historical information regarding human exploration, exploitation and conservation in Southeast Alaska.

C4 Analyze the intersection of conservation, policy and natural resource use and management in the context of sustainability and conservation science.

No view or opinion is unimportant. Make your voice heard. Please be prepared to discuss issues, ask and answer questions, and provide feedback. We expect each of you to actively participate in class discussions including in the field, at social events at the Sitka Fine Arts Center, and at informal get-togethers in the evenings.

Course Requirements

1. **Pre-Trip Readings & Meetings:** There will be one Zoom meeting (date TBD) to discuss in a Socratic Setting some of the readings and trip logistics. Background readings will be provided in the eReserves section of Blackboard or will be emailed to class participants. No less than two weeks following our Zoom call, students are to provide topics to the instructor for their possible research presentations.
2. **Onsite Evaluations:** Students should be prepared for rigorous question and answer forums based on prereading materials and information learned on site.

3. **Onsite Journal Observations:** Students will be asked to take notes and reflect on learning experiences, pertinent key “take homes,” and sites visited at selected times. Although a hardbound journal or waterproof field journal are acceptable, we will encourage the use of Apps such as Open Data Kit (ODK) Collect.
4. **Class Participation:** Students should show up on time, be familiar with the issues for each day, and be well-prepared to actively engage during all site visits, field stops, excursions, and use of field methods. We expect you to be engaged and ready to ask and respond to questions and share thoughts and ideas about the readings as these relate to the sites we will be visiting. Several day trips will involve data collection and some post-field data processing. As much as possible, we will plan to conduct regular briefing and debriefing sessions to discuss what we are being exposed to and what the findings may mean.
5. **Conference Presentation:** Students will synthesize and present the details of an agreed upon research topics. Topics must be broadly related to natural resources and sustainability and will be approved by faculty prior to initiation. This timed presentation will take place may be open to the public and other researchers. Presentations will be given in scientific conference presentation style. We will further clarify the selected topics to be presented on Monday evening, the first academic night on campus. Students are encouraged to engage with faculty before the field portion of the class begins.

Grading Policy

Your semester grade will be determined by the format below. We will follow the grade scale used by JHU*.

Pre-trip Assignments (readings and logistical tasks)

Daily Field Journal Reflections & Discussions

- Solid notes, sketches, impressions etc should be taken at each major even and at selected evenings when given a prompt

Class Participation

(including field synthesis activities)

Documentary Presentation (Due at latest on October 1st)

- The video documentary assignment is a communication task where groups of three students report on a Baranoff Island natural resource sustainability issue or issues.

*Late work and extra credit will not be accepted.

Final grades will be determined as an overall average based on the points accumulated during the course. The grade scale used by JHU will be followed.

Documentary Presentation

During our time in Sitka we will be exposed to any number of local leaders, scientists, natural history experts, boat captains, researchers, civic employees, etc. You will witness many aspects of the surrounding area on both land and sea. This

is essentially a course on how this community at large deals with their natural resources and how the use of those resources are the result of many different, sometimes competing, human agendas. Your culminating assignment task will be to think creatively about an environmental aspect or angle that you can investigate and report out as a polished video documentary.

You will need to work as a group but at the end of the day there will be two assignment submittals: 1) an annotated bibliography (MLA format) with 6-8 references and 2) A 7-10 minute video documentary. The size of this file dictates that you will likely need to upload to a place like YouTube and then submit the video link to Blackboard. Grading criteria will focus on making sure that all group members are reporting and contributing, the information is clear and well researched, the documentary is relevant and compelling with a clear message and finally that the production looks polished with clear sound, visuals, audio, etc. Clearly you will be gathering most of this information while in AK and will be doing the final editing later on, but it is certainly possible for this project to be finished before the course ends.

Safety, Health, and Mobility

Good health and mobility are essential (we will be on the move in this course, and hiking ability is expected). An openness to a cross-cultural experience is also necessary. Every effort will be made to accommodate students with any special health and dietary needs including but not limited to gluten intolerance, food/shellfish allergies, bee sting sensitivity, vegan requirements, special medical issues, and any special medicine/Rx needs. We will be in the heart of bear habitat so responsible hiking and backcountry etiquette will be important — which we will address before the field portion of class begins. Please do **not** bring bear spray with you; it is prohibited on all commercial aircraft as either carry-on or in checked luggage. Your faculty and daily field experts will carry bear spray for the group.

Accommodations

Double-occupancy dorm rooms (paired by gender) at the Sitka Fine Arts Camp, Sweetland Hall, conveniently located across campus from the Sitka Sound Science Center, and a short walk (~10 minutes) from most venues in town.

TENTATIVE COURSE SCHEDULE — field excursions subject to change based on weather, sea state, and expert availability.

Pre-field Class Schedule:

August 2021

- Pre-trip meeting, readings, videos, and research

***All breakfasts and many dinners will be provided at the Sweetland Hall dining room. Lunches will be boxed.**

Field Class Schedule:

Day	Theme and Schedule	Lead	Affiliation, Expertise and Activity
Sept 2 nd Thurs	Faculty and Student Arrival	Students	Arrival and settling in at Sitka Fine Arts Camp Dining Hall Dinner and Watch for Late Arrivals (last plane at around 10:30 pm)
Sept 3 rd Fri	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall • Introduction to Sitka <p>Late Morning:</p> <ul style="list-style-type: none"> • Mt. Verstovia hike (bag lunch) <p>Mid-Afternoon:</p> <ul style="list-style-type: none"> • Downtown Sitka <p>Late-Afternoon:</p> <ul style="list-style-type: none"> • Historical influences <p>Evening:</p> <ul style="list-style-type: none"> • Dinner on your own 	<p>Chance Gray (and other SSSC Representatives)</p> <p>Prof. Burgess</p> <p>Lisa Busch</p> <p>Hal Spackman – Sitka Historical Museum</p> <p>Self</p>	<p>Sitka Sound Science Center (SSSC) – emergency procedures, bear safety, building tour</p> <p>Nature journaling, sketching and panoramic views</p> <p>SSSC, walking tour of Sitka – history, culture, points of interest</p> <p>General overview of Sitka History and influences on identity</p> <p>Down time (check out the arcade)</p>
Sept 4 th Sat	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall • Historical influences on Sitka, continued • Boat trip to the end of Silver Bay and hike to abandoned Stewart Mine (bag lunch) <p>Evening:</p> <ul style="list-style-type: none"> • Storytelling • Pizza 	<p>Matt Hunter</p> <p>Ellen Frankenstein</p>	<p>Mount Edgecumbe High School (MEHS)- WW II history, history of mining operations around Sitka, EMT and Wilderness Response</p> <p>Hike two miles and follow the 1880s Corduroy road</p> <p>14 Miles of Road – film-maker and social documentarist</p>

<p>Sept 5th Sun</p>	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall <p>Late Morning:</p> <ul style="list-style-type: none"> • Living on an Island: <p>Energy Sustainability</p> <p>Afternoon:</p> <ul style="list-style-type: none"> • Waste Planning • Recycling <p>Late Afternoon:</p> <ul style="list-style-type: none"> • Bag Lunch • Biodiversity in the Kelp Forests <p>Evening:</p> <ul style="list-style-type: none"> • Dinner – on your own 	<p>Erin Clay</p> <p>Michael Harmon</p> <p>Dave Longtin</p> <p>SSSC Staff – C. Gray</p> <p>Self</p>	<p>City of Sitka, Interim Electric Utility Director – electricity generation (field excursion to hydroelectric Blue Lake Dam)</p> <p>City of Sitka, Interim Public Works Director – water/wastewater and solid waste</p> <p>City of Sitka, Senior Engineer – city projects</p> <p>Exploring the subtidal and wetsuits and snorkling at Magic Island</p>
<p>Sept 6th Mon</p>	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall <p>Late Morning to Late Afternoon:</p> <ul style="list-style-type: none"> • Sustainable Forest Resources: Tongass National Forest • Bag lunch • Forest Resources and Management <p>Evening:</p> <ul style="list-style-type: none"> • Dining Hall Dinner 	<p>Kitty LaBounty</p> <p>Andrew Thoms</p>	<p>University of Alaska, Southeast (UAS) Professor – botany, fungi, terrestrial ecology, old growth forest ecology (field)</p> <p>Sitka Conservation Society (SCS) – forest conservation, forest ecology, land management (classroom)</p>

<p>Sept 7th Tues</p>	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall <p>Late Morning:</p> <ul style="list-style-type: none"> • Implications of Resource Management Practices • Bag lunch <p>Evening:</p> <ul style="list-style-type: none"> • Educational Film • Dinner on your own 	<p>Jon Martin</p>	<p>UAS, Sitka Professor – forest succession research (intro in classroom followed by field excursion)</p> <p>Salmon Forest</p>
<p>Sept 8th Wed</p>	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall <p>Late Morning:</p> <ul style="list-style-type: none"> • Sustainable Fisheries <p>Afternoon:</p> <ul style="list-style-type: none"> • Bag lunch • Aquaculture and Mariculture in Alaska <p>Evening:</p> <ul style="list-style-type: none"> • Dining Hall Dinner 	<p>Angie Bowers</p> <p>Bill Coltharp Haley Jenkins</p>	<p>UAS Sitka Professor, former SSSC Aquaculture Director – overview of hatcheries in Alaska, role of mariculture/aquaculture in sustainable fisheries</p> <p>SSSC Aquaculture Director – limnology, salmon life cycle, fish culture, hatchery and field techniques, spawning salmon</p>
<p>Sept 9th Thurs</p>	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall <p>Morning through Afternoon:</p> <ul style="list-style-type: none"> • Culture of Sitka-Commercial and Sport Fisheries 	<p>Dock Walk – (ask Lisa</p> <p>Bob Chadwick</p>	<p>Commercial fisheries</p> <p>ADFG – sport fishery management</p>

	<ul style="list-style-type: none"> • Bag lunch <p>Evening:</p> <ul style="list-style-type: none"> • Dining Hall Dinner 	Linda Behnken Dan Falvey	Alaska Longliner Fishermen’s Association (ALFA) – sustainable fisheries (halibut, rockfish, other ground fish), state, national, and international treaty negotiations, fisheries advocacy, research such as Sperm Whale avoidance Film: Algae Connects Us
Sept 10 th Fri	<p>Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall <p>Morning to Afternoon:</p> <ul style="list-style-type: none"> • Culture of Sitka - Subsistence Lifestyle and Traditional Practices • Bag lunch <p>Evening:</p> <ul style="list-style-type: none"> • Dinner on your own 	<p>Chuck Miller</p> <p>Kyle Rosendale</p> <p>Kari Lanphier</p>	<p>STA Cultural liaison – traditional practices, exploration and exploitation</p> <p>Sitka Tribe of Alaska (STA) Resource Protection, fisheries biologist – subsistence resource monitoring and protection</p> <p>STA Southeast Alaska Tribal Ocean Research (SEATOR) – biotoxins, collaborative efforts among tribes for safe, sustainable harvesting of traditional foods</p> <p>Film: Changing Oceans</p>
Sept 11 th Sat	<p>Early Morning:</p> <ul style="list-style-type: none"> • Breakfast at Dining Hall <p>Morning to Evening:</p> <ul style="list-style-type: none"> • Marine Tour and Mt Edgecumbe hike • Bag lunch <p>Late Evening:</p> <ul style="list-style-type: none"> • Pizza 	KK Prussian	<p>Visit St. Lazaria NWR to view seabirds (e.g., puffins, murre, auklets, Black Oystercatchers, Glaucous Gulls, and shearwaters)</p> <p>USFS Geologist – Geologic history of Baranof Island and surroundings.</p> <p>Sleep, sleep, sleep</p>

<p>Sept 12th Sun</p>	<p>Morning: <ul style="list-style-type: none"> Breakfast at Dining Hall <p>Afternoon: <ul style="list-style-type: none"> Intertidal – ecology in changing oceans Bag lunch <p>Evening: <ul style="list-style-type: none"> Dinner at Dining Hall </p> </p></p>	<p>Marnie Chapman</p> <p>UC Santa Cruz researcher</p>	<p>UAS Professor, Biology – intertidal surveys, intertidal ecology, sea star wasting, invasive species</p> <p>UC Santa Cruz researcher – ocean changes and kelp forest ecology, algae, invertebrates</p> <p>Course Over – Prepare to Depart</p>
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Sustainability Background Readings

Those marked with asterisks (**) are required class readings. Those without may be useful for student presentations; a brief perusal may also be helpful for an overview and for class discussions.

- Chapter 7 Forest and Mineral Resources: Materials to Make Stuff from Sustainable Solutions - Problem Solving for Current and Future Generations (2019).
- Chapter 8 Solving our Garbage Problem - Sustainable Solutions - Problem Solving for Current and Future Generations (2019).
- Stowell, Harold. *Geology of southeast Alaska: rock and ice in motion*. University of Alaska Press, 2006.
- Avian Power Line Interaction Committee. 2012. Reducing avian collisions with power lines: the state of the art in 2012. Edison Electric Institute and APLIC, Washington, DC. 159 pp. (available online)
- Oke, K. B., C. J. Cunningham, P. A. H. Westley, M. L. Baskett, S. M. Carlson, J. Clark, A. P. Hendry et al. "Recent declines in salmon body size impact ecosystems and fisheries." *Nature communications* 11, no. 1 (2020): 1-13.
- Donkersloot, Rachel, Jessica Black, Courtney Carothers, Danielle Ringer, Wilson Justin, Patricia Clay, Melissa Poe et al. "Assessing the sustainability and equity of Alaska salmon fisheries through a well-being framework." *Ecology and Society* 25, no. 2 (2020).
- Grinnell, Joseph. "Summer birds of Sitka, Alaska." *The Auk* 15, no. 2 (1898): 122-131.
- Nicholls, David, and Trista Patterson. "Community energy management in Sitka, Alaska: What strategies can help increase energy independence?." *Gen. Tech.*

Rep. PNW-GTR-882. Portland, OR: US Department of Agriculture, Forest Service, Pacific Northwest Research Station. 20 p. 882 (2013).

- Hunter, Matthew. "Making Claims." (2006).
- Winne, Mark. "Sitka, Alaska." In *Food Town, USA*, pp. 87-110. Island Press, Washington, DC, 2019.
- Nelson, Jay W., David R. Nysewander, John L. Trapp, and Arthur L. Sows. "Breeding bird populations on St. Lazaria Island, Alaska." *The Murrelet* (1987): 1-11.

Suggested Equipment/Gear List for Summer 2021 Field Class

The following is a suggested list of items we recommend you pack in your luggage and/or purchase in Sitka. Weather permitting, we intend to hike the volcano near the end of the trip. We will be in Sitka and there are opportunities to purchase items but just beware that costs are high in isolated areas.

- **Personal items** including foot powder, a basic first-aid kit with Moleskin, bandages, triple antibiotic ointment, an anti-inflammatory (e.g., Acetaminophen), strong insect repellent, sunscreen, lip balm, and hand moisturizer. Please avoid scented items and leave your perfume and cologne at home. You'll also need to bring soap and shampoo as they are not provided.
- **Towel** and personal toiletry items.
- **Flashlight** or headlamp with extra batteries.
- **Alarm clock.**
- Comfortable **waterproof day pack** (with plastic liner or cover) with at least **2 quart-sized water bottles**, room for lunch, trail snacks, your small waterproof notebook and pencil/pen to take field notes, small pair of binoculars, digital camera/cell phone camera, and extra all-weather clothing (see suggested items below).
- Lightweight but supportive **hiking boots** that *are broken in* before you get to Sitka.
- Comfortable **shoes** or sandals for the evenings.
- Pair of **hiking poles** if you like using them (e.g., Leki collapsible).
- **Non-cotton clothes** that can be layered (e.g., wool, polar fleece, polyester, and any number of newer fabrics that keep you warm even when wet). **Minimum suggested items:** At least 2 pairs of wicking underwear, 2 pairs lightweight long underwear, 3 pairs of wicking socks (1 to keep in your daypack), 2 long-sleeve hiking shirts, 2 wicking t-shirts, 2 pairs hiking pants, 2 lightweight sweaters (or 1 sweater, 1 vest), and a belt. Layering of clothing may be necessary in the evening and due to changes in the weather out on the trail. By layering clothes while avoiding cotton will minimize chances of hypothermia.
- A **lightweight warm windbreaker/rain coat with hood.**
- A lightweight **wool hat**, 1 **rain hat/sun hat** with brim, and 1 pair lightweight but **warm wicking gloves.**
- **Sunglasses.**

- Digital **camera**/cell phone with camera.
- Small pair **binocular**.
- Waterproof **matches**.
- Small but loud marine-type **whistle**.
- **Toilet paper** and plastic **bags** for packing out solids.
- Small laptop **computer**/iPad/Smart phone (suggest loading evening reading material on it), and pens and pencils.

Travel Notes

Travel details will be uploaded into our University [Global Travel Assistance Program](#). In the meantime, look at the second page of the [link](#) and download the Travel Oracle App. If you are in real trouble or have an extreme emergency, this app can be used to call for an immediate evacuation.

Participants should make sure their health insurance and accident insurance cover them while traveling abroad. Additional coverage can be purchased through a variety of travel insurance options. To compare policies and for further information, visit a travel insurance comparison site such as [Insure My Trip](#) or [Square Mouth](#). In addition, Johns Hopkins is a member of International SOS, which covers JHU students and offers medical assistance and emergency assistance. It is a 24-hour Worldwide Assistance and Emergency Evaluation Service available for Johns Hopkins University students: International SOS is the world's leading provider of medical assistance, international healthcare, security services, and outsourced customer care. Member #11BSGC000019. For more travel information please [click here](#). Instructions for printing out your SOS card are provided there.

Course Protocols and Getting Help

University Policies

General

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

Academic Conduct

All JHU students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must always demonstrate personal integrity and honesty in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Students and faculty in Advanced Academic Programs are required to adhere to the academic integrity guidelines and process laid out in the [Graduate Academic Misconduct Policy](#). Refer to the website for more information regarding the academic misconduct policy.

If you use Safe Assign or Turnitin or any other plagiarism detection tool add the following: Please note that student work may be submitted to an online plagiarism detection tool at the discretion of the course instructor. If student work is deemed plagiarized, the course instructor will follow the policy and procedures governing academic misconduct.

Ethics & Plagiarism

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU's [Notice on Plagiarism](#).

Copyright Policy

All course materials are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP's [Code of Conduct](#) and the University's [Student Conduct Code](#). Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University policies and be subject to disciplinary action.

Students with Disabilities

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the [Disability Accommodations](#) page. Further information and a link to the Student Request for Accommodation form can also be found on the [Disability Accommodations](#) page.

Dropping the Course

You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

Getting Help

You have a variety of methods to get help on Blackboard. Please consult the resource listed in the "Blackboard Help" link for important information. If you encounter technical

difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the [AAP online support page](#). Also, contact your instructor at the email address listed in the syllabus.

Title IX Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status-based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status-based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the [JHU Sexual Misconduct Policies and Laws](#).

For more information on both policies mentioned above, please see: [JHU Relevant Policies, Codes, Statements and Principles](#). Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.

Diversity

Johns Hopkins is a community committed to sharing values of diversity and inclusion to achieve and sustain excellence. We firmly believe that we can best promote excellence by recruiting and retaining a diverse group of students, faculty, and staff and by creating a climate of respect that is supportive of their success. This climate for diversity, inclusion, and excellence is critical to attaining the best research, scholarship, teaching, health care, and other strategic goals of the Health System and the University. Taken together these values are recognized and supported fully by the Johns Hopkins Institutions leadership at all levels. Further, we recognize that the responsibility for excellence, diversity, and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff, and students.

For more information on JHU's commitment to diversity, please visit the [Diversity at JHU](#) website.

Student Conduct Code

The fundamental purpose of the Johns Hopkins University's (the "University" or "JHU") regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which

support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically.

For a full description of the code please visit the [Student Conduct Code](#) website.

Course Evaluation

Please remember to complete an online course evaluation survey for this course. These evaluations are an important tool in the ongoing efforts to improve instructional quality and strengthen programs. The results of the course evaluations are kept anonymous – your instructor will only receive aggregated data and comments for the entire class. An email with a link to the online course evaluation form will be sent to your JHU email address close to the end of the semester.

Residency

This course also fulfills the ESP Residency Requirement

Eligibility and Prerequisite

This course is open to all JHU alumni, graduate students, and undergraduates that are EPS or ENV5 majors in their Junior or Senior year.



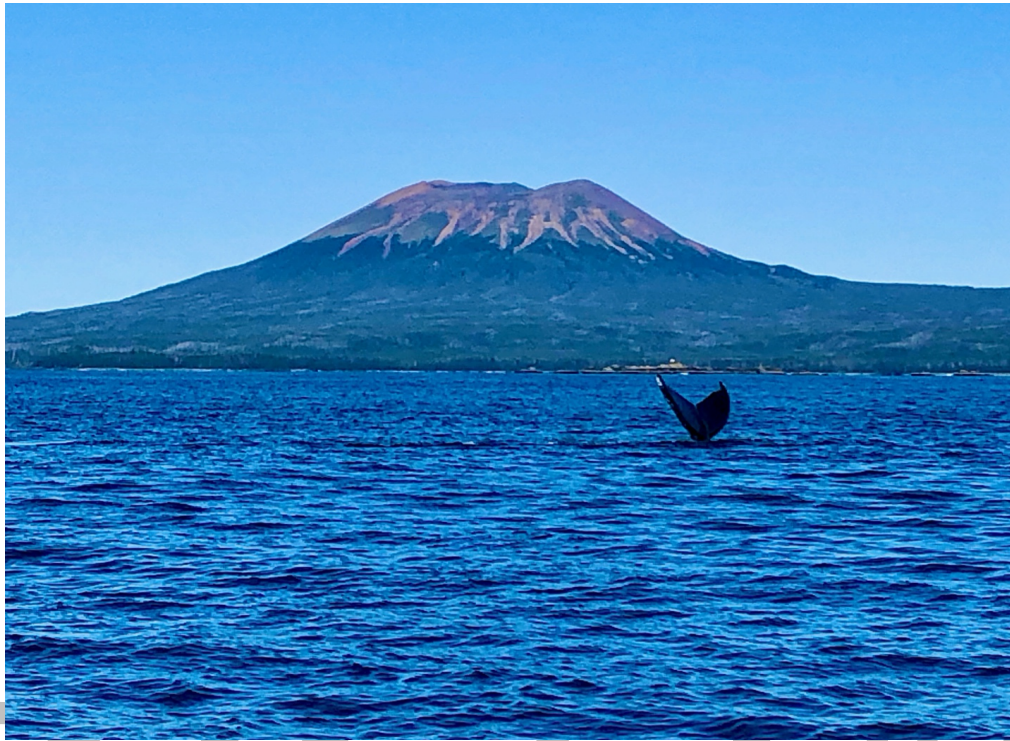
Mt. Verstovia and Sitka Sound. Photo courtesy of Dr. Burgess, 2019.

Field Trip Fee ~\$3,000.

This includes all ground transportation, materials, excursions, marine transport during the field portion of course, all lodging/camping sites, food (breakfast, lunch, dinner), and entrance fees. Roundtrip flights to Sitka, a cost of hotel prior to the class start date (if needed), snacks, and other incidentals are **not included** (you may be required to pay for 2 dinners out during the week (cost less than \$30)).

Exclusions (not part of the trip fee)

- Roundtrip airfare
- Overnight hotel in Sitka (for August 2, if needed)
- Alcoholic beverages
- Personal expenses
- Tips to crew/guides



Whale Fluke and Mt. Edgecumbe. Image courtesy of Dr. Burgess, 2019.

Student Mobility, Health, and Fitness

Good health, physical fitness, and mobility are essential (we will be on the move in this course, and hiking ability is expected). **This course is physically strenuous and requires a 4 hour, 8-kilometer hike both on and off Mt. Edgecumbe.** Students should consult with their doctor to determine their physical fitness before registering for this course. All students and faculty must be covid vaccinated.

Student Emergency Contact Information

Students must update their emergency contact information in SIS by following these instructions:

- Log in to sis.jhu.edu
- Hover over the “Personal Information” tab
- Select “Emergency Contact”
- Complete “Emergency Contact” information

Important Form

All participants must complete:

- [Liability Waiver](#)



Lodging at Sitka Fine Arts Center, photo by Dr, Burgess, 2019

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