

## GEOGRAPHY COURSE OUTLINE: SPRING 2020

### Geography 390 International Field Studies H(1-2)

Section	Days	Times	Location
LEC01			TRAVEL STUDY

<b>Instructor:</b> Aaron Williams	<b>Office:</b> ES 420
<b>Tel:</b> 220 7483	<b>Email:</b> <a href="mailto:awill@ucalgary.ca">awill@ucalgary.ca</a>

#### Texts:

Readings will be posted on D2L.

#### Official Course Description:

##### Official Course Description:

An introduction to conducting international reconnaissance research in geography. Provides a background in various aspects of ethical research practices, qualitative and quantitative data collection, analysis, and dissemination.

MAY BE REPEATED FOR CREDIT.

#### Prerequisite:

Consent of the Department

#### Courses Objectives

To provide multiple views and topics related to international fieldwork and research. The objective will be facilitated by providing numerous themes, topics, locations, and guest speakers relating to the international academic experience.

Geography 390, International field studies is a required preparation course for students going on field study programs in Geography, Earth Science, and Urban Studies. It is designed to provide students with approaches to doing field work/assignments in an overseas setting. Further it is designed to introduce students to a very different form of learning outside the classroom. A primary focus of the course is how to approach fieldwork in human and physical geography in an overseas setting. Lectures use examples of field notes, pictures of locations, video, virtual field trip assignments, and photo essays to get students to think about how to observe and think critically about environments, cities, and subject matter in the field. Students will complete virtual field trip assignments using video clips of complex, busy, confusing, foreign environments. Students are required to answer questions that forces them to interpret what is happening in these environments, what the economy is, questions on resource use, and most importantly how they

can relate and compare these locations to where they are from. Students also review important literature not covered in pre-session classes, and important information on our destinations. Considerations such as culture shock, positionality, and cultural awareness are also covered in the course material. In addition to virtual fieldtrips, students will complete photo essays on campus to provide them with examples of similar field assignments they will complete in the field overseas. Successful students in this class will be ready to employ experiential learning tools that will not only enhance the learning outcomes for this class, it will allow them to be prepared and up to speed for their upcoming field work on their field study programs.

**Course Learning Outcomes:**

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate and the expected level of achievement.

<b>Course Learning Outcomes</b>	<b>PLO(s)</b>	<b>Level(s)</b>
Students should be able to apply fieldwork techniques in an overseas setting.	<b>1,2,3,4,5,7</b>	<b>1</b>
A skillset in the spatial interpretation of human, and physical environments	<b>1,2,3,4,5,7</b>	<b>1</b>
Students should be able to apply comparative approaches to urban and physical landscapes	<b>1,2,3,4,5,7</b>	<b>1</b>
An appreciation for the importance of fieldwork in geography and urban studies	<b>1,2,3,4,5,7</b>	<b>2</b>
Students should be able to comprehend their positionality when entering and evaluating urban and natural landscapes different than their own	<b>1,2</b>	<b>2</b>
Comprehension of culture shock, cultural awareness group dynamics, and an understanding of the rigours of working in an overs setting	<b>1</b>	<b>2</b>
Students will be ready to employ experiential learning tools that will not only enhance the learning outcomes for this class	<b>3,4,5,7</b>	<b>2</b>

**PLOs = Program Learning Outcomes:** 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

**Course Content:**

**Course Modules and Learning Outcomes.**

Date	Time	Activity
April 30	09:00 – 12:00	Module 01: Course introduction Module 02: Purpose of fieldwork
	13:00 – 16:00	Module 03: Elements of a field notebook Module 04: Making meaningful field notebook entries
May 1	09:00 – 12:00	Module 05: Assignment #1: Virtual field trip
	13:00 – 16:00	Module 06: Using ArcGIS Online and Collector Module 07: Photo essays & Story Maps
May 2	09:00 – 13:00	Module 08: Assignment #2: Data collection
	14:00 – 16:00	Module 09: Assignment #2: Photo essay & Story map compilation
May 3	09:00 – 12:00	Module 10: Field preparation – travel considerations specific to the Europe field school Module 11: Sustainability – video and discussion
	13:00 – 18:00	Module 14: Assignment #3: Introduction and preparation Predeparture tests

### In Field Schedule

Date	Time	Activity
Various	TBD	In-field assignments (x3) – <i>Minimum instructor-student contact time: 10 hours total</i>

### Grading (Weighting)

Asst. #1 Virtual field trip	20%
Asst. #2 Photo essay	30%
Asst. #3 Photo essay proposal	15%
Predeparture test	15%
In-field assignments	20%

### Grading System

A+	100-95%	B	79.9-75%	C-	62.9-59%
A	94.9-90%	B-	74.9-71%	D+	58.9-55%
A-	89.9-85%	C+	70.9-67%	D	54.9-50%
B+	84.9-80%	C	66.9-63%	F	49.9% and less

Required Texts NA.

### References/Possible texts/Readings:

Butler, D.R. ,Wilkerson, F.D. 2000. Comments: In Praise of Off-Season Field Trips, *Journal of Geography* 99: 6-42.

Delyser, D., Starrs, P.F. 2001. Doing Fieldwork: Editor's Introduction, *Geographical Review* 91: 4-9.

Hart, J.F. 1968. *The Undergraduate Field Course: Field Training in Geography*. Washington, D.C. Association of American Geographers, Commission on College Geography Teaching, Paper No, 1, 29-04.

Jenkins, A. 1994. Thirteen Ways of Doing Field Work with Large Classes, *Journal of Geography in Higher Education* 18: 143-154.

Jones, P.A. (1969) *Field Work in Geography*, London: Longman's Green and Co. Ltd.

Lounsbury, J.F., Aldrich, F.T. (1979) Introduction to Geographic Field Methods and Techniques, Columbus: Charles F. Merrill Publishing Company.

Mayborn, K.R., Leshner, C.E. 2000. Teaching the Scientific Method Using Contemporary Research Topics as the Basis for Student-defined Projects, *Journal of Geoscience Education* 48: 145-149.

Parsons, J.J. 1977., Geography as Exploration and Discovery. *Annals of the Association of American Geographers* 67(1): 1-16.

Northon, C. 2001. Geography Undercover. *Geographical Review*, Vol, 91 Issue 1/2.

Platt, R.S. (1959) Field Work in American Geography, Chicago: University of Chicago.

Shoemaker, M.W. 2000. Russia, Eurasian States, and Eastern Europe. Harpers Ferry: Stryker-Post Publications.

Robertson, I., Richards, P. 2003. *Studying Cultural Landscapes* London: Hodder Arnold Publishers.

Rundstrom, R.A., Kenzer, M.S/. 1989. The Decline of Field Work in Human Geography, *Professional Geographer* 41(3): 294-303.

Montgomery, J; 1998: Making a City: Urbanity, Vitality and Urban Design, *Journal of Urban Design* 3(1).

Database: Taylor & Francis Journal Complete

Permission: Link or PDF

<http://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/13574809808724418>

Kent, D. V., Rio, D., Massari, F., Kukla, G., & Lanci, L. (2002). Emergence of Venice during the Pleistocene. *Quaternary Science Reviews*, 21(14-15), 1719–1727

Database: CRKN Elsevier ScienceDirect 2014

Permission: Link or PDF

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277379101001536>

Stefani, C. (2002). Variation in terrigenous supplies in the Upper Pliocene to recent deposits of the Venice area. *Sedimentary Geology*, 153(1-2), 43–55

Database: CRKN Elsevier ScienceDirect 2014

Permission: Link or PDF

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S003707380200101X>

Russo, A. P. (2002). The “vicious circle” of tourism development in heritage cities. *Annals of Tourism Research*, 29(1), 165–182

Database: CRKN Elsevier ScienceDirect 2014

Permission: Link or PDF

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0160738301000299>

Camuffo, D., & Sturaro, G. (2003). Sixty-CM submersion of Venice discovered thanks to Canaletto’s paintings. *Climatic Change*, 58(3), 333–343

Database: SpringerLink CRKN

Permission: Link or PDF

<http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1023902120717>

### **Grading System:**

96-100 A+	77-80 B	59-61 C-
90-95 A	71-76 B-	55-58 D+
86-89 A-	65-70 C+	50-54 D
81-85 B+	62-64 C	0-49 F

For additional detailed course information posted by the Instructor see D2L.

**For additional detailed course information posted by the Instructor Desire2Learn at <https://d2l.ucalgary.ca/d2l/home>**

## **Human subjects N/A**

### **USRI**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference - please participate in USRI Surveys.

### **Writing across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance.

### **Principles of Conduct**

The University of Calgary Calendar includes a statement on the Principles of conduct expected of all members of the University community (including students, faculty, administrators, any category of staff, practicum supervisors and volunteers) whether on or off the University's property. This statement applies in all situations where the members of the University community are acting in their University capacities. All Members of the University Community have a responsibility to familiarize themselves with this statement which is available at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Internet and electronic communication device information:**

No restriction on the use of laptops and tablets in class if they are used to take notes or find information relevant to the class, and if there is *no disturbance or distraction of other students or the instructor*. Phones must be turned off during class time unless you are a health care or law enforcement professional with appropriate ID.

### **Plagiarism**

Academic dishonesty is not an acceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section in the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are 1) presenting another student's work as your own 2) presenting an author's work or ideas as your own without proper referencing and 3) using work completed for another course. This activity will not be tolerated in this course and students conducting themselves in this manner will be dealt with according to the procedures outlined in the calendar: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **Academic Accommodations:**

Students needing an accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities. The procedure can be found at:

[ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy)

Students needing an accommodation based in relation to their coursework or to fulfil requirements for a graduate degree, on a Protected Ground other than Disability, should communicate this need, preferably in writing to their instructor or the appropriate Associate Dean or Department Head.

[ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy)

Students needing an Accommodation unrelated to their coursework or the requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience).

### **Freedom of Information and Protection of Privacy**

*FOIP:* The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Re: Posting of Grades and Picking-up of Assignments**

- All assignments will be handled through D2L or personally.
- Their own grades will be available to each student on D2L by password access. Grades will not be available at Geography's main office.

### **Contact Information for Student and Faculty Representation**

- SU VP Academic Phone: 220-3911 and e-mail: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)
- SU Faculty Rep. Phone: 220-3913 and e-mail: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca)

The students ombudsman office information can be found at:

<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>

### **Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your Campus destination.

### **Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The new Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580 or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca) you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210 7625 or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)