

**GEOGRAPHY FINAL COURSE OUTLINE: SPRING 2018**  
**GEOGRAPHY 392.10/393.10**  
**H(3-7)**

**Overseas Field Studies in Physical and Environmental Geography – Part I/II**

**Southeast Asia & China**

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**Official Course Description:**

Field research and reconnaissance survey of techniques applied to regions outside North America. Group travel-study combined with formal instruction and seminars.

MAY BE REPEATED FOR CREDIT.

**Course Content**

Data collection techniques and field research applied to geographical phenomena in regions outside North America, in this case regions of South and Southeast Asia including, Sri Lanka, Cambodia, Vietnam and Thailand. The tremendous variety of physical landscapes included in this itinerary provides spatial settings for diverse studies and comparative analyses.

GEOG 392 Topics will include climate, climate, regional biogeography, mountain building and degradation, soils of the region, natural resources, fluvial geomorphology, karstic topography, shore line geomorphology, natural hazards and disasters. Portions of Geography 392 will be taught on campus in the winter of 2018 to provide students adequate background knowledge on the region and subject matter.

GEOG 393 The course focuses on recourses, environmental problems relating to both natural and human landscapes. This itinerary provides spatial settings for diverse studies and comparative analyses. Topics will include impacts of climate change, land degradation, deforestation, human's current and historical effects on landscapes, water issues, power generation, geothermal and hydrocarbon recourses, natural environmental disturbances, air pollution, and an examination of different agricultural practices. Topics will include the construction of Dams; coal fire power expansion, the impacts of climate change on tropical and subtropical ecosystems; the management of Dams and other river systems; specific environmental problems that have emerged from development; soil management, degradation, and agricultural practices and environmental impacts of tourism development and expansion throughout the region. Portions of Geography 393 will be taught on campus in the winter of 2018 to provide students adequate background knowledge on the region and subject matter.

The following pre-session components are included, and each component will occur for each course, therefore workload for the two courses will be doubled what is below: one abstract and reference list, and introductory and topical lectures, field notes training; *en route* components will include lectures, seminars, student-instructor consultations, group tours, and lectures by local experts. While overseas, students must complete a pre-session abstract, one oral presentation, three field study assignments, an extensive field notebook, and a final examination. The field notebook must be clearly distinguished for the two courses. The final examination will be conducted on-site, and will require students to synthesize observations made during the course and apply them to a concrete question. One question will pertain to each course. **Note:** Group travel study contains with numerous opportunities for small group and individual instructor-approved studies.

**Expectations and learning outcomes:**

These courses seek to maximize student’s exposure to the physical environments and their natural processes as well as those of that have undergone anthropogenic change. This will be facilitated by conducting fieldwork that will facilitate a student’s ability to interpret and make connections between human and natural landscapes, and by developing and conveying critical thinking skills that extend beyond the classroom. By the conclusion of the program, a successful student will have acquired an understanding of field reconnaissance techniques; the ability to produce an academic field notes through observations and critical analysis; a good understanding of the physical environment and the environmental issues and processes within the regions travelled in South and Southeast Asia; and the impacts of various forms of human activities on the environment in these regions. Within each of these learning outcomes there will be an emphasis in developing and demonstrating critical thinking skills through assignments, field observations and field notes, presentations of their findings, and their final examination in the courses.

Course Learning Outcomes	PLO(s)	Level(s)
Students should be able to explain concepts and values critical to the study, management and understanding of our environment.	1,2,3,4,5,7	2
Students should be able to conceptualize the distribution, use, extraction and impact of global natural resources, the effects of human activities on a range of natural resources within South and Southeast Asia, and aspects of the uncertainty, complexity and conflict that characterize both the use and management of resources globally.	1,2,3,4,5,7	2
Students should be able to apply concepts for maintaining and sustaining the environment both relating to conservation efforts and as resource for quality of life tourism.	1,2,3,4,5,7	1
Students should be able to evaluate environmental problems and issues of sustainability within South and Southeast through field work.	1,2,3,4,5,7	2
Students should be able to explain the basic fundamentals of globalization in relationship to the environment.	1,2,3,4,5,7	2

**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.

**Prerequisite:** Consent of the Department.

**Supplementary Fees:** (field trips etc). N/A

**Text(s)/Readings:** Posted on D2L

**Grading (Weighting):**

**The final course grade includes these components:**

pre-session abstract and reference list	10%
on-site oral presentation ( as part of a group)	15%
four field assignments @ 10% each	30%
field notebook	35%
final examination	10%

It is **not** necessary to pass each component in order to pass the course, although it **is** necessary to **complete** each component. A student skipping any individual component unless there are valid, pre-arranged reasons, will not pass the course. The Registrar will **not** schedule the Final Exam: it will be scheduled on the last day of the Field School.

**500-level courses associated with GEOG 392 & GEOG 393:**

Those enrolled in the associated 500-level course will be required to complete all these components but will be held to more rigorous marking criteria for them, including incorporation of more theoretical aspects of geography. In addition, they must complete a proposal for field research, including a literature review, prior to departure. An interim report on data collection will be due half-way through the field course, and a final report resulting from this research will be submitted no later than 6 weeks after the completion of the travel portion of the course.

Students enrolled in the 500-level courses will, in addition, be asked to assume a leadership position with respect to 300-level students, by being assigned to a small group and helping with background information and concept interpretation as required during the course. They will be responsible for submitting a diary of time and content of such activity, which will count toward their final grade.

For the 500-level course, the 300-level requirements will account for 50% of the course grade, distributed as above. The additional 50% will be allocated as:

Pre-session proposal	10%
Mid-session update report	5%
Final report	25%
Leadership of group	10%

## Grading System:

A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Approaching excellent performance
B+	3.30	Exceeding good performance
B	3.00	Good performance
B-	2.70	Approaching good performance
C+	2.30	Exceeding satisfactory performance
C	2.00	Satisfactory performance
C-	1.70	Approaching satisfactory performance
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0	Fail. Did not meet course requirements.

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

## Human subjects

N/A

## Supplementary Fees

### [SUPPLEMENTAL INFORMATION](#)

#### 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, faculty members can and should consider quality of writing as a factor in the evaluation of student work. The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: [www.ucalgary.ca/ssc/writing\\_support/overview](http://www.ucalgary.ca/ssc/writing_support/overview).

#### Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: [www.ucalgary.ca/access/accommodations/policy](http://www.ucalgary.ca/access/accommodations/policy). 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: [www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: [geograph@ucalgary.ca](mailto:geograph@ucalgary.ca)).

### **Principles of Conduct**

The University 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 university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

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 at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). 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 adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: [www.ucalgary.ca/pubs/calendar/current/k-5.html](http://www.ucalgary.ca/pubs/calendar/current/k-5.html).

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

There is 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, unless you have previously identified yourself to the instructor as a health care or law enforcement professional. The use of any calculators and/or devices during examinations not be allowed.

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

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an 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 must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

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

Graded assignments will be returned by the instructor or teaching assistant personally during schedule lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

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

Have a question, but not sure where to start? The 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 provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

### **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: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **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 station, 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.

### **USRI Surveys**

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, so please participate in USRI surveys.