



GEOGRAPHY FINAL COURSE OUTLINE: SPRING 2017
Geography 597.23A
International Field Work
H(3-0)

Instructor: Aaron Williams	Office: ES 420
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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.

Prerequisite:

Consent of the Department

Purpose of Geog 597.23

To instill observation and critical thinking skills methods for international fieldwork.

Objective

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.

Course Content

Course Modules:

1) Lectures and case studies on important subject matter and concepts for 2016 Geography and Earth Science Field schools.

Based on required readings and/or pre-session lectures.

2) Introduction to critical observation and interpretation of human and physical landscapes.

Academic skills essential for research, coursework and conducting fieldwork in a foreign environment. Site specific examples from select destinations on Geography and Earth Science field school programs for 2017.

3) Travelling, Working, Researching: Cultural Interaction in Overseas Settings

Geographic analyses and overviews of selected cultural realms: understanding worldviews, perceptions, misunderstandings, customs, and traditions; demographic, socio-economic and political change; flashpoints and disparities; environmental, social, and development issues; cultural sensitivity. Examples from numerous culture realms. Guest speaker from the Department of Geography, Peter Slezak.

4) Conducting Geographical Field Work Abroad.

Qualitative and quantitative fieldwork methods and techniques in human and physical geography. Emphasis on methods which can be utilized while in international field settings.

5) The Impacts of International Travel, Research and Tourism on Cultural and Environmental Landscapes.

Fragile ecosystems and environments: natural reserves and parks, wildlife reserves, and endangered plant and animal species. Impacts of tourism: economics, development, heritage sites, sustainability. A focus on the balance between the economic benefits, social and cultural effects, and the impacts on the environment.

Two assignments will be assigned for the course. Topics from selected regions will include the following: environmental degradation, land use, housing, landscape change, and the impact of tourism

Grading (Weighting)

40%	2 assignments.
30%	Mid-Session Examination. Based on lecture material, required readings, and guest speakers.
30%	Final Examination. Based on lecture material, required readings, and guest speakers.

It not essential to pass all elements to pass the course. Final exam in class.

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](http://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/13574809808724418)

[http://www.tandfonline-](http://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/13574809808724418)

[com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/13574809808724418](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

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

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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

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

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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

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

A+	4.00	Outstanding performance
A	4.00	Excellent-superior performance, showing comprehensive understanding of subject
A-	3.70	↑
B+	3.30	↑
B	3.00	Good - clearly above average performance
B-	2.70	↑
C+	2.30	↑
C	2.00	Satisfactory performance – basic understanding of the subject
C-	1.70	
D+	1.30	
D	1.00	Minimal Pass-marginal performance
F	0	Fail - - poor performance

For additional detailed course information posted by the Instructor see Blackboard at:
<http://blackboard.ucalgary.ca/>

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 Centre in the Effective Writing Office 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/j-2.html>
<http://www.ucalgary.ca/pubs/calendar/current/j-2.html>

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.

Academic Accommodations:

It is the student's responsibility to request academic accommodations according to the university policies and procedures listed below. The student accommodation policy can be found at: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

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: www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf

Students needing an accommodation based on a Protected Ground other than Disability, should communicate this need, in writing, to the Instructor.

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
- SU Faculty Rep. Phone: 220-3913 and e-mail: 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 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, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca