



**GEOGRAPHY FINAL COURSE OUTLINE: Spring 2014**  
**GEOGRAPHY 392/393**  
**H(3-0) Area II**

**Physical and Environmental Geography of SE Europe and the Mediterranean**  
**Parts I and II**

Instructor: Aaron Williams	Office: ES 456
Telephone:	Email: <a href="mailto:awill@ucalgary.ca">awill@ucalgary.ca</a>

**Course Content**

Geography 392 and 393 will be offered during the Overseas Field School, Spring Session, 2014.

Data collection techniques and field research applied to geographical phenomena in regions outside North America, in this case Southeast Europe including the Czech Republic, Austria, Hungary, Bulgaria, Serbia, Turkey and Greece. The tremendous variety of physical landscapes included in this itinerary provides spatial settings for diverse studies and comparative analyses.

GEOG392 Topics will include climate, climate, regional biogeography, mountain building and degradation, soils of the region, resource formation in shield areas, fluvial geomorphology, shore line geomorphology. Pre-session for Geography 392 will be taught on campus in the winter of 2014 to provide students adequate background knowledge on the region and subject matter.

GEOG393 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, geothermal and hydrocarbon recourses, natural environmental disturbances, air pollution, and an examination of different agricultural practices. Topics will include Soviet-era impacts on the Black and Mediterranean Seas; the impacts of climate change on the sensitive Mediterranean biome; the contamination of the Danube water shed; environmental problems due to physical factors (kaarst topography); specific environmental problems that have emerged from the Soviet era; uses of alternative energy sources; environmental impacts of tourism redevelopment and expansion along the Mediterranean and Black Sea coasts.

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 short paper, 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 paper, 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.

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

pre-session paper .....	10%
on-site oral presentation (may be as part of a group).....	15%
3 field assignments @ 10% each.....	30%
field notebook: graded twice, at 10% and 20%.....	30%
final examination .....	15%

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%

**Expectations:**

By the conclusion of the program, a successful student will have acquired the following:

- an understanding of field reconnaissance techniques;
- the ability to produce an academic field notebook;
- a good understanding of the geography of Southeast Europe; and
- insights into physical and environmental processes, and the impacts of various forms of human activities on the environment.

**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>

### **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/honesty/plagiarism>

### **Disability Resource Centre Accommodations**

If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

### **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 Blackboard or personally.
- Their own grades will be available to each student on Blackboard 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: [suypaca@ucalgary.ca](mailto:suypaca@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.

### **GEOGRAPHY 394 (and associated Geography 597 course)**

#### **Political and Economic Geography of Southeast Europe Part I and II**

**Timetable:** SPRING/SUMMER SESSION 2014

**Instructor:**

Aaron Williams      e-mail: [awill@ucalgary.ca](mailto:awill@ucalgary.ca)

### **Course Content**

Geography 394 will be offered during the Geography Overseas Field School, Spring and Summer Session, 2014. This half course focuses on the political and economic Geography of Southeast Europe.

This half-course centers on data collection techniques and field research applied to geographical phenomena in regions outside North America. Settlement patterns, transportation networks, and economic activities other than agriculture e.g., manufacturing, and fisheries will be important topics; tourism developments will be observed and studied; aspects of historical and political geography of this shatterbelt region will be analyzed. Comparing and contrasting regional cultural and religious variations at various sites on the itinerary will be a major focus.

The following pre-session components are included: one short paper, 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 one oral presentation, three field study assignments, an extensive field notebook, and a final examination. 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. **Note:** Group travel study contains with numerous opportunities for small group and individual instructor-approved studies.

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

pre-session paper .....	10%
on-site oral presentation (may be as part of a group).....	15%
three field assignments @ 10% each.....	30%
field notebook.....	30%
final examination .....	15%

**597-course associated with GEOG 394:**

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, 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%

**Expectations:**

By the conclusion of the program, a successful student will have acquired the following:

- an understanding of field reconnaissance techniques;
- the ability to produce a field notebook;
- a good understanding of the geography of Southeast Europe; and
- insights into social and economic processes, the organization of human activities, and environmental impacts of various forms of human actions.

**Geography 597.23 International Field Work In Geography Spring 2014  
H(3-7)**

<b>Instructor:</b> Aaron Williams	<b>Office:</b> ES 456
<b>Telephone:</b>	<b>Email:</b> <a href="mailto:awill@ucalgary.ca">awill@ucalgary.ca</a>

**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

**MAY BE REPEATED FOR CREDIT**

**Purpose of Geog 597.23**

To instill observation and critical thinking skills and 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 2014 Geography Field schools.**

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

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

tial for research, coursework and conducting fieldwork in a foreign environment. Site specific examples from select destinations on Geography field school program for 2014.

**g, Researching: Cultural Interaction in Overseas Settings**

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 Tourism on Cultural and Physical 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.

Three 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% .....	3 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.

**Blackboard:** <http://blackboard.ucalgary.ca/>

**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.

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

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@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 program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [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)

### **3. Needs assessment: How does it fit into our current curriculum?**

Geography field schools provide the following integral aspects to our curriculum that complement on campus course offerings and providing valuable field experience to our students in Geography.

#### **To learn specialist field techniques and research methods used to answer geographic questions**

- to provide real material and context for geographic questions
- to explore physical and urban landscapes, focus on interesting geographical patterns or events, observe, formulate geographic questions, sketch, map, interview, record transects, sample, measure, quantify, graph, classify, analyze, hypothesize, discuss and possibly re-evaluate
- to discuss the spatial characteristics of the local landscape with indigenous specialists
- to apply spatial theory to real world patterns and spatial processes
- to experience how geographic approaches to problem solving apply to real world situations
- to become aware of parallels between fieldwork skills and those in employment in the real world

#### **To appreciate the scope of Geography and the need for multi-disciplinary approaches to research**

- to apply a variety of approaches and sub-disciplines of Geography to spatial queries
- to appreciate the role of cognate disciplines and collaborative approaches in studying spatial questions
- to appreciate the place of geography among the sciences

#### **To learn transferable skills**

- to stimulate and enhance enthusiasm for study
- to stimulate independent thinking, motivating students to become self-directed learners
- to develop group work skills
- to develop leadership skills
- to enhance communication and presentation skills
- to develop rapport in foreign social settings, be culturally sensitive, and exercise common decency
- to cope with uncertainty, be resourceful, and solve logistical problems

#### **To understand the nature, breadth and importance of Geography**

- to study interrelationships among elements of the earth's physical surface and near-surface environments.
- to study relationships between physical and human environments ... human perceptions, use, adaptation, degradation, and modification of environments
- to understand the importance of environmental assessment, and sustainability in land-use planning
- to study real world examples of environmental hazard, and mitigation strategies
- to study the spatial organization of human activities ... identifying and understanding spatial

patterns, distributions, associations, interactions and interrelationships

- to denote areas of uniformity and functional coherence
- to study the political organization of territory, heartlands, hinterlands, regional disparities, and development strategies ... questions of the human condition

## **To 'internationalize', the undergraduate experience in Geography**

- to learn about cutting-edge sustainable development within cities; knowledge that can be diffused to Calgary and other cities within Canada
- to participate in the everyday life of foreign environments, creating a potential for empathy with urban and natural landscapes that are generally alien to the observer
- to become attuned to international employment opportunities, views, problems, flashpoints, and globalization issues
- to foster awareness of other places and cultures

### **4. Anticipated enrolment**

26 students

### **5. Prerequisites**

GPA 2.8 and above or consent from the department  
Previous course in Geography at the 300 level or Geog 597.23

### **6. Courses it could be a prerequisite for**

Geography 599 or 597 field courses.  
Geography 592, regional geography requirement.

### **7. Potential instructors interested in offering it**

Aaron Williams: 26 Geography field schools completed. Has Instructed on nine field schools to the region of study.

Peter Slezak: 6 Geography field schools completed. Has Instructed on five field schools to the region of study.

### **8. Fit within our current faculty teaching load**

Course salary paid from CISSA.

### **9. Supporting materials (e.g. texts)**

Extensive reading list within pre-session coursework (see course outline)

### **10. Evaluation methods in detail (e.g. assignments grading scheme)**

(see course outline)

## 11. Infrastructure requirements:

- ◆ **Classroom size:** NA
- ◆ **Lab sizes:** NA
- ◆ **Equipment:** provided
- ◆ **Field trips:** NA
- ◆ **TA:** NA
- ◆ **Library holdings:** NA
- ◆ **Capital costs:** cost recovery from CISSA
- ◆ **Operating costs:** NA
- ◆ **Proposed supplemental fees:** NA
- ◆ **Other anticipated budgetary implications:** Budget provided with full proposal March 2010