

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

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| Voyage: | Spring 2019 |
| Discipline: | Geography |
| Course Number and Title: | GR 100 Introduction to Geography |
| Division: | Lower |
| Faculty Name: | M. Troy Burnett |
| Semester Credit Hours: | 3 |

Prerequisites: None

COURSE DESCRIPTION

In this course, students will be introduced to the multidisciplinary field of Geography—a discipline that straddles natural and social sciences as well as humanities. Topics in physical geography include weather/climate, biogeography, and geomorphology; while topics in human geography include cultural, economic, political and urban studies.

As a survey course, the primary objective is to offer students insight into the conceptual terms and perspectives used in geography and how these are deployed in the field and for research. Space, place, global, local, scale, culture, nature, identity and image are but few of these terms to be introduced. These will be placed in the context of societal and environmental processes that equip the student to understand and come to terms with observable phenomena in different locations on the Earth. Throughout the course, some key tools of geographical analysis will be introduced and through fieldwork students will be required to demonstrate skills in using the introduced concepts and tools.

LEARNING OBJECTIVES

- Understand the breadth of the discipline of geography.
- Be able to describe the differences and complementarities of human and physical geography
- Recognize the interconnectedness of people, places, and environment.
- Learn about the tools that geographers use.
- Develop map-reading skills
- Perceive the role that geography plays in our day-to-day lives.

REQUIRED TEXTBOOKS

Author: A. Getis, M. Bjelland, and V. Getis
Title: Introduction to Geography
Publisher: McGraw-Hill Education
ISBN#: 1260152456 / 9781260152456
Edition: 15th Edition

Select Readings to be provided on the ship's intranet

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

A1—January 7:

A Geographer's perspective

What is Geography; Why geography matters; roots and history of the discipline; Earth's geosystems; fundamental concepts and perspectives

Readings

Getis et al. Chapter 1—Introduction to Geography
Tuan—A View of Geography, in the Geographical Review.

A2—January 9:

6 themes of a spatial perspective: space/place; realms/regions; location; movement; cultural landscape; environment and society

Readings

Relph, Edward. Sense of Place
How to Read a Landscape.

A3—January 11:

The Tools of Geographers: Reading and understanding maps; the grid system (latitude/longitude, UTM); map projections; scales; GIS; mental maps

Geography of Hawaii

Readings:

Getis et al. Chapter 2—Techniques of Geographic Analysis

Honolulu, Hawaii — January 12

Field Assignment

A4—January 14:

Physical Geography: Weather and Climate I

Fundamentals of Meteorology—Insolation patterns; Earth's Energy Budget; Temperature

Readings

Getis et al. Chapter 4—Physical Geography: Weather and Climate

January 16—International Date Line crossing (Lost Day)

A5—January 17:

Physical Geography: Weather and Climate II

Fundamentals of Meteorology—Air Pressure and Wind; Ocean Currents; Atmospheric Moisture; Storms

Readings

Getis et al. Chapter 4—Physical Geography: Weather and Climate

Study Day (No Class) — January 19

A6—January 20:

Physical Geography: Weather and Climate III

Fundamentals of Climatology: Regional Classifications; Global Warming and Climate Change

Readings

Getis et al. Chapter 4—Physical Geography: Weather and Climate

A7—January 22:

Human Geography: Population I

Basics of Demography: global population distribution; population growth; fertility rates; death rates; population pyramids; the demographic transition

Geography of Japan

Readings

Getis et al. Chapter 5—Population Geography

Kobe, Japan — January 24-28

Field Assignment #1—Sense of Place Kobe

A8—January 29:

Human Geography: Population II

Population worldviews and policies

China's one child policy

The unique case of Kerala, India

Geography of China

Readings

Getis et al. Chapter 5—Population Geography

Shanghai, China – January 31 - February 1
Field Assignment #2: Sense of Place Shanghai

In-Transit – February 2-3

Hong Kong, SAR – February 4-5
Field Assignment #3: Sense of Place Hong Kong

A9—February 6:
Physical Geography: Landforms I
Earth materials, Geologic time; Plate Tectonics; Geologic Cycles; Volcanism

Geography of Vietnam

Readings
Getis et al. Chapter 3—Physical Geography: Landforms

Ho Chi Minh City, Vietnam – February 8-13
Field Assignment #4: Sense of Place Ho Chi Minh City

A10—February 14:
Physical Geography: Landforms II
Weathering and Mass Movement; erosional and depositional processes
Coastal Geomorphology

Geography of Myanmar

Readings
Getis et al. Chapter 3—Physical Geography: Landforms

Community Programming (No Class) – February 16

A11—February 17:

Exam I

Yangon, Myanmar – February 19-23
Field Assignment #5: Sense of Place Yangon

A12—February 24:
Human Geography: Cultural Geography I
Components of culture; cultural subsystems; cultural change and diversity; language geography; geography of religion; ethnicity; gender

Readings
Getis et al. Chapter 6—Cultural Geography

A13— February 26:

Human Geography: Cultural Geography II
Geography of religion; ethnicity; gender

Geography of India

Readings

Getis et al. Chapter 6—Cultural Geography

Cochin, India — February 28 – March 5

Field Assignment #6: Sense of Place Cochin

A14—March 6:

Human Geography: Economic Geography I
Classification of economic activities (primary, secondary, tertiary, quaternary); world systems theory

Readings

Getis et al. Chapter 9—Economic Geography: Agriculture and Primary Activities

Community Programming (No Class) — March 7

A15—March 9:

Human Geography: Economic Geography II
Globalization (concepts and drivers);

Readings

Getis et al. Chapter 10—Economic Geography: Manufacturing and Services

Port Louis, Mauritius — March 11

A16—March 12:

Human Geography: Economic Geography III
Geography of development/underdevelopment

A17—March 14:

Physical Geography: Nature and the Geography of Ecosystems I
Resource terminology (renewable, nonrenewable); energy and the environment

Readings

Getis et al. Chapter 12—The Geography of Natural Resources

A18—March 16:

Physical Geography: Nature and the Geography of Ecosystems II
Getis et al. Chapter 13—Human Impact on the Environment
Environmental value and ethics;
Geography of South Africa

Cape Town, South Africa – March 18-23

Field Assignment #7: Sense of Place Cape Town

A19—March 24:

Physical Geography: Nature and the Geography of Ecosystems III
Biogeography and The Biodiversity Crisis

A20—March 26:

Human Geography: Urban Geography I
An urbanizing world; function of cities; origin/evolution of cities

Readings

Getis et al. Chapter 11—An Urban World

A21—March 28:

Human Geography: Urban Geography II
City Systems; City types (developing v. developed world)

Geography of Ghana

Readings

Getis et al. Chapter 11—An Urban World

Takoradi, Ghana – March 30 - April 1

Tema, Ghana – April 2-3

Field Assignment #8: Sense of Place Ghana

A22—April 4:

Human Geography: Political Geography I
States, nations, and nation-states; supranationalism

Readings

Getis et al. chapter 8—Political Geography

A23—April 6:

Human Geography: Political Geography II
Geography of social and political movements; identity politics; politics of the environment

Geography of Morocco

Readings

Getis et al. chapter 8—Political Geography

Study Day (No Class) – April 8

A24— April 9:
Exam II

Casablanca, Morocco — April 11-15
Field Assignment #9: Sense of Place Casablanca

A25—April 16: Final Exam
Sense of Place Presentations

Arrive Amsterdam, The Netherlands — April 21

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

A. Field Class & Assignment (20%)

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

The Field Class for this Course is January 12, 2019.

Environmental Conservation/Geography of Hanauma Bay, Hawaii.

Hawaii Hanauma Bay Nature Preserve is only about a 30-minute drive from Honolulu. We will first stop at the Marine Education Center, where we will view exhibits to learn more about the major efforts that were made to restore the fragile eco-system. Visitors are required to watch a brief video upon arrival about safety, interacting with sea creatures. We then have lunch and spend the rest of the afternoon snorkeling. Coral reefs are often called the rainforests of the ocean because of their high biodiversity. We will do a short lab exercise to learn how scientists evaluate biodiversity while snorkeling in Hanauma Bay.

Objectives: learn about the geography of Hanauma bay and Hawaii's conservation efforts; to observe the interaction between visitors and the native species in this heavily visited park; the learn the history/geography of farmed fish in Paepae o He'eia; to gain a basic understanding of biodiversity and aquatic geography

Assignment (Due January 17th)

Students will be required to take field notes and/or photographs of their experience regarding what they observe. From these notes and photographs, the students will be required to complete a report based on the following questions:

Part I

1. Discuss the geography of the Bay/Park. Where/what/how?
2. Identify the specific 'issues' and 'challenges' with the Bay/Park

Part II

1. Identify 4 specific species of fish and 4 species of coral you saw in the Bay.
 - a) What differences did you observe between the size and distribution of fish in Hanauma Bay?
 - b) What were the differences in the variety and density of coral at Hanauma Bay? What might be the reasons for the differences?
 - c) What type of interactions do you observe between the various species of marine organisms?
2. At Hanauma Bay, what is the state of the coral and the fish?
3. How did the visitors interact with the organisms of the bay? In what ways are those interactions positive and in what ways are they negative? Give specific examples.
4. In what ways could the interaction between visitors and wildlife be improved?

B. Independent Field Assignments

A Geographic View—Sense of Place

Being a geographer involves a different attitude and approach to travel. It involves more than just 'visiting' and 'seeing' places, it involves 'being' in places. The tourist expects to see the best and most presentable/saleable aspects of a place. The tourist yearns to engage places from a comfortable, voyeuristic position; gathering enough trinkets and images of the expected so as to brag about going places. The geographer, on the other hand, yearns to experience the place in all its fullness, the good, the bad, the real. The geographer yearns to see and experience the 'backstage' not just the glitzy/sanitized 'front-stage'. Your field assignments for this course will encourage you to do just that—to get beyond the superficial, to discover and uncover a truer sense of place(s).

Ergo, for each of our destinations, you will be expected to craft a portrait that reflects your personal experience of the 'place(s)'. This can either be done in written/journalistic form and/or with photographic/sketched images. You can also record sounds if that is your preferred medium, or collect artifacts that you feel best represent the place(s). There is no set length for the assignment. It is really up to you to tell the story. Keeping in mind that 'geography is the study of how humans make the earth their home' and that place-making = nature + social relations + meaning. Use these notions to guide you when approaching any place at any scale.

Each Assignment will be worth (4%) of your grade.

At the end of the term, students have the option to present one of their 'sense of places' to the class

- Assignment #1—Sense of Place Kobe, Japan
- Assignment #2—Sense of Place Shanghai, China
- Assignment #3—Sense of Place Hong Kong, China
- Assignment #4—Sense of Place Ho Chi Minh, Vietnam
- Assignment #5—Sense of Place Yangon, Myanmar
- Assignment #6—Sense of Place Cochin, India
- Assignment #7—Sense of Place Capetown, South Africa
- Assignment #8—Sense of Place Ghana
- Assignment #9—Sense of Place Casablanca, Morocco

METHODS OF EVALUATION

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|---|-----|
| Exam I | 22% |
| Exam II | 22% |
| Field Class Written Report | 20% |
| Independent Field Assignments (4% each) | 36% |

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

| <u>Excellent</u> | <u>Good</u> | <u>Satisfactory/Poor</u> | <u>Failing</u> |
|------------------|-------------|--------------------------|------------------|
| 97-100%: A+ | 87-89%: B+ | 77-79%: C+ | Less than 60%: F |
| 93-96%: A | 83-86%: B | 70-76%: C | |
| 90-92%: A- | 80-82%: B- | 60-69%: D | |

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a

class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

TBA

ADDITIONAL RESOURCES

None