University of Guelph
Department of Geography, Environment and Geomatics
GEOG*4690 Geography Field Course, 1.0 credits

Winter 2023

Instructors: Dr. Jackie Cockburn (pronouns: she/her), jaclyn.cockburn@uoguelph.ca
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Seminar/Lectures: TBA Room: TBA
Office Hours: TBA

Why should I take this course?
Field research and place-based learning are important aspects of Geography. Students taking this course can expect to advance their understanding of field research approaches in Geography and refine skills developed in previous geography courses.

Course Description (from UofG Academic Calendar)
This course provides an opportunity for upper-year students to further enhance their learning experience through place-based learning and the lens of Geography, Environment and Geomatics. This course focuses on developing research proposals and project design for a particular topic related to the place-based learning location for a particular offering. Students build on geographical research methods introduced and developed in second- and third-year courses. This course can include on-campus and off-campus learning, with field locations varying by offering. Examples of previous locations, as well as information on the location and cost of the field course is available from the department in the winter semester prior to each fall offering.

Prerequisite(s): 12.50 credits
Restriction(s): Restricted to students in BSCH.EG, BAH.EGOV, BAH.GEOG and BSES with an overall average of at least 70% at the time of registration. Instructor consent required.

Territorial Acknowledgement
Acknowledging the territory on which we learn and work honours the relationship between lands/waters and the Indigenous ancestors and stewards of them. This acknowledgement is adapted from the University of Guelph Indigenous Resource Centre and Student Life.

The University of Guelph rests on the traditional territory of the Attawanderon people. We therefore acknowledge the Attawanderon people and offer our respect to Anishinaabe, Haudenosaunee and Métis neighbours as the university and community strive to strengthen our relationships with them. We also recognize the significance of the Dish with One Spoon Covenant to this land. The Dish with One Spoon Covenant is a peace agreement made between Indigenous nations before the Europeans arrived. It characterizes our collective responsibility to each other and Mother Earth –we should take only what we need, leave enough for others and keep the dish clean.

Statement on Expectations for Inclusivity
Different perspectives and lived experiences shape who we are and make our communities stronger. We want everyone in our class to feel safe, feel that they belong and that their ideas, perspectives, and lived experiences are important. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our
intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In particular, travel to different locales can raise unique challenges for inclusivity – please reach out to discuss these with us as appropriate.

**Winter 2023 Course Offering & Structure**

The field portion of the W23 course offering will take place during Reading Week (Feb 18-25), using the Duke University Marine Lab, Pivers Island in the North Carolina Outer Banks as our home-base. Prior to the field portion (Week 1-6 in the semester) we will discuss aspects of field research and methodologies in Geography, and regional geography information about North Carolina. Following the field portion (Week 7-12) students will work on a research proposals and design (detailed weekly topics listed below). The course is designed to support students in applying skills acquired through other courses within the geography program to investigate topics emphasizing human systems, biophysical processes, as well as their interaction.

**Winter 2023 Course Learning Outcomes**

By the end of the course, students who have actively participated in all course activities and assignments will be able to:

1. Understand a range of approaches to conducting field research, including their appropriate and ethical application
2. Identify effective approaches for analyzing integrated human-environment systems in a particular location.
3. Critically evaluate the primary literature for one key theme related to Coastal Systems, Marine Management, or Coastal Communities and contextualize the selected topic in relation to field-based research in Geography.
4. Observe and critically reflect on complex real-world challenges related to Coastal and Marine Systems along the southeastern Atlantic Coast
5. Improve and refine oral and written communication skills related to geographical field research
6. Offer and respond to constructive peer feedback
7. Work effectively individually, as well as a member of a group

**Evaluation (tentative)**

The final grade will be assessed on the following items:

- Perspectives on Coastal Systems Group Presentation (in week 4 & 5) 15%
- Field methods in Geography Group Presentation (in week 10) 15%
- Field notes and reflections (individual) 20%
- Research Proposal (individual) 40%
  - Proposal Draft (week 11) 5%
  - Peer Review Feedback (week 11) 5%
  - Final Proposal (April 6, 2023) 30%
- Class Engagement 10%
  - Field preparation & participation 4%
  - Class preparation & participation 4%
  - CORE certificate completion 2%
Perspectives on Coastal Systems Group Presentation 15% (week 4 & 5) - Based on selected readings focused on aspects of Coastal North Carolina, marine systems, communities and process and how the given topic links to Geography. In small groups, students will present on their topic to the rest of the class (~10-15 minutes) and then lead the class in follow-up discussions of their topic while in the field. The purpose of this assignment is to complete some preparation work/readings and introduce the rest of the class to a given topic ahead of our travel to North Carolina. Further details and topics will be confirmed in Week 1.

Field methods in Geography Group Presentation 15% (week 10) - Based on a selected method in Geography, students will find examples of that method used in a coastal context and present to the rest of the class (~10-15 minutes) and then participate in a discussion of field methods. The purpose of this assignment is to think about research methods and reflect on how it is adapted and/or applied in various settings. Further details and topics will be confirmed in Week 6.

Field notebook 20% - Students are required to keep a daily log of their field activities and experience, including guest lectures, field trips, and observations. Instructors will provide students with reflective questions or specific tasks to be completed within the field notebooks. Notebooks will be collected after the field trip. We will discuss field notebook work and expectations in Week 6.

Research Proposal 40% - Initial draft is due in Week 11 for the peer review process, and the final draft is due last day of class (April 6). Will also include providing and responding to peer review feedback (details on the peer review process will be discussed in Week 7).

Engagement 10% - Throughout the field trip and course it is expected that you are prepared and engaged with the course material. The quality of your contributions during trip excursions, key informant talks, peer presentations will be assessed as part of your final grade in this course. Additionally, it is expected that you complete the TCSP CORE certificate (details discussed in Week 3).

Course Topics (tentative, not in any order)
- Overview of field research in geography
- Field research and accessibility
- Ethics and professional research conduct
- Coastal human-environment systems
- Effective research proposals and literature reviews
- Research design and approach
- Field research methods

REQUIREMENTS
To participate in the W23 offering of GEOG*4690, students must (a) hold a valid passport (expiry dates CANNOT be within 6 months of February 25, 2023) for travel to the United States (and proof of eligibility for USA entry if applicable); (b) purchase health and travel insurance (proof required); (c) sign travel release forms; (d) complete and provide proof of travel tutorial from Centre for International Programs for the field excursion portion of the course. Photocopies (of passport/travel documents; insurance coverage) and signed originals (of travel release; CIP tutorial forms) must be submitted to the instructors no later than January 15, 2023.
Students must provide a deposit of $200.00 by December 12, 2022, and the remaining balance (TBA) by January 15, 2023. Cheques should be made out to the Department of Geography, Environment & Geomatics, University of Guelph.

**FINANCIAL ISSUES**

The approximate cost of the field excursion (Feb 18-25, 2023) will be between $1000-$1500 per student (this includes course fee and airfare (students are responsible for organizing/purchasing their air transportation)). The course fee includes ground transportation (van rental & fuel costs), accommodation and food, (room and board at the Duke University Marine Lab), and incidentals (e.g., site fees, activities, speaker fees etc.). Final budget numbers will be confirmed once deposits are received and is highly dependent on the Canadian to US currency exchange rate. Additional costs to students might include: snacks, airfare fees (e.g., luggage), ground transport in Canada etc.

**E-mail Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Drop Date**

The last date to drop one-semester courses, without academic penalty, is April 10, 2023. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

**Copies of out-of-class assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community’s shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email SAS@uoguelph.ca or see the Student Accessibility Services website.

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University’s policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an
environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources
The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.