



## **Geography 452: Geoscience Field Experience**

**Study Away Hawaii, 6 hours**

**Summer 2017**

**Instructor of Record: Erin Greunke**

### **Team Instructor Contact:**

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**Course Description and Course Objectives:** This course requires participants to travel to Hawaii as part of a Study Away program from June 5th - 19<sup>th</sup> 2017. The course requirements and itinerary is very different from our annual winter program, which focuses primarily on culture, marine wildlife, and tourism. This academic program combines traditional classroom learning with visits to primarily to Hawaiian environmental natural resource sites. Excursions locations for this program are on the island of Oahu only. A tentative, summary itinerary can be found at the end of this syllabus.

Students will be introduced to and engaged in a variety of field collection techniques to enable them to better understand the complexities of the country's 50<sup>th</sup> state's location, environment and situation. Spending time on the island of Oahu in Hawaii will allow students to see first-hand how it represents a unique ecosystem with unique challenges in an era of globalization. Topics and materials covered in this program will help students attain an appreciation of the complexity and variety of the state's cultural and environmental issues in a modern context with its many historical considerations.

Students will have opportunities to collect data and study the impacts of topics involving land and natural resources, such as economic/social systems, geopolitics, tourism, speciation, agriculture, environmental, volcanism, land usage, weather and climate, heritage, architecture, and much more while participating in this program.

**Learning Objectives for Colonnade Program:** This course fulfills the Colonnade Program requirements for the Local to Global subcategory of the Connections category. As part of that program, students in GEOG 452 meet the following learning objectives:

Students will demonstrate the ability to:

- 1) Analyze issues on local and global scales.
- 2) Examine the local and global interrelationships of one or more issues.
- 3) Evaluate the consequences of decision-making on local and global scales.

**Learning Objectives for GEOG 452:** The course objectives for GEOG 452 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 452, you will be able to:

- Demonstrate critical thinking skills related to the five main themes of geography, (location, place, human environment interaction, movement and region), at local, regional, and global scales.
- Evaluate local systems, particularly the cultural and/or physical landscape, to understand their position and influence in the global context.
- Describe how geographic analysis and principles allow for a deeper understanding of the evolution of a place in an effort to better understand and predict future changes to the cultural and or physical landscapes of a location.
- Describe and analyze the relationship between the five themes of geography, (location, physical place and cultural place, human environment interaction, movement and region), to evaluate how local practices can affect these themes on global and local scales.
- Compare the local physical landscape formation and change within its position in the global physical landscapes.
- Investigate how locations fit together, with surrounding locations, in an established mosaic understanding how they contribute and connect with the others.
- Observe the local ideology and or physical landscape of a place to draw comparisons of these observations to the learner's sense of place.
- Describe the impact of globalization, particularly the movement of people, goods, and ideas, on the cultural and/or physical landscape.
- Understand how people make decisions in their local environment and how those decisions impact their connection to the larger global system.
- Analyze how global decision making can impact smaller, local systems.

**Required Texts to increase your knowledge of the Hawaiian Islands, culture and environment:**

1. Bushnell & Beger (2013) "The Illustrated Atlas of Hawai'i"  
ISBN 1-59700-839-7
2. Callies (2010) "Regulating Paradise: Land Use Controls in Hawai'i, 2<sup>nd</sup> Ed"  
ISBN 0824834755
3. Cooper & Davis (1990) "Land and Power in Hawaii: The Democratic Years"  
ISBN 9780961505202
4. Pukui, Elbert & Mookini (1976) "Place Names of Hawaii"  
ISBN 0-8248-0524-0
5. Ziegler (2002) "Hawaiian Natural History, Ecology, and Evolution"  
ISBN 0-8248-2190-4
6. Kimura & Suryanata (2016) "Food and Power in Hawai'i: Visions of Food Democracy (Food in Asia and the Pacific)" ISBN 0824858530

**Course Evaluation & Assignments: Grades:** Letter grades are assigned according to the final percentage of accumulated points.

Letter	Percentage	Total Point Value	Letter	Percentage	Total Point Value
A	90 – 100 %	900 – 1000	D	60 – 69.9%	600 – 699
B	80 – 89.9%	800 – 899	F	< 60%	0 – 599
C	70 – 79.9%	700 – 799	FN	Failure due to	Non-attendance

Item	Count	Points Each	Total Points	AccPt	When	Type
Pre-departure meetings	2	25	50	5%	Sunday, April 09 & May 1	Mandatory Meeting. Students who do not attend may not be permitted to travel with the program.
Participation in Hawaii	1	100	100	10%	In Hawaii	Attendance and participation on-site activities
Story Map Project	1	250	250	25%	Due by August 15 <sup>th</sup>	On-Site Trail/Park Data Collection including video, pictures, coordinates, and creation/contribution to class story map
Travel Journal	1	50	50	5%	Pre-departure meetings	Handwritten Field Journal
Research Paper	1	300	300	30%	Due by August 15 <sup>th</sup>	15 page research paper on the topic of your choice pertaining to land and natural resources as approved by your instructor
Colonnade	10	20	200	20%	Due by July 1st	<b>Pass/Fail: Answer each of the prompts. Failure to complete will result in a failing grade for the course.</b>
Facebook Post	1	50	50	5%	In Hawaii	Each student will complete a daily overview while in Hawaii.

**Pre-Departure Meetings 5 % of final grade:** We discuss important information at our required pre-departure meetings, such as our emergency action plan, general class orientation and what to expect during the program. These are mandatory meetings worth 5 percent of your

final grade. You must attend this meeting, if you are registered for the program prior to the meeting date. **Students who do not attend may not be permitted to travel with the program.** The date is subject to change and the instructor will keep you updated should this change for any reason: Sunday April 09<sup>th</sup> and May 1<sup>st</sup> at 4:00 PM in EST 328

**Participation in Hawaii--Etiquette and Expectations 10% of final grade: Any student failing to demonstrate mature and respectful behavior will be sent home immediately and will be responsible for any associated costs.**

- Students are expected to travel and participate in all program activities with a positive attitude and ready to learn!
- Follow the rules and regulations of the program
- Be on-time and prepared for all lectures, discussions, workshops, and program excursions
- Be inquisitive and think critically
- Safety first, academics second and then fun.
- Students must respect the culture and environment of the locations we will visit. Don't "leave your mark" anywhere.
- Students who are 21 and over who make a decision to consume alcoholic beverages should do so responsibly. Drinking is discouraged during the program as we will have early morning fieldtrips throughout the program. Missing activities due to being sick from drinking is not a valid excuse and your grade will be affected likewise. If you are under the age of 21, you are not allowed to drink per US Federal and State laws. Any alcohol abuse or underage drinking will be grounds for being sent home immediately.
- It is understood that all students have read the WKU student "Code of Conduct" and will abide by the rules. It is each student's responsibility to remain eligible to participate in the program.
- Plagiarism and cheating are serious violations and students should familiarize themselves with these issues.

**Travel Journals 5% of final grade:** Students are encouraged to keep a travel journal throughout their travels in Hawaii that catalogue and "scrap book" their experiences. These are great mementos of your trip and experience. Journals will be review on June 19<sup>th</sup> before departure.

**Journal Prompts 20% of final grade:** In a Word document students will respond to all 10 of the prompts below. This will be submitted shortly after returning from the program. Students are encouraged to work on while on site, (keep note in your travel journal). Failure to submit will result in a failing grade for the course. Students will be graded on quality vs. quantity (length).

1. What were/are the environmental, political, economic impacts of the development of Dole plantation in Hawaii? What is/are the cause(s) of high prices for pineapple in Kentucky? Why would Dole have chosen that part of the island for the plantation?
2. How did the site and situation of the Hawaiian Islands lend itself to becoming an important military holding?

3. Today migration of retirees and more are leaving the mainland to live out their lives in Hawaii. What are the pros and cons of a growing baby boomer, and warmer climate enthusiasts, alter the population and land development of the Hawaiian Islands?
4. Hawaii is a popular tourism destination and tourism dollars make up a majority of the economic income for the state. What does Hawaii have that draws such a large number of tourist? Where are many of these tourist arriving from and why? What are the impacts to the state if these locations experience economic downturns?
5. Along the west coast of North America large composite volcanoes make up the landscape. In Hawaii we see large shield volcanoes mostly under the water's surface. Compare and contrast the different and similar geological processes that have formed the two different volcanic landscapes of the United States.
6. After spending the day at the Polynesian Cultural Center you have been introduced to the many distinct cultures of the geographical region of Oceania. Explain the migratory patterns of these cultures ancestor's that make up the present day islands of Oceania.
7. Hawaii has long held a stereotype of being laid back surfers. Comment on the validity of any stereotypes you are familiar with and examples of why those stereotypes may have come into existence.
8. As you've now experienced, the ethnic makeup of the Hawaiian Islands is extremely diverse with only a small percentage of the population of Hawaii decent. Describe the impact, on this original population, since contact with the rest of the world after the landing of Captain Cook in 1778 to becoming the 50<sup>th</sup> state in 1959.
9. While visiting Hawaii students will have an opportunity to visit a variety of sacred places and unique geologic features. Discuss the importance of not leaving your mark behind in addition to not taking any objects away from a location.
10. Iolani Palace is an important and culturally significant location to the people of Hawaii. There is much controversy regarding this palace as it once stood for the independent kingdom. How did the outside world leaders and businesses change the course for this once thriving kingdom?

**Facebook Review Day 5% of final grade:** Each student will be assigned a day to review via Facebook. These posts must be completed within two days.

**Story Map Creation 25% of final grade:** Students will prepare a story map regarding Hawaii, on a subject of their choice. Story Maps are visualizations of data to communicate the programs experience. This data will include: latitude and longitude coordinates, pictures, videos and

descriptions of the locations we visit. The data will be collected in a field journal, Facebook, YouTube, and photos/videos recorded by smart phone or other cameras. The Story Maps may be shared with the media and social media. Due August 15<sup>th</sup>. Late submissions will not be accepted unless prior approval is given by the instructor.

**Research Paper 30% of final grade:** Students will choose a research topic focused on the land and natural resources in Hawaii. Of the 15 page paper, up to 5 pages can include pictures and maps. All papers are required to include at least one map. This paper will be due by August 15<sup>th</sup>, 2017. Late papers will not be accepted unless prior approval is given by the instructor.

**Other Important Details:** The Department of Geography and Geology strictly adheres to university policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, withdrawing, or changing the status of a course. Only in exceptional cases will a deadline be waived. The Student Schedule Exception Form is used to initiate all waivers. This form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, or undocumented general stress factors are not considered as legitimate circumstance.

**Payment Schedule:** Your TopNet account will be automatically charged for the Summer Term the balance of the program fee minus your deposit. Both your deposit and program fee can be paid online via TopNet.

**Course Withdrawal and Refunds:** Students who find it necessary to withdraw completely from the university (WKU) or from this course should report to the Office of Registrar in Potter Hall to initiate Withdrawal procedures before the last Withdrawal date. Students who cease attending class without and official Withdrawal will receive a Failing grade.

**Attendance Policy:** Students must travel to Hawaii to receive a grade for this course. Students are expected to attend all program events and activities and contribute to discussion.

**Physical Requirements:**

The program will involve walking and hiking on nature trails. Participants should wear proper shoes that are comfortable for walking and cover their feet. We will also be spending some time in the ocean – bring a swimsuit and sun block. Knowing how to swim and snorkel is not a requirement, but highly encouraged. You must have current health insurance for this program as we will be doing many outdoor activities! You will need medical insurance to participate in this program.

**Students with Disabilities:** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445 in Potter Hall. The Office for Student Disability Services telephone number is (270) 745-5004 V/TDD. Please do not request accommodations without a letter of accommodation from the Office for Student Disability Services.