

University of Victoria
Department of Geography

Geog 391 A01

ANTARCTICA: THE FRAGILE CONTINENT

Spring 2020

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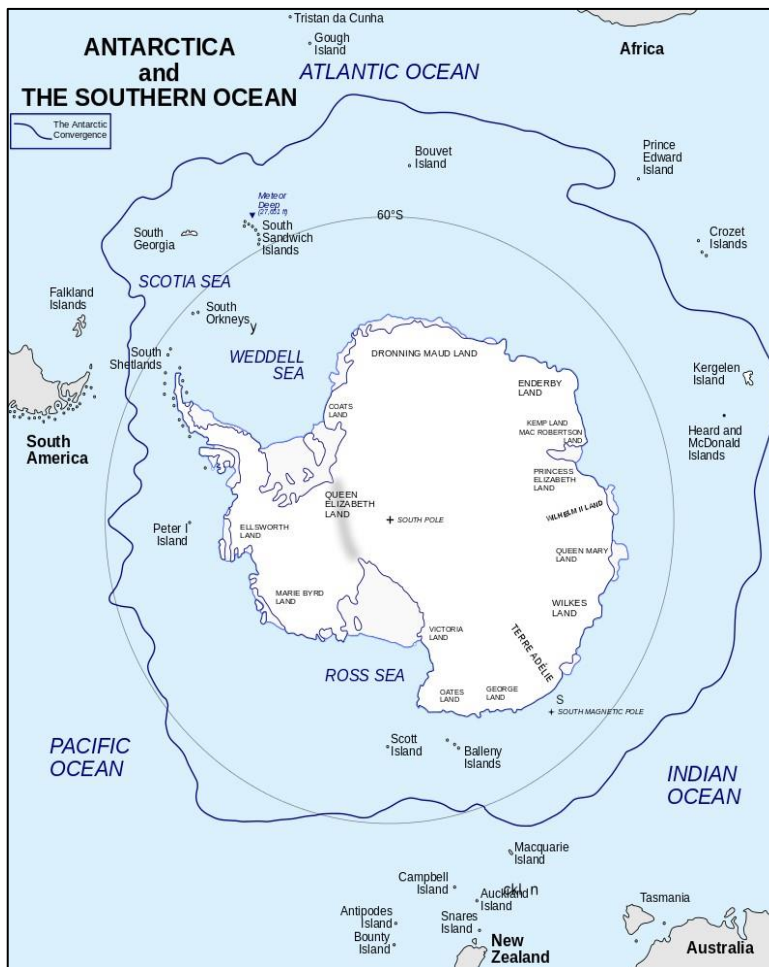
Course Meeting Time: 1130 to 1250 hrs, Monday and Thursday, MacLaurin Building D101

Department of Geography Information

Geography Department website: <http://www.uvic.ca/socialsciences/geography>

GEOPLAN degree planning guide: <http://www.geog.uvic.ca/moodle> [Log in as a guest]

This course explores the Antarctic continent and Subantarctic region. It aims to develop an understanding of the biophysical context and human history of Antarctica, with a specific focus on their relevance to this unique and fragile continent's conservation and sustainable use.



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- Participants will develop, through lectures and readings, an inter-disciplinary understanding of the physical and social history and current issues in the Antarctic region, including their interrelationships.
 - Participants will develop specialized understanding, through independent research, of the issues in four distinct areas of Antarctic enquiry (e.g., history of science/exploration, environmental ethics, geology, glaciers, climate change impacts, marine birds, penguin science, etc.)
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General Outline:

A. Continent of Extremes: The Biophysical Context of Antarctica

- Geosciences (Physical Geography; Geology; Climate and Weather)
- Water Science (Snow and Ice; Ice and Oceans; Lakes and Rivers)
- Biodiversity (Life in Ice, Lakes and Rivers; Terrestrial Organisms; Marine Plankton and Other Invertebrates)
- Antarctic Birds and Marine Mammals (Ecology & Food webs)

B. The Human History of Antarctica

- Issues of human history and experience in the Antarctic region
- Exploration and history of science of Antarctica
- Development of international interests and law

C. The Fragile Continent: Current Issues in Antarctic Management & Conservation

- The impacts of humans on the Antarctic, such as eco-tourism and visitor carrying capacities, international and environmental law, policies and debates, conservation including wildlife management, representations of the Antarctic, and the ecological and geo-political future of the continent.
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Course Evaluation

Literature brief (2)	30% (15% each)
End-of month quiz (3)	30% (10% each)
Course paper	40%
TOTAL	100%

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%

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1. Literature Brief:

Course participants will submit two topical (recent) and focused literature briefs – one by **January 27**, and one by **February 27**. The briefs should focus on topics/issues distinct from that of your research paper.

Literature Brief Guidelines

The approximately 1000-1500 word briefs should:

- Address a key issue/topic from self-directed readings. The briefs should be thoughtful, well written, and persuasive, supported by evidence from the literature.
- Use sources from peer-reviewed journal literature, and cite these in the body of the brief and reference list, using the citation guideline below.

Resler, L., Davis, T. and Krissek, L. 2017. Traveling with penguins in Antarctica. Journal of Off-the-Wall Academics 30:692-703.

2. End-of-month quiz

There will be three 30 minute end-of-month quizzes (dates TBA) requiring responses to short-answer questions. The content of each quiz will focus on information and topics covered since the previous quiz.

3. Research Essay:

Course participants are required to submit a research paper focused on one specific area of Antarctic enquiry that is due by **April 2nd**

Based on literature published in peer-reviewed journals, you will develop a research paper that explores a topic related to your area of interest.

- Should you wish to collaborate with someone and submit a joint paper please let the course instructor know – an email is fine.

Research Essay Guidelines

- The goal of the research paper is to bring together different views, evidence, and facts about a topic. Then for you to interpret the information in your own writing.

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- Your paper should show two things: what you know or learned about a certain topic, and what other people know about the same topic. Often you make a judgment, or just explain complex ideas.
- Your paper will require extensive evidence to support a focused thesis. Key to writing your research paper is gathering information from sources that comprehensively address an appropriately focused topic (e.g., *Tourism is a threat to Antarctica's pristine wilderness*), and synthesizing the information to present a strong argument supporting a clear thesis.
 - You require evidence to address a focused topic, and you will need to synthesize the information to present a strong argument supporting a clear thesis.
 - If you are not sure where to start, do some preliminary research to get a sense of the context of your topic. Read background information and let your new insights help you brainstorm about how to approach the assignment. The goal is to develop a clear research question, tentative thesis statement, or summative description. This will help you to research more efficiently because you will be better prepared to evaluate whether a particular source is relevant to your topic. Skim each source you are considering to determine how it relates to your research question or working thesis. If you cannot see the connection, do not use that source.
 - *Analyzing Your Research:* Read through the material you have collected critically and carefully. It is important to know exactly what the authors are saying and why. Take detailed notes as you read. Be careful to keep track of which source from where you are taking notes. Focus on identifying the main conclusions of the book or article, and the approach the author uses to arrive at that conclusion. Aim to have a short summary of the whole, with a few pertinent details. Use direct quotations only if they are vital to establishing your point. Step back and reconsider your thesis statement, research question or summative description in light of the reading you have completed. Does the evidence answer the question or support the thesis? Has the data, or any of the arguments, caused you to change your mind? If necessary, revise your tentative thesis statement, research question or summative description to account for the information your research has uncovered.
 - *Synthesizing Information:* Remember that a research paper is not a simple shopping list of facts; it is a synthesis of evidence in response to a very

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specific question or thesis statement. Read your notes carefully. Look for ways of categorizing or grouping points together, according to overarching concepts. Use these categories to help you develop a structure for your paper.

- *Writing Your Research Paper*: There are three stages you should consider in writing a research essay: prewriting, writing, and revising. Writing a research essay is not the kind of process where you have to finish step one before moving on to step two, and so on. Your job is to make your ideas as clear as possible, and that means you might have to go back and forth between the prewriting, writing and revising stages several times before submitting the paper.

Your research paper should follow a standard compositional format. It has a title, introduction, body and conclusion.

- The last (but not least) step is revising. When you are revising, look over your paper and make changes in weak areas. The different areas to look for mistakes include: content-- too much detail, or too little detail; organization/structure (which is the order in which you write information about your topic); grammar; punctuation; capitalization; word choice; and, citations.
 - After writing the paper, it might help if you put it aside and do not look at it for a day or two. When you look at your paper again, you will see it with new eyes and notice mistakes you did not before. It is a good idea to ask someone else to read your paper before you submit it. Good writers often get feedback and revise their paper several times before submitting it to the teacher.
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UNIVERSITY GRADING AND POLICY INFORMATION

Plagiarism: A student commits plagiarism when he or she: submits the work of another person in whole or in part as original work; gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly the inclusion of another individual's work ; and, paraphrases material from a source without sufficient acknowledgement.

Multiple submission: is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution.

Falsifying Materials Subject to Academic Evaluation: includes, fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results; using work prepared in whole or in part by someone else (e.g., commercially prepared essays) , and submitting it as one's own; citing a source from which material was not obtained; using a quoted reference from a non-original source while implying reference to the original source; submitting false records, information or data, in writing or orally.

Cheating on Work, Tests and Examinations: Cheating includes, but is not limited to: copying the answers or other work of another person; sharing information or answers when doing take-home assignments, tests or examinations except where the instructor has authorized collaborative work; having in an examination or test any materials or equipment other than those authorized by the examiners ; accessing unauthorized information when doing take-home assignments, tests or examinations; impersonating a student on an examination or test, or being assigned the results of such Impersonation; accessing or attempting to access examinations or tests before it is permitted to do so. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Aiding Others to Cheat: It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Penalties for First Academic Integrity Violation

In situations where a determination is made that a student has committed a first academic integrity violation, the following penalties will normally be imposed. Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.

Multiple Submission Without Prior Permission: If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this should result in a failing grade for the assignment in one of the courses. If the same piece of work is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

Falsifying Materials: If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work. If an entire piece of work is based on false materials (e.g., submitting a commercially prepared essay as one's own work), this should result in a grade of F for the course.

Cheating on Exams: Any instance of impersonation of a student during an exam should result in a grade of F for the course for the student being impersonated, and disciplinary probation for the impersonator (if he or she is a student). Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam. Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized equipment or material into an exam should result in a grade of zero for the exam. Sharing information or answers for take-home assignments should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers a substantial part of the work.

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.