Instructors: A. Wolf  
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Credits: This course combines approximately 90 hours of instruction, field experience and assignments for 3 credits.

Catalog course description. FIELD GEOGRAPHY OF OREGON I (3). Designed as a capstone experience. Challenges students to assess the origins of the physical features of a landscape, and evaluate the impacts of features on the area's human geography, and vice versa. Three weekend field trips required, transportation fee charged. PREREQS: Junior or senior standing. Restricted to Earth Science and Geography majors.

Prerequisite: GEOG 295, GEO 295, or other field course strongly recommended; junior or senior standing; preference to Geography or Earth Science majors.


Fees: Attendance on three weekend field trips is required, and a fee is assessed for transportation and housing. Fees will be approximately $250, depending on housing, plus food.

Course Description: This upper-division course is designed as a capstone experience for Geography or Earth Science majors. This field course will challenge students to apply assessment techniques to determine the origins of the physical features of a landscape, then what impacts those features have on the area’s human geography, and vice versa.

Field assessment techniques from prior coursework will be applied to a real work application, performed in collaboration with an Oregon or Federal agency.

Participation in three weekend field trips is required (Saturday morning through Sunday evening). One or two of these field experiences will be student-designed and led.

For Spring 2015, field trips will be May 2-3; May 16-17; and May 30-31.

Additional topics will be raised in class through classroom discussions, guest speakers, and presentation of final projects. The classroom portion will be conducted seminar-style. This means that students are responsible for contributing to both structure and content — participation is vital.

Grading Policy: Letter grades A-F. For all students enrolled in the course, grades will depend on four components: presentation and application of an assessment technique as related to the
field component (20%), participation in class and field trip design (20%), a major project (30%),
and the final exam (30%).

Projects:

1) Presentation and application of an assessment technique: At this stage in your academic
careers, each of you has quite a bit of background/interest in some aspects of the material we
are to cover. As such, each of you will be responsible for a 25 minute teaching application of
one of our subject topics, drawn from one or more identified chapters from the text. You are
not covering a topic, but teaching a skill – your fellow students should be able to do something
after your session that they could not do before. Your pedagogy can be done through any
method that allows for skills to be developed: straight lecture, guided discussion, group
exercise, guest speaker, film, or any other approach which makes sense to you. You will also
need to provide some incentive to your classmates to make sure that any appropriate readings
have been done in advance (eg. quiz, notes, extra credit, bribery...)

2) Participation in Field Experience Design: The first field experience will be planned by the
instructor, but one of the following two will be developed by student groups. An appropriate
geographic question needs to be explored and a field site and approach need to be designated.
Before we depart, the group will submit a detailed schedule of the trip, including who is
responsible for each stop, and what logistics are necessary. This is a group document, and will
be graded as a whole, and each student’s individual contribution will be graded separately. If
appropriate, students may connect the skills they taught in #1 with their designated stop(s), but
regardless, some background research will need to be done for your contribution.

3) Major Projects: All students will be responsible for one major project, loosely defined.
There are three options for the major project: A) Students may choose to hand in a research
paper (10-15 pages) examining a current or historic geographic issue; B) Students may create a
mapping project, video, photo exhibit, analysis of policy, work of fiction or poetry, project of
original research, or any of a variety of other projects if it can be shown to relate to the topics
raised in the course. Projects should be accompanied by a write-up (5 pages) incorporating
course concepts and describing the its relevance to geographic issues, and grounding the
project in an academic setting; or C) Find an article in the academic literature which makes
some claim about the relationship between people and their landscape, but without much
empirical or theoretical basis to back it up (don’t worry, there are plenty out there! If you’re
stuck, ask a prof.). You will then apply either theory or a disciplinary tool to the article to help
prove or disprove any aspect which is covered (7-10 pages).

Projects must have an original component to them; this can include addressing a hypothesis,
answering a theoretical question, or applying an analytical section using tools from the course
or from elsewhere -- help solve a problem, don't just present it. (Projects may be linked to
work on a senior thesis or from another course, provided the original work is clearly marked.)
Extra credit will be given for creativity.
Schedule:

April 10  Paragraph on skills presentation due, incl. chapter #. Short outing; prepare to be outdoors.
April 24  Skills presentation I
May 1    Skills presentation II/prepare for trip
May 2-3  Field trip I (instructor led)
May 8    Student planning meeting
May 15   Paragraph describing major project due
May 16-17 Field trip II (student led)
May 30-31 Field trip III (agency led)
June 5   Major project presentations
June 8 week Final exam

Learning Outcomes

| Acquire specialized language and concepts relevant to Oregon geography | Group discussions, personal presentations, field exercise, major projects |
| Develop appreciation for complexities and disciplines related to regional geography | Group discussions, field exercise, major projects |
| Demonstrate ability to obtain, analyze, synthesize, and critique information relevant to regional geography from a range of external sources, including scientific literature | Group discussions, presentations, field exercise, major projects |
| Communicate verbally, and through writing, key concepts, including advanced concepts, relevant to regional geography | Group discussions, personal presentations |
| Acquire skills to evaluate critically both written and verbal presentations of peers and professionals | Peer reviews and research exercise |
| Develop ethical and moral guidelines for personal approach to geographic issues, and enhance joy and grace in one’s life | Self evaluation |

Evaluation Methods

Students with Disabilities and Academic Honesty

"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."

For expectations of student conduct, please see: http://oregonstate.edu/studentconduct/offenses-0