

FIELD RESEARCH IN REGIONAL GEOGRAPHY/INTERNATIONAL STUDY SPRING 2023

GEOG 430C / GEOG 692 / GEOG 430B

Published Apr 18, 2023

CLASS SCHEDULE

Section	Location	Time	Instructor(s)
GEOG 430C 001 [LAB]	No Location or Online		Brent Doberstein bdoberst@uwaterloo.ca
GEOG 692 001 [SEM]			
GEOG 430B 001 [LAB]			
			This table is generated automatically

INSTRUCTOR / TA INFORMATION

Co-Instructor: **Brent Doberstein**, EV1-220

Department of Geography, Faculty of Environment, University of Waterloo

Email: bdoberst@uwaterloo.ca

Co-Instructor: **Michelle Anagnostou**

Department of Geography, Faculty of Environment, University of Waterloo

Email: managnostou@uwaterloo.ca

COURSE DESCRIPTION

Calendar Description for GEOG 430C

Detailed analysis of a selected region with major emphasis upon a field examination of the region (several weeks duration). Offering dependent upon faculty availability and student enrolment. For additional information on duration, itinerary, and travel costs of course offerings, contact the Geography Undergraduate Advisor.

Prereq: Level at least 3A Honours students only

Calendar Description for GEOG 692

The aim of this course is to provide academic credit for a foreign academic learning experience. This will take one of the following formats: study with a foreign expert, a specialized graduate course taken at a foreign institution, or a research/study project abroad conducted under the guidance of an approved advisor. In all instances the plan of study must be approved before a student leaves and in each case a final approved report must be submitted.

Calendar Description for GEOG 430B

Detailed analysis of a selected region with major emphasis upon a field examination of the region (several weeks duration). Offering dependent upon faculty availability and student enrolment. For additional information on duration, itinerary, and travel costs of course offerings, contact the Geography Undergraduate Advisor.

Prereq: Level at least 3A Honours students only

NOTE: This course is subject to a minimum of 10 enrollments and maximum of 15.

The core of this course is an intensive, 3 week field study trip based in Bali, East Java, and Lombok, Indonesia, and involving original research on the broad themes of natural hazards/disasters, climate change and sustainability. This course is designed to provide students with a first hand experience researching these themes in a developing country context. The course will enable students to apply and contrast theory with applied practices. The course will expose students to some of the challenges of conducting research in developing countries, and will enable students to gain experience with research methods applicable in developing countries. Through related assignments, students will be able to improve their research, presentation and either writing skills or documentary film production. (NOTE: graduate students enrolled in GEOG 692 must produce a final paper rather than documentary film).

Students will develop a research project that analyzes a modern-day problem or issue related to course themes. The field studies component of the course will allow students to identify a research problem, gather field-based information, and speak to relevant Indonesian experts and locals. Prior to the field trip, students will carry out an informal literature review and upon return will prepare a final course paper or short documentary film (undergraduates only). Students are reminded that at the undergraduate level the course is worth 1.5 credits, so you must be prepared to put in approximately 3 times as much work as a typical 0.5 credit course! At the graduate level, this course represents the average amount of work typical of a 0.5 credit graduate course.

LEARNING OUTCOMES

By the end of this course students should be able to:

To develop an understanding of current issues and problems related to hazards/disasters, climate change and sustainability in Bali/East Java/Lombok, Indonesia
--

To develop an appreciation for the challenges facing Indonesia as it attempts to develop its economy sustainably while co-existing with hazards/disasters and climate change
--

To appreciate some of the opportunities posed by hazards, disasters, climate change and sustainability concepts

To design and complete an original applied research project related to course theme

TENTATIVE COURSE SCHEDULE

Course dates

- Spring Term 2023
- Field component: May 8-May 29, 2023

- Research paper/documentary due date: Monday August 7th, 2023

Draft Itinerary (subject to change/confirmation in the field):

DATE	LOCATION	ACTIVITIES/Locations (bold=confirmed or walk in)
May 8	Kuta	<ul style="list-style-type: none"> • Students arrive, check into hotel, and recover. • Arranging SIM cards & cellphones (afternoon): https://star-one-cellular.business.site/ (https://star-one-cellular.business.site/) (recommended) • Optional dinner together
May 9	Kuta	<ul style="list-style-type: none"> • Bali Sea turtle society • Turtle Conservation and Education Center (contacted...3 emails) • Taman Hutan Raya Ngurah Rai (mangrove nursery & walk) • “Suwung surprise”! • CTC Centre for Marine Conservation
May 10	Kuta to Ubud	<ul style="list-style-type: none"> • Tsunami readiness...Kuta hotel(s) (e.g. Amnaya Resort or Hard Rock Hotel... both contacted by email) https://bit.ly/3Kc5P9x (https://bit.ly/3Kc5P9x)) • Bali PET Recycling or Yayasan Bali Bersih (contacted via Westerlaken website) • Sungai Watch (contacted on IG)
May 11	Ubud	<ul style="list-style-type: none"> • Monkey Forest • Green village “Factory tour with House Experience”: 11:30-1pm including lunch
May 12	Ubud	<ul style="list-style-type: none"> • Campuhan ridge walk/hike + Pura Gunung Lebah temple) (and general observations about waste management) • Mantra design/build Co. (contacted) • Alchemy Yoga (Bamboo construction) • Lunch at Murni’s Warung or Alchemy • IDEP Foundation • Petulu bird sanctuary • Evening Debrief
May 13	Ubud	<ul style="list-style-type: none"> • Tegallalang rice fields • Mt. Batur visit (Museum Geopark, etc) • BAS agrotourism or Kopi Luwak ‘farm’ • Ulun Danu Batur temple • Kintamani lunch
May 14	Ubud	<ul style="list-style-type: none"> • Free day (optional cultural activities, adventure tourism, individual hotel/market research etc)

May 15	Ubud	<ul style="list-style-type: none"> • Bali Agung evacuation villages • Lahar areas/channels (Sungai telaga waja) • Tukad Cepung waterfall • Besakih temple • Evening Debrief
May 16	East Java	<ul style="list-style-type: none"> • Handara Gate • North Bali dolphin tour? (group survey to decide) • https://saraswatilovinadolphin.com/ (https://saraswatilovinadolphin.com/) • Banyuwangi
May 17	East Java	<ul style="list-style-type: none"> • Mt. Kawah Ijen hike (500m elevation) & sulfur miners
May 18	East Java	<ul style="list-style-type: none"> • Sidoerjo – visit mud volcano & Kahuripan Nirwana resettlement village • Malang Rainbow Village
May 19	East Java	<ul style="list-style-type: none"> • Mt. Bromo exploration (minibus/drivers/guides from Kulojava travel) • Drive back to Malang • Afternoon Debrief
May 20	East Java to Gili.T	<ul style="list-style-type: none"> • Travel day, Malang to Gili T via Serangan
May 21	Gili T	<ul style="list-style-type: none"> • Gili Trawangan: hotel-level research, earthquake damages, earthquake/tsunami evacuation, wildlife tourism • Evening Debrief
May 22	Gili T	<ul style="list-style-type: none"> • Free day (optional cultural activities, adventure tourism, individual hotel/market research etc)
May 23	Gili T	<ul style="list-style-type: none"> • Earthquake-affected Lombok villages (if we can arrange transport)?
May 24	Gili T to Ubud	<ul style="list-style-type: none"> • Ferry back to Serangan/Ubud (Ekajaya fast ferry)
May 25	Ubud	<ul style="list-style-type: none"> • Su-re.co?
May 26	Ubud	<ul style="list-style-type: none"> • Market & souvenir shop walk • 5 star hotel visit (tbc) re: sustainability (e.g. Four Seasons Ubud, Hanging gardens of Bali)
May 27	Ubud	<ul style="list-style-type: none"> • Bali Disaster Management Agency?

May 28		•
May 29		<ul style="list-style-type: none"> • Free day (last chance for research, working on presentations, etc) • Group dinner
May 30		• End of course, students return home or continue independent travels

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
		No

Numerous PDFS pertaining to course themes (hazards/disasters, climate change and sustainability) have been posted on LEARN and are available as optional support materials. These are named as "major theme+additional details" (e.g. Waste Management Ubud, Mt. Bromo tourism, etc).

STUDENT ASSESSMENT

UNDERGRADUATE Assessment (GEOG 430C)

Component	Value
1. Participation: Discussion, group work, pre/post trip meetings and preparations, informal presentations, question and answer sessions with experts, etc.	25%
2. Field presentation: a presentation to the group which is connected to your research topic	15%
3. Field journal	20%
4. Field Research Project: Research paper or short documentary film	40%

GRADUATE Assessment (GEOG 692)

Component	Value
1. Participation: Discussion, group work, pre/post trip meetings and preparations, informal presentations, question and answer sessions with experts, etc.	25%
2. Field presentation	15%

Component	Value
3. Conference Presentation: format of your choice...whatever you would typically present in a 15-20 minute conference timeslot - e.g. CRHnet 2023)	20%
4. Field Research Project: "Conference" research paper (i.e. the type of research paper you might be asked to write for a prestigious conference)	40%
5. Free day 'bonus' (1%/activity)	up to 3%

Field Research Project:

- Original, applied research in Indonesia with some degree of both ‘primary’ data collection (e.g. observation, expert opinion, conversations with locals, photography, mapping, auto ethnography, etc) and secondary data
- Pre-trip/post-trip literature search
- Field trip: speak to Indonesia contacts, visit sites of interest, gather local reports/papers, document visual aspects of field trip
- Post-trip: Paper write-up or film editing/production (UG only)

In Field Presentation (20%):

Presentations should be approximately 15-20 minutes long, followed by 5-10 minutes for questions. You can have a set of notes on hand (cue cards, notes written on paper, etc) or use props to guide your presentation, but should avoid writing everything out and then “reading a script”. Each presentation will ideally be made in a location appropriate to the research topic (e.g. a “volcano hazard” presentation could be made on a volcano, a “waste management” presentation could be made next to a recycling centre or NGO office, etc.). NOTE: If two students identify similar topics, a “joint presentation” can be made as long as roughly equal work goes into designing and delivering the presentation. Joint presentations can be up to 30 minutes long and will be assessed separately.

Example Presentation outline...feel free to modify! (NOTE: if you make your presentation early on the trip you will be discussing what you HOPE to accomplish, while later presentations will focus on what WAS accomplished):

- **Introduction:** (1-2 minutes) What is your topic and why did you choose this topic?
- **Main problem & problem context** (5-7 minutes)
 - Explain the origin of and general focus of your research (which does not have to be focused only on the Indonesian context), and then link this more specifically to Indonesia.
 - State your “*research question*”. Your research question should be phrased in a way that you are likely to be able to answer the question once the trip is finished (E.g. “Can Indonesians live safely on volcanoes?” is NOT likely to be answerable after just 3 weeks in the country, but “What were the main impacts of the 2018/2019 Mt. Agung volcano eruptions on Balinese communities” IS!).
- **Methods & Data Sources:** (1-2 minutes) Discuss your research method(s) and possible sources of data: how will you/did you conduct your research? What data sources are you hoping to use/did you use? Which locations on the trip are likely to/did provide the best information? etc. (NOTE: for most students, the most common research methods will likely be “secondary data collection”, “direct observation/participant observation”, and “expert opinion”, followed perhaps by “photographic interpretation”, “informal mapping” and possibly “landscape interpretation”. Some students may be able to incorporate “informal interviewing” as a method if, for example, your research involves conversations with tourism employees, other tourists, etc).
- **Initial Findings:** (5-7 minutes) Discuss your initial findings from background readings, or experiences on the trip: What did you learn about your topic and research question? What were the interesting or unexpected

findings? If you are presenting before you have findings, then feel free to speculate on some of the findings you expect to find.

- **Extent to which you can answer your research question:** (1-3 minutes) What additional or unanswered questions were raised from your background readings and trip experiences? To what extent can you answer your research question?
- **Question & Answer session: 5-10 minutes**

Daily Journal (20%): Undergraduates Only

GEOG 430C students will keep a daily journal of personal thoughts and observations on: sites visited, experiences, important information gleaned from locals/experts, insights gained, etc. The co-instructors may occasionally ask students to journal about certain elements of the daily activities, but otherwise the journal can be a personal reflection on the day's activities. The journal format is fairly open-ended but should include a written component plus any additional material that helps you to explain your reflections (e.g. photos, sketches, quotes, etc). There is no daily length restriction, but the full 21 day journal should be a minimum of 4000 words...about 200 words or 2-3 paragraphs per day on average. If you are an avid journaler there is no maximum word limit.

Conference-ready Presentation (20%): Graduates Only

A conference-ready presentation that you would expect to deliver in a 15-20 minute conference timeslot. Assume you have been accepted to present your fieldcourse research at an academic conference (e.g. Canadian Risks and Hazards Network, Canadian Association of Geographers, etc). Prepare a presentation featuring the results of the research you conducted while on the fieldcourse. Note that this assignment is a perfect excuse to actually go to a conference and deliver results! Normally a PPT presentation would be the expected format, but feel free to use other platforms (e.g. Prezi) or presentation formats. Note that you might want to use short video clips shot while on the fieldcourse to 'liven up' your presentation.

Written Assignment (40%):

This essay is worth 40% of the final grade and is due on August 7, 2023. Students are required to write an academic, literature-based research essay (you should include at least 10 journal articles in addition to web-based materials, reports, and other non-peer reviewed materials). The essay should discuss, in a **critical** manner, your understanding of the main issues and problems associated with the topic following the research you conducted (literature + primary "on-the-ground" data). NOTE: you are asked to find a published journal article that you like that features original mixed methods research. You should then mimic that paper's structure, style and formatting when you write your own paper. The ultimate aim is to make your final research paper look as much as possible like a published journal article!

- Due Monday August 7, 2023 (or earlier...students are encouraged to work on and finish the paper as soon as possible after the trip ends)
- Length
- Undergraduates: Approximately 15-20 pages in length – 4,000-5,000 words.
- Graduates: Approximately 25-30 pages in length – 5,000-6,000 words
- Use standard journal article format

This is one suggested structure for your paper but other structures are acceptable as long as the reader can follow your thoughts:

1. Introduction, research question & overview of paper
2. Literature review (a brief review of the literature that helped frame your paper)
3. Research Methods
 1. OPTIONAL: Description of case study (if a single or multi-case study format was used: eg. Plastics waste management in Ubud, Mt. Agung eruption, comparison of tsunami preparedness for Kuta Beach vs. Gili T, etc.)
4. Research Results/Findings

5. Discussion

1. OPTIONAL: Recommendations (If you are so inclined, you can propose possible solution(s) to the problem(s) you have identified. This solution should be derived from the existing literature, your field research and your own critical thinking).

6. Conclusion

By the end of the paper, you should come to a clear conclusion (not merely a summary of the main points made in the paper) that answers your research question. What lessons were learned, what are the main implications of the research, and what contribution did your research make toward answering your research question and perhaps ‘solving a problem’?

The paper should be properly constructed, with an identifiable thesis statement (otherwise known as the overall ‘argument’ you attempt to make throughout your paper), supportive evidence, and a concluding statement. The essay should be written and produced in a professional style, with careful attention paid to content, style, formatting and referencing and for undergrads should be approximately 4,000-5,000 words in length (5-6,000 words for grads), excluding references, tables, maps, etc. (NOTE: Because of the weighting of the course, please keep in mind that this paper is equivalent in weight to 3 “standard” undergraduate term papers so you must be prepared to put in significant effort to make this a polished paper!).

Documentary Film Assignment (40%): Undergraduates only

Undergraduates may choose to produce a documentary film rather than a final term paper. But, only choose this option if you are confident in all aspects of documentary production (i.e. videography, sound capture, scripting/storyboarding, post-production, sub-titling, editing, etc). Students choosing this option are still required to connect to academic literature on the subject of their film...to place the film’s subject matter in an academic context. Please note that film production assistance may be available from MAD (Mapping and Design Analysis) staff, but it’s up to you to pursue this. There are also many, many youtube “tips” videos available to help you.

- Due Monday Aug 7, 2023 (or earlier...students are encouraged to work on and finish the film as soon as possible after the trip ends)
- Length: 20 minutes or longer

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

ADMINISTRATIVE POLICY

Territorial Acknowledgement: The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (<https://uwaterloo.ca/indigenous>)

Anti-racism Statement: The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to seek guidance from the Office of Equity, Diversity, Inclusion & Anti-racism (EDI-R) via email at equity@uwaterloo.ca (<mailto:equity@uwaterloo.ca>) or through their website: uwaterloo.ca/human-rights-equity-inclusion/equity-office

Research Ethics: The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, please contact the course instructor for guidance and see: <https://uwaterloo.ca/research/office-research-ethics> (<https://uwaterloo.ca/research/office-research-ethics>)

NOTE: This course has received Ethics clearance ORE: #30851 This means that all students are approved to use anonymous quotes sourced from experts, informal conversations, and Q & A sessions with people who speak to our group. You should take careful notes either during or immediately after conversations, and record notes anonymously (e.g. Senior NGO official #2, Tourist #3, etc) for each person that you would like to quote or mention.

Course/Instructor Policies: Appropriate Behaviour:

Because much of the course is based in a foreign country, the course is significantly different from most classroom-based courses offered at the University of Waterloo. Students are expected to behave as positive 'ambassadors of the University' at all times, and to understand and respect the fact that the laws that apply in the Indonesia may be significantly different from those in Canada.

The overseas portion of the course may lead to situations which could lead to a negative image for the University, and/or significant personal danger to the student or group. This includes, but is not limited to: excessive alcohol consumption/public drunkenness, drug purchase/use, unsafe 'extreme' adventure pursuits (e.g. scuba diving alone or without an approved dive master), and unsafe interactions with locals or other foreign visitors. Students are advised to monitor each other when in public (e.g. a 'buddy' system), and to actively help other students to avoid ALL unsafe situations. The instructor reserves the right to *send home any student* who endangers themselves or others by not respecting this policy: all costs associated with such a decision will be borne by the student.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/> (<https://uwaterloo.ca/campus-wellness/>) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting

of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.