Syllabus Antarctica:
Human Impacts on a Fragile Ecosystem
www.auip.com/antarctica

Please note: This syllabus is a general plan only and deviations may be necessary.

Instructors

- Faculty from institution
- Supporting faculty and staff from Gateway Antarctic, University of Canterbury, New Zealand
- Plus local field experts in Argentina and aboard the expedition cruise ship

Course description

This study abroad course explores the Antarctica and adjacent sub-Antarctic region (such as Tierra del Fuego and the Southern Ocean), including its history, geology, climate, and marine and terrestrial biology. Special attention is given to contemporary legal, psychological, and anthropological aspects of human activity in the region, conservation of ecosystems, and sustainable use of natural resources. Students attend weekly online lectures (delivered by faculty from the Antarctic Research Center in Christchurch, New Zealand), prepare a field study essay in their area of primary interest, and then participate in an optional 2-week field study in Antarctica and Tierra del Fuego during winter break.

This is a once-in-a-lifetime opportunity to visit the *coldest, windiest, driest, highest, quietest, most remote, and least understood continent on earth*. During your visit to South America and Antarctica, you will stay in comfortable condo-style accommodations (on land) and cabins (at sea) with the rest of the students in the group. All meals are provided during the program.

Course objectives

By the end of the program students will:

1. Develop, through lectures and assigned readings, an holistic, inter-disciplinary understanding of the physical and social history and current issues in the Antarctic region, including their inter-relationships;
2. Develop specialized understanding, through independent field study, of the issues in one specific area of Antarctic enquiry related to their major (e.g., history of science/exploration, environmental ethics, geology and global climate change, marine bird or southern forest conservation, etc.);
3. Through field-based studies, students will develop a nuanced understanding of issues in exploration, exploitation, conservation, and sustainable use of the Antarctic region;
4. Work as an effective member of an interdisciplinary research team.

Course credit

Students must register for a total of 6 semester credits (or 9 quarter credits) at either the undergraduate or graduate. Regardless of which course that the student registers for, all students will receive the same course material. There are multiple program dates, each with different accrediting institutions and course offerings. For a full list of course offerings please visit www.auip.com/apply. To determine which credits you wish to register for, select (1) a program date (2) an institution, and (3) course prefix and number.

Transfer credit

The following institutions accept students from any school in the United States at in-state tuition rates:

- Oregon State University
- SUNY-Brockport

- University of Florida

Prerequisites

There are no pre-requisites, but eligible students must be accepted by AUIP and the accrediting institution and be in good academic standing at their home institution.

Attendance

Punctual attendance and active engagement at all scheduled, program–related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Participation in field activities is voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor and an alternate activity will be assigned. An excused absence or decision not to participate in one or any of these field activities will not affect your grade for the course. During the field studies, no student is to leave the group without the consent of the faculty supervisor. Unless an absence is approved by one of the instructors or the program directors, students will lose 10% of their final grade for each day or part-day they fail to participate. Any unexcused absences *or continued late arrival* to program activities may, at the discretion of the Program Director, be grounds for dismissal from the program.

Academic honesty

All academic work must meet the standards of academic honesty (as described in the Program Handbook). Each student is responsible for informing themselves about those standards before performing any academic work. Academic dishonesty is not just copying the work of others, but also includes such behaviors as tolerating the academic dishonesty of others or giving false reasons for failure to take a test.

Conduct regulations

All students must be familiar with the general conduct regulations described in the Program Handbook. Failure to obey these policies may result in dismissal from the program, at the discretion of the Program Director.

Special accommodations

Any student with a disability who needs an accommodation or other assistance in this course must contact the institution at least 8 weeks before the program begins. After that time, we cannot guarantee that such needs can be accommodated. Some activities involve moderate exercise such as hiking, and participation is voluntary for all students.

Coursebook, readings, and other material

Before the first day of the online class (Part A) you may need to (a) purchase a USB headset and microphone if your computer is not equipped with these already and (b) download the software (further instructions to be given at a later date).

The course reading packet will be available pre-departure at Bel-Jean Copy-Print Center, 163 E. Broad St., Athens, GA 30601 (Tel: 706-548-3648) and contains all the required readings and supporting materials for completing coursework plus some general helpful information. To order your course reading packet please follow the instructions at this link http://www.bel-jean.com/contact-study-abroad.php. **You must bring this with you as copies will not be available in-country.**

Pre-departure (optional) readings

For pre-departure reading, we recommend:
Polar Tourism by Bernard Stonehouse

Online classes

Online classes will be delivered by the Antarctic Research Center in Christchurch, New Zealand. The lead instructor will introduce the speaker from the Antarctic Research Center (who will deliver a 60 – 75 minute lecture using Powerpoint slides) and then facilitate a ~20 minute discussion following the lecture.

Course assignments

The program is divided into two parts: Part A (online classes) and Part B (optional field program). For Part A the following assignments are due:

Mid-term and final exam (20% each)

The exams are open note/book and may draw material from the online lectures, readings, and associated readings. They will comprise any combination of short, objective (multi-choice, true-false, etc) questions and essay questions. Dates as listed on the itinerary. Email exams as an attachment to the instructor with filename: "lastname midterm exam" or "lastname final exam". There will be an automatic 5% penalty for either not conforming to the correct filename or not submitting to the correct email address.

Independent research project (25%)

Based on primary sources, students will develop a ~1500 words (undergraduate students) or 2,500 words (graduate students) typed field study essay/project exploring a topic related to their area of interest/major. Topics must be approved by the instructor (in the form of a one paragraph summary statement due on the date of the midterm exam). The final project is due in electronic form (submitted as an attachment to the instructor with filename: "last name research project") by the date of the final exam and should be typed using Times New Roman 10-point font, single-spaced, and one inch margins. (References and appendices are not included in the page limits.) Files can include photos etc but must not be larger than 3MB in size (photos can be compressed). There will be an automatic 5% penalty for either not conforming to the correct format, correct filename or not submitting to the correct email address and an additional 2.5% penalty for files larger than 3MB. Late submissions will receive a penalty of 10% for each day or part thereof that they are late. All material must be typed and referenced using the American Psychological Association citation guidelines; for example:

Tarrant, M.A. & Cordell, H.K. (2002). Amenity values of public and private forests: Examining the value – attitude relationship. Environmental Management, 30(5), 692-703.

Weekly essays (25%)

A major task for this class is to produce a written think piece on the class discussion topic set by the instructor for the following week. The think piece will be based on the lecture, readings and any additional research student wish to do. *This is to be completed no later than midnight Saturday each week.*

Participation (10%)

Class is an important part of this course. You will be expected to participate every week by reading and responding in writing (around 100 words) in a meaningful and significant way to one or more of your classmates' essay postings by Tuesday at midnight. This could be a single 100 word response to a posting you found interesting, responses to 2 postings (each response approx 50 words), or even responses to 3 postings that were so great you couldn't resist commenting. Your class participation grade will be made up of three components each having equal importance:

- The quality of your contributions to the discussion (you take the discussion seriously and add value).
- How well you integrate the readings into your contributions.
- Meeting weekly essay and response deadlines (timeliness of participation).

For Part B the following assignments are due:

Field modules (80%)

The modules relate what we learn in the classroom with field activities. The course reading packet and the field staff are your primary sources of information to help you complete the module questions. Note that the field experts are resources to help you complete the modules but not to provide you with answers; their role is to guide you in discovering them yourselves. Written answers to the module questions are due at intervals throughout the program (see itinerary); part of the module grades may also be based on field site quizzes as will be explained by the course instructor. Each module question will be graded as follows:

A	Explains the core concept(s) very clearly and with evidence of real thought, technically correct response, gives the most relevant and best examples, very clear and well-written, only relevant material included and thoughtfully concise.
A-	A very good answer, worthy of an A grade but may contain some minor content, grammatical, and/or editorial corrections.
B+	A strong answer that clearly shows thorough understanding of the material but does not contain all the necessary content required.
B	Discernable evidence of grasp of concept, good and correct examples given, well written, thoughtfully concise
B-	A well-written answer that contains most (but not all) of the content required and may suffer from some grammatical and/or editorial mistakes and omissions.
C	Adequate but limited grasp of core concept(s), some examples although not necessarily the best or most relevant, legible. May lack conciseness or clarity in the response.
D	Little or no grasp of core concept(s), or incorrect or no examples given, or hard to read or poorly written.
F	Fails to address the question, or little or no grasp of core concept and incorrect or no examples given, or illegible.

Seminar presentation (10%)

You will be responsible for presenting your independent field study essay from Part A in a seminar form. During the cruise portion of the program you will deliver a 15 minute multi-media (Powerpoint) presentation. You must prepare all material before departing the States for the program as there will not be time (or resources) to do so in Ushuaia or on board the boat. The instructor will assign times/dates for the seminars.

Retrospective media story (5%)

For the field component, write a 350 word magazine or newspaper article (that may include photographs and captions) that describes how you benefited from the study abroad experience. This assignment will be due within seven days of the last day of the field portion of the program.

Post-departure reflective essays (5%)

Respond to each question (below) with your own personal thoughts and observations that reflect your experience on this program (there is no need for any references). There are no right or wrong answers and your grade will be pass/fail (you may, for example, wish to write this on the plane after the program or while waiting at the airport). Complete each question in an essay of up to 250 typed words (per question) in Times New Roman 12 point font (single-spaced) and email as one electronic (Word or .pdf) file (titled “reflection essays <first and last name> <study abroad country>”) to your course instructor within 72 hours of completion of the program. Include the date, as well as your first and last name on the header of the file.

In reflecting on your study abroad experience…..

1. What did you learn about the country that you visited? (up to 250 words)
2. What did you learn about yourself as an American? (up to 250 words)
3. How have your perspectives about the world changed? (up to 250 words)

4. What, if any, changes in your own behavior do you anticipate as a result of participating in this program? (If none, please explain why the program will not have any influence on your own behavior.) (up to 250 words)

Additional course assignment for graduate credit

Graduate students are expected to demonstrate greater depth and breadth of understanding in (a) the submission of the independent research project (online class) and (b) the presentation of the independent research project (field program).

Online classes: Additional assignment

Graduate students must complete an additional report/assignment that synthesizes your class experience. The report is a 1000-word typed essay (using the same style format and due date as for the take-home exam) to be graded on a pass/fail basis. Papers that receive a fail grade may be submitted one additional time and will be due 10 days after the failed assignment is returned. Respond to the following question: How did the lectures influence your understanding of global and U.S. conservation issues?

Field component: Extended retrospective media story

Instead of the 350 word media story graduate students are to complete a 1000 word media story that synthesizes Antarctica experience and describes how you think all American university students would benefit from the study abroad experience. This assignment will be due within seven days of the last day of the field portion of the program.

Grade assessment

Final grades for all credits will be assessed together and as follows:

A	89.5 - 100 percent
B	79.5 - 89.4 percent
C	69.5 - 79.4 percent
D	59.5 - 69.4 percent
F	below 59.4 percent

Course Topics

See the itinerary for a full list and schedule of field activities and lectures.

Online Classes

Week	Time EST*	Topic	Lecture Contact Hours	Directed Study Contact Hours
Intriguing Environment: The Human History of the Antarctic				
August 20	6:00-7:30 pm	Overview and introduction to the course and program	1.5	1
August 27	6:00-7:30 pm	Antarctic history of exploration (Natalie Cadenhead, Canterbury Museum)	1.5	1
September 3	6:00-7:30 pm	Antarctic territorial claims and an introduction to the Antarctic Treaty System Michelle Finnemore, Gateway Antarctica)	1.5	1
Extreme Environment: The bio-physical context of the Antarctic				
September 10	6:00-7:30 pm	Animals: Life on land and at sea (Bill Davison, Biological Sciences)	1.5	1
September 17	6:00-7:30 pm	Antarctic birds (Peter Harper, Gateway Antarctica)	1.5	1
September 24	6:00-7:30 pm	The Antarctic Peninsula: A long-lived volcanic arc (Bryan Storey, Gateway Antarctica)	1.5	1
October 1	5:00-6:30 pm	Weather and climate (Ian Owens, Geography)	1.5	1
October 8	5:00-6:30 pm	Glaciology and ice (Shulamit Gordon, Antarctica New Zealand)	1.5	1
October 15	5:00-6:30 pm	Plants around, on, and in Antarctica (Paul Broady, Biological Sciences)	1.5	1
The Fragile Continent: Antarctic Management and Conservation				
October 22	5:00-6:30 pm	Mid-term exam	1.5	1
October 29	5:00-6:30 pm	Living and working in Antarctica today (Michelle Finnemore, Gateway Antarctica)	1.5	1
November 5	4:00-5:30 pm	Antarctic research: exploring the BIG questions (Bryan Storey, Gateway Antarctica)	1.5	1
November 12	4:00-5:30 pm	Environmental management, the environmental protocol and the CEP (Neil Gilbert, Gateway Antarctica)	1.5	1
November 19	4:00-5:30pm	Ushuaia, Argentina and the Antarctica Peninsula today (Gabriela Roldan, Antarctic Attraction)	1.5	1
November 26	No class	Thanksgiving		
December 3	4:00-7:00 pm	Field program orientation	3	
		Final Take-home Exam	3	
* Times are Eastern Standard Time. Presentations will be recorded and archived for those unable to view live.				