PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of faculty member: Dr. Gilbert T. Benson/ Ansel G. Johnson

Title of proposed course: Geology and History of Hawaii

When is the course to be offered? Winter Occasionally

Name of Cluster/Cluster coordinator: Global Environmental Change/ Ansel G. Johnson

Please address the following items in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).

G 399 Geology and History of Hawaii (4)

Study of the island of Hawaii, its culture, geology and history, using readings, lectures, movies, writing, and a week-long spring vacation experience on the island. Lengthy hiking is required.

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, please specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C).

Note: Please be aware that the new General Education requirement is based on different premises from the former "distribution" requirement, and therefore the academic role of upper division courses in General Education will necessarily be different from the previous role.

This course was specifically designed to be a part of the Global Environmental Change Cluster.

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the University's goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report (the document adopted by the Senate in 1993) or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 245 CH). Applicants are reminded that the upper division courses are expected to focus on program goals related to Human Experience and Ethical Issues & Social Responsibility, while continuing to build on the Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and the report of the General Education Committee. Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster.

Colleagues are also reminded that upper division UNST courses are a replacement of the former distribution requirement for coursework in the Arts and Letters, Sciences, and Social Sciences. The
Committee therefore anticipates upper division courses with scholarly content of the highest standard, consistent with the content level of the "distribution" courses under the previous General Education requirement, and befitting the University's core undergraduate curriculum. This course has been designed to meet the university's general educational goals. The course uses field based and discovery based learning. The students participate in the development of a chapter for the "text" to be taken on the field trip. They are then the "expert" for that portion of the trip, serving as a resource to the rest of the group. An appreciation of the land, and the peoples who settled the islands is stressed. This includes dealing with the present settings, as well as looking at the history and culture which has been preserved on the Island of Hawaii. The impact of volcanic activity on the environment is examined, as well as some new developments of environmental friendly energy methods. Daily writing in a field book is required, and reviewed by the teachers on a daily basis leading to an improvement of the observation and recording skills. A final reflective writing is done before leaving Hawaii, which is reviewed by the teachers before landing back in Portland.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list, and the name(s) of instructor(s) committed to teaching the course during its first year.

Gilbert T. Benson, Ansel G. Johnson, Kenneth L. Cruikshank

Texts:

Recommended Text:

Topic Outline:

Week 1   Introduction - overview of the course, selected topics by Dr. Benson
Week 3   Geology and Geography of the Big Island (Hawaii). Showing of a Video of the eruption of Hawaii.
Week 4   Geochemistry and origin of Hawaiian volcanic rocks. Turn in topic outline, and a list of potential references.
Week 5   Fauna and flora of Hawaii, Coral Reefs - Video Tape
Week 6   Oceanography of Hawaii, Earthquakes, Landslides, and Tsunamis
Week 7   History of Hawaii - Notes and items from history text.
Week 8  Plot trip on maps.
Week 9  The future of Hawaii. Tourism, etc. Turn in Final papers for review.
Week 10 Return papers for final revisions. Final discussion of trip.
Final Exam Week turn in final edited paper on Wednesday. Book produced. Handed out on Friday. Absolutely last minute details.

Nine day field trip to island.

Saturday AM Leave Portland for Hawaii. Arrive in Hilo evening.
Sunday Topics: Geography, basalt flows, landforms, and glaciation.
Monday Topics: Coral reefs; Hawaiian history; Hawaii's energy sources.
Tuesday Topics: Hawaiian History, Archeology, Geology (geomorphology)
Wednesday Topics: Geography, Hawaiian culture, Geology, Vulcanology
Thursday Topics Kilauea summit area. Seismology, Tsunamis
Friday Topics: Kilauea East Rift Zone
Saturday Topics: Flight over south island, hiking, lava tubes.
Sunday Final essay, flight home.