Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: John K. DeLay

E-MAIL: delay@hawaii.edu

COURSE ALPHA and NUMBER: GEOG 122

COURSE TITLE: Geography of Hawai‘i

ESTIMATED NUMBER OF SECTIONS:
Fall: 2
Spring: 2

APPLICATION IS FOR:
☐ New Course ☐ Modified Course ☐ Existing Course ☐ Re-designation

☐ Certification ☒ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ IA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) ☒ DS (Social Sciences)
☐ DH (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 70

What percentage of CLASS MEETINGS focuses on this diversification area? 70
1. Hallmarks and SLOs. Please explain how course-specific SLOs align with the diversification area’s hallmarks.

SLOs
1. Identify principal locations in the Pacific, and physical and cultural features in Hawai‘i by their Hawaiian names

2. Explain the unique aspects of Hawai‘i’s natural history, and the relationship between Hawaiian environments and their flora and fauna, and the human impact on the environment

3. Trace the migration of people and culture across Oceania, through Polynesia, and to Hawai‘i

4. Describe the connections between traditional Hawaiian culture and the environment as related to settlement, land tenure, agriculture, economics, and religion

5. Illustrate the influence of key historical events such as annexation on political, economic, environmental and social conditions in Hawai‘i especially as they relate to native Hawaiians

6. Discuss the contemporary demographic, economic, environmental, social situations, and challenges that characterize Hawai‘i in the 21st Century

Hallmarks
DS.1 uses the terminology of theories, structures, or processes in the social or psychological sciences;

DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes;

DS.3 demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes;

Relation
Geography is a multidisciplinary science that draws upon bodies of knowledge from other disciplines with both physical and human foci, and examines the spatial relationships involved in issues of concern. The Geography of Hawai‘i course incorporates the five themes of geographic science: location, region, place, movement, and human-earth interactions. These themes are also present in the SLOs.

SLO#1 relates to DS.3 as it includes the qualitative approach of learning place names, their meanings and unique characteristics, and the quantitative approach of learning their absolute locations. DS.2 is also appropriate as concepts such as a sense of place are discussed, also where things are and what they are called is an issue of concern in scientific studies. Discussion of location involves using terminology such as latitude so it also falls under the purvey of DS.1.
SLO#2 involves human-earth relationships and discussion of the processes by which human beings interact with the landscape (DS.1), is an issue of concern (DS.2), and the information presented is based on both qualitative and quantitative studies (DS.3).

SLO#3 relates to all three hallmarks as migration is a term and a process recognized in the social sciences (DS.1), Pacific migration is an issue of concern (DS.2), and since archaeological and linguistic evidence of migration are discussed, this relates to methods of study (DS.3).

SLO#4 deals with human-earth interactions related to the aspects of a particular culture and best relates to DS.2 but includes terminology used in the social sciences and includes presentation of material gathered using qualitative and quantitative methods (DS.3).

SLO#5 includes introduction to the terminology used in social sciences, such as colonialism which is also an issue of concern in geography and so relates to DS.1 and DS.2. Since the information presented also includes quantitative and qualitatively gathered data such as estimates of pre-contact Hawaiian populations DS.3 is also covered.

SLO#6 relates to DS.3 as demographic and economic analysis include assessing quantitative measurements of population such as Census data, both are terms used in the social sciences (DS.1) and issues of concern (DS.2).

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Instructors for both sections of the course use quizzes, exams, and student project presentations to assess student mastery of the SLOs. Exams include questions that cover all of the SLO's. Quizzes and student presentations vary in SLO coverage but each relate to at least one SLO. Class discussions are also used to gage student perceptions of course effectiveness and informal assessment also takes place during class discussions.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Student performances on exams and quizzes, as well as student course evaluations are used to assess the effectiveness of the methods and course content. Adjustments to improve the course are made in subsequent semesters. Embedded exam questions are currently being chosen for use during future semesters to provide quantitative measures of SLO mastery. Individual instructors may choose different questions as long as these address the same SLO's. SLO achievement will be expressed as a percentage of correct responses from the sample.
DIVERSIFICATION BOARD DECISION:

☐ Approved
   Re-Certification Due: ________________

☐ Not approved
   If not approved, reasons for disapproval:

Diversification Board Chair Signature: ________________

Date: ______________
GEOG 122: GEOGRAPHY OF HAWAI’I: FALL 2012
T, TR 11:30-12:45 BLDG 7, 635

Instructor  John K. DeLay
Office       BLDG 7, 619
Hours        M, W: 10:00-11:00 T, TR: 1:00-2:00
Phone        845-9419
E-mail       delay@hawaii.edu

Course Description
In this course, you will be introduced to the physical and cultural geographic elements of Hawai‘i and their relation to other places in the Pacific and Asia where combinations of tectonic and atmospheric processes, geographic isolation, and human migration have resulted in an extraordinary array of environmental and cultural diversity. The physical (location, volcanoes, climate, water, natural hazards, biota) and cultural geography, (settlement, pre-contact society, the monarchy, economic change, agriculture, tourism, energy, population, religion, land use, transportation) of Hawai‘i are unique but has been influenced by historical and contemporary connections and similarities with other places in the Pacific and Asia. Polynesians discovered and settled the Hawaiian Islands by A.D. 600. The uniquely Hawaiian culture developed by their descendants included the most sophisticated hierarchical social structure in Polynesia and was intimately connected to the environment. Drastic cultural and environmental transformations followed contact with European and American interests after the late 18th Century, including extensive immigration from Asia and other places in the Pacific, and the annexation of the archipelago by the United States. Recent decades have been characterized by a renaissance of Hawaiian culture and calls for self-determination. Although the circumstances are unique, today Hawai‘i faces similar social and environmental challenges to other locations in the Pacific and Asia. It fulfills the Social Sciences diversification (DS) in general education and the Hawai‘i, Asia, Pacific (HAP), two requirements for an associate degree at Honolulu Community College and a baccalaureate degree at the University of Hawai‘i at Mānoa.

Student Learning Objectives
- Identify principal locations in the Pacific, and physical and cultural features in Hawai‘i by their Hawaiian names
- Explain the unique aspects of Hawai‘i’s natural history, and the relationship between Hawaiian environments and their flora and fauna, and the human impact on the environment
- Trace the migration of people and culture across Oceania, through Polynesia, and to Hawai‘i
- Describe the connections between traditional Hawaiian culture and the environment as related to settlement, land tenure, agriculture, economics, and religion
- Illustrate the influence of key historical events such as annexation on political, economic, environmental and social conditions in Hawai‘i especially as they relate to native Hawaiians
- Discuss the contemporary demographic, economic, environmental, social situations, and challenges that characterize Hawai‘i in the 21st Century

Required Text
Other useful books include: Place Names of Hawai‘i, and Hawaiian Natural History, Ecology, and Evolution

Evaluation
Your grade in the course will be determined from your performance on 4 exams (70%), two term project presentations (20%), and 4 quizzes (10%). Exams are non-comprehensive but the nature of the material requires that you build upon previous concepts. The term projects will consist of a brief digital presentation focusing on a Hawai‘i topic of interest to you, and one covering a subject agreed upon by your group. Specific requirements regarding the projects and their subcomponents as well as an example are given on the following pages. Students who miss exam sessions must provide documentation for their absence if they wish to make up missed tests. Presentations can only be given on the scheduled days.

Tips for Success
Although it is not a formal component of the course grade, attendance contributes heavily to success. Read the appropriate material from the text before we cover it in class. Due to the physical and spatial nature of geographic phenomena, concepts, processes, and patterns are well described by graphical representations. If you have a question, do not hesitate to ask it.
Individual and Group Term Project Guidelines

The term projects are opportunities for you to investigate the peer-reviewed literature pertaining to a physical geography topic of interest to you, and share your findings with the class. There are 2 projects, an individual effort and a group endeavor. The peer introduction at the beginning of the course will give you the opportunity to get acquainted. These are identical in format but the group project will require you to coordinate with 2-4 other classmates to complete it via electronic communication between your group as you see fit.

Each term project is a digital presentation to the class consisting of 5-7 slides or pages consisting of:

- Title- project title, author(s), class, picture (optional)
- Body- bulleted text, maps, figures and/or pictures
- Citation- listed sources including at least one journal Abstract

The most desirable format for digital presentations in this course is Microsoft Office PowerPoint. OpenOffice Impress is an open source application similar to PowerPoint and available for free download on the web. Keynote and other Macintosh formats will need to be saved in a PC-compatible format to be accepted.

- 32 point minimum font size
- No slide animations or movies
- PowerPoint (ppt., pptx), Open Office Impress. (.odp.), or Portable Document Format (.pdf)

There are several sub-assignments related to the project to assure you are making progress. They are:

- Group- a list of members (Group Project only)
- Idea- a sentence describing your topic
- Sources- citations of your sources
- Outline- a paragraph or bulleted list that summarizes/comprises your presentation
- Project- a 5-7 slide PC-compatible digital presentation
- Commentary- a comment or question regarding one project other than your own

A range of 5-7 slides is equivalent to a presentation time of 5 minutes or less. In addition to images, maps, and figures, which you may draw from web sources, slides must comprise summarized information in your own words. At minimum, every slide needs a title. Brief bulleted lists are a good way of conveying the main points. Your presentation should begin with a title slide containing the name of the project, your name, and the class title. It may help to have an introduction slide conveying the scope of your presentation and a conclusions slide summarizing the implications. Your project needs to draw on at least 2 sources of information. One of these must be an abstract from a peer-reviewed scientific journal. Peer-review is a quality control aspect of scientific advancement. Scholars doing research familiarize themselves with the peer-reviewed literature in their field to comprehend the current state of knowledge and guide their future research. After completing a field study, they write up their findings and submit it to a scientific Journal where it is subject to scrutiny by experts in the field before advancing to publication. This differs from purely website content in which individuals or organizations can post unsubstantiated, biased, or misleading claims. Google Scholar is the best source for finding abstracts. The abstract summarizes the research study. Your presentation should summarize the abstract and tie it to the subject matter you are discussing. It should end with a slide containing your references. These should be in a consistent style; MLA, APA, or in the format used by a peer reviewed journal as shown in the example below.

On the next page, I have made an entire presentation just with the information gleaned from a (fictitious) abstract, and a map I obtained from the internet. Since we are you using a visual medium you may want to use more graphics and the abstract material does not have to dominate you topic but must contribute to it.
DETECTION OF LARGE WOODY DEBRIS ACCUMULATIONS IN OLD-GROWTH FORESTS USING SONIC WAVE COLLECTION

INDIANA R. JONES AND ETHAN ALLEN ("ET AL" FOR SHORT)

Department of philosophical biology
University of North Dakota at Hoople
Earl's Corner Bar, Main Street, Hoople, ND

Abstract — We used directional microphones, professional electronic audio recording equipment and personal observation to monitor the accumulation of large woody debris in old-growth forests of northern Wisconsin from June 1990 through July 2001. We hired a really poor undergraduate student to collect nearly 20,000 hours of audio/video tape in really cool areas in the Chequamegon and Nicolet National Forests. Then we made the poor watch all of the tapes and record the fall of large woody debris. Observation times and decibel values for events were correlated with field reconnaissance of the actual debris. Results show strongly that if a tree falls in the forest, and no one hears it, it does indeed make a sound. Surveys also showed that out of state recreationalists mispronounced "Chequamegon" in 75% of cases. Wisconsin residents mispronounced the word in 62% of cases, mainly due to alcohol induced slurping.

Remote Sensing and Forest Nutrient Cycling in Chequamegon

John K. DeLay
Geography 101

Questions

- If a tree falls in the forest and no one is there to hear it, does it make a sound?
- How does being from out of state or being inebriated affect park visitor pronunciation of the name of the study site, Chequamegon National Forest?

Methods

- Researchers obtained fancy recording equipment.
- They hired poor undergraduate students to live in a sound-proof equipment van.
- The equipment was deployed in Chequamegon-Nicolet National Forest.
- They confirmed sonic and video evidence of tree falls.

Results

- They collected over 20,000 hours of audio and video.
- Observed falls were associated with sound wave generation.
- Out of state and drunk resident visitors were more likely to mispronounce the park name.

Conclusions

- The available evidence supports the hypothesis that if a tree falls in the forest, it does make a sound even if no one is there to hear it.
- Being from out of state or drunk is likely to lead to mispronunciation of the word Chequamegon.

Citations


http://www.fs.und.edu (Picture)
Schedule
The schedule indicates the intended scope and timing of materials presented in the course. The schedule may be modified to allow more time to cover certain subjects and the sessions scheduled for review may also be partially used for this purpose. Relationship to HAP regions and Hallmarks are indicated by superscript.

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<tr>
<th>Date</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>T</td>
<td>8/21</td>
<td>Introduction</td>
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<td>R</td>
<td>8/23</td>
<td>Maps and Place Names^{C,H,A,P}</td>
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<td>Hawaii and Atmospheric Change, Paleoclimate and Geography^{C,H,A,P}, Project Idea Due</td>
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<td>Natural Hazards^{C,H}, Earthquakes^{C,H,A,P}, Project Discussion</td>
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<td>R</td>
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<td>Land Use and Tenure^{C,H}</td>
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* Schedule may be subject to change.