MARINE SCIENCES 210 – MARINE GEOGRAPHY
(3-0) Credit 3, Tuesday 5:30-8:20, Kirk 206, Fall 2014
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EXAMINATIONS – 5 one-hour examinations
5 exams @ 100 points each
500 possible points

For each test the grading scale consists of: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F ≈< 60

Grading based on the 5 exams:
450-500 A
400-449 B
350-399 C
300-349 D
< 299 F

Course Description – Introduction to the physical (geographic and geomorphic) and
cultural patterns of the coastal zones of the world. Interrelationships between the
physical forms and the processes, and the cultural patterns used to analyze human use and
sometime abuse of the sea and coastal zones. Physical forms and processes will include
such things as various shapes of our coastlines and coastal environments and the
processes which form them; continental drift (what caused the coasts to be in their current
locations); climate affecting our coastal environments, and management techniques for
the changing coastal environments as a result of population pressures as well as rising sea
level. There is an examination of the cultural diversity/makeup and societal use of our
coastal environments, especially as provided with the historical scrutiny of the book
"Alongshore" where such things as: early use of salt marshes, development of harbors,
coast-artillery emplacements, alongshore behavior of the "locals" (e.g., New England
versus Texas Gulf Coast) and the changing of "coastal" perceptions and cultural use of
coastal environments over time are discussed.

Text: Required -- Alongshore; Stilgoe, John R. 1994, Yale University Press.

Text Required -- The Blue Planet: An introduction to Earth System Science, Second
Sons, Inc.

Students will be responsible for all lecture materials as well as outside reading
assignments and can expected to be tested on any segment thereof. No prerequisites.

Cell phones are to remain off while class is in session.

Office hours: by appointment before class and via Chat Room (WebCT) Thursday
@5:30 p.m.

COURSE OUTLINE
Week 1 8/27 Introduction and Perceptions of the Sea
Readings: Alongshore: Intro, Ch 1 (Glimp) and Ch 2 (Hazards)

Week 2 9/03 Cycles, Continental Drift;
Readings: Alongshore: Ch 3 (Gizzle)
Blue Planet: p5-16, 118-133, 176-181, 476-478 & Ch 4

Week 3 9/10 Ocean Circulation, Waves & Tides
Readings: Alongshore: Ch 4 (Salt Marshes)
Blue Planet: Ch 11
Review for Examination

Week 4 9/17 Examination
Fishery Resources & Ocean Law
Readings: Alongshore: Ch 5 (Skiffs)

Week 5 9/24 Water Pollution & Drainage Systems
Readings: Alongshore: Ch 6 (Harbors)
Blue Planet: p473-476 & Ch 19

Week 6 10/01 Landforms: Running Water & Glaciers
Readings: Alongshore: Ch 7 (Wharves)
Blue Planet: Ch 9 & Ch 10
Review for Examination

Week 7 10/08 Examination
Landforms: Wind & Waves
Readings: Alongshore: Ch 8 (Smudge)

Week 8 10/15 Landforms: Wind and Waves, concluded; Climate, Weather Phenomena
Readings: Alongshore: Ch 9 (Treasure)
Blue Planet: Ch 12

Week 9 10/22 Climate, Weather Phenomena, concluded
Readings: Alongshore: Ch 10 (Quaintness)
Blue Planet: Ch 13, & p507-509
Review for Examination

Week 10 10/29 Examination
Changing Climates
Readings: Alongshore: Ch 11 (Bikinis)
Blue Planet: Ch 14

Week 11 11/05 Global Warming & Future Coasts
Readings: Alongshore: Ch 12 (Risk)
Blue Planet: p478-489

Week 13 11/12 Human Construction
Readings: Alongshore: Ch 13 (The Coastal Realm)

Week 14 11/19 Examination
Review for Final Exam

Week 15 11/26 Final Exam
EXPECTED LEARNING OUTCOMES

1. Describe how “perception” of the “Coastal Realm” has changed through time ... intertidal wilderness, hazards, small boating versus open ocean sailing
2. Analyze coastal settlement (population settlement patterns) through time
3. Discuss the utilization of the coastal and ocean resources (from fishing to mineral exploitation) ... utilization often varying with cultures
4. Develop an appreciation of the various “colloquialisms” concerning the “Coastal Realm” such as New England versus the Texas Gulf.
5. Generalize the mechanisms for continental drift and examine various earth cycles
6. Understand macro-scale ocean circulation systems and processes for formation of waves and tides
7. Describe ocean fisheries; sustainability versus exploitation and major players (nations) in the commercial fishing arena
8. Review development of “Ocean Laws”, UN Laws of the Sea, International laws/treaties and “common understandings concerning the High Seas” as well as identify state versus national laws regarding coasts and coastal waters
9. Explain susceptibility and vulnerability of the coastal waters to water pollution and the various methods pollution is distributed to these waters, such as by drainage systems
10. Identify various natural processes which shape our coasts and the seven common types of coastlines
11. Review weather and climate affecting our coasts
12. Examine changing climate and rising sea levels and resulting effects on the world's coastal environments
13. Summarize methodologies to protect coastlines from erosion and rising sea levels (hard versus soft-coastal forms of protection)

AMERICAN WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/services/dssprocedures.htm.

ACADEMIC DISHONESTY

For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Students are responsible for familiarizing themselves with the standards, definitions, and procedures
concerning academic dishonesty. Procedures are on the web:
http://www.tamu.edu/HonorSystem.

ABSENCES

Information concerning absences is contained in the University Student Rules Section 7 http://www.tamu.edu/stulife/Academic%20Rules/Rule%207.pdf. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

FAMILY EDUCATIONAL AND RIGHTS TO PRIVACY ACT (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

COURSE EVALUATIONS

The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at http://pica.tamu.edu, your howdy portal, or by scanning