

## The Art and Science of the Seashore

**Professor:** Dr. Scott A. Kimball  
Email: skimball@bakeru.edu  
Phone: 785.594.4563  
Office: Boyd Science Center, Mulvane 229  
Office hours: by appointment

### Course Description:

This course will provide a unique opportunity for an intimate look at the eastern seashores of North America. On a cross-country road trip, students will experience the aesthetic, ecological, and cultural value of seashores through intentional artistic expression and reflection while learning about the unique physical and biological nature of each site. Students will investigate seashore habitats through hands-on exploration and visitor center experiences and will produce original art (medium of choice) and natural history descriptions in field journals. Students will consider the relationship between human culture and different coastal environments. This course meets the Interterm Mission Statement by improving the student's cultural awareness and knowledge and increasing the student's appreciation for the diversity of life. **Note: Students registering for this trip should expect to camp regularly in state and national campgrounds where students will share tents with fellow students. Experiences on the seashore may lead to discomfort through exposure to sun, heat, salt, sand, biting insects, and physical exertion. As you anticipate these experiences, please carefully consider your attitude and abilities. Prerequisite: none.**

### Required Text:

- Amos WH, Amos SH. 1998. *Atlantic and Gulf Coasts*. Alfred A. Knopf, Inc. New York (NY). ISBN 978-0394731094.

### Course Objectives:

Students completing this course should be able to:

- Identify and characterize the major coastal habitat types along the Atlantic seashore.
- Explain the physical and biotic variation that occurs along a latitudinal gradient of the seashore.
- Identify and describe the relationships among the most common organisms inhabiting each coastal habitat type.
- Express through artistic forms such as photography, painting, drawing, sculpture, poetry, short stories, and/or essays the human experience of the seashore.
- Interpret one's own art and discuss the art produced by peers through constructive criticism.
- Understand the role of the seashore in the diverse cultures of those human communities that live and work at the seashore.

### Grading:

This course is graded as pass/fail, so full participation in course activities will determine your success. Prior to departure for the Atlantic seaboard, the group will meet to discuss the course learning objectives and to begin to learn fundamental coastal ecology. Students are expected to

prepare for these meetings by reading assigned sections of the text and additional materials as indicated ahead of class. Throughout the trip students will participate in regular group discussions of their coastal experiences, while sharing artwork, field notes, and critical feedback with peers. Failure to attend/participate in at least 70% of activities will constitute course failure.

**Students with Disabilities:**

Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Access Services coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted Access Services, please do so as soon as possible. Access Services is located on the Baldwin City campus in the Office of Student Academic Success (in Collins Library (lower level); 785-594-8352; [kathy.wilson@bakeru.edu](mailto:kathy.wilson@bakeru.edu)). Information about Access Services can also be found at [www.bakeru.edu/sas](http://www.bakeru.edu/sas). If accommodations have been approved by Access Services, please communicate with your professor(s) regarding your accommodations to coordinate services.

**Academic Honesty:**

Students are expected to take responsibility for their own work and provide appropriate credit to the authors of works used by the student to complete course work. Please review the student handbook for a full description of the University’s policy on academic misconduct.

*From the Student Handbook:* Baker University expects students and professors to have solely completed or prepared the work or research that bears their name, and to acknowledge the materials and sources of others.

Students

1. Have the responsibility to do their own academic work.
2. Must acknowledge sources of their materials and material that is the work of others.
3. Have the responsibility to inquire of the professor when they are uncertain as to what constitutes proper acknowledgment.
4. Have the responsibility to inquire of the professor as to what materials and aids are permitted in testing and research work.
5. Have an obligation to know their rights and responsibilities as delineated in the Baker University Student Handbook.
6. Have the responsibility to know the University’s position with respect to academic misconduct as set forth in [the student handbook].

**Credit Hour Definition and Associated Course Expectations:** Consistent with best practices in higher education, Baker University subscribes to the federal definition of the “credit hour” endorsed by the Higher Learning Commission. Driven by intended learning outcomes and verified by evidence of student achievement, the “credit hour” is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom (or direct faculty) instruction and a minimum of two hours of out-of-class student work per week for the duration of the course enrollment period. A 3-credit-hour course, for example, requires approximately 45 classroom contact hours, roughly 90 out-of-class work hours and approximately 135 total instructional hours over the course of a 15-week semester. However, because this course is offered on a condensed schedule, we will meet the credit hour definitions through a combination of class meeting times (4 meetings @ 2 hrs. ea. = 8 hrs.) and on-site travel experiences (13 days @ 12 hrs. per day = 156 hrs.) for a total of 164 hours of total course time.

**Proposed Itinerary (subject to change):**

<b>Dates</b>	<b>Subject</b>
Friday, May 31	meeting and discussion of course content (9AM – 12PM) preparation for travel (1PM – 4PM)
Saturday, June 1	depart Baldwin City, KS
Monday, June 3 – Wednesday, June 5	St. Augustine, FL <i>Anastasia State Park</i> • subtropical coastal forests, dunes, and beaches
Wednesday, June 5 – Friday, June 7	Hunting Island, SC <i>Hunting Island State Park</i> • semi-tropical maritime forest, beaches, and saltwater lagoons
Friday, June 7 – Sunday, June 9	Nags Head, NC <i>Cape Hatteras National Seashore</i> • barrier islands and dunes
Sunday, June 9 – Tuesday, June 11	Ocean City, MD <i>Assateague Island State Park</i> • barrier islands and dunes
Tuesday, June 11 – Thursday, June 13	Cape Cod, MA <i>Nickerson State Park</i> • beaches, dunes, and bays
Thursday, June 13 – Saturday, June 15	Bar Harbor, ME <i>Acadia National Park</i> • rocky shores and tide pools
Monday, June 17	return Baldwin City, KS

**Proposed Costs based on 7 students travelling:**  
**(costs include \$300 non-refundable deposit)**  
**(costs exclude most meals and incidental/discretionary expenses)**

<b>Item</b>			<b>Cost per Item</b>	<b>Cost</b>
Mileage (12 passenger van)			gas (5000 mi.)	\$1133
Camping fees	6 parks	12 sites @	\$141.29/night	\$ 848
Hotel (incl. breakfast)	4 rooms	4 nights @	\$175/night	\$2800
Park entry fees	6 parks		approx. \$20/park	\$ 120
			<b>Total Cost:</b>	<b>\$4900</b>
			<b>Cost per student:</b>	<b>\$ 700</b>