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Department of Geography**

- Participants will develop, through lectures and assigned readings, an inter-disciplinary understanding of the physical and social history and current issues in the Antarctic region, including their interrelationships.
  - Participants will develop specialized understanding, through independent research, of the issues in one specific area of Antarctic enquiry (e.g., history of science/exploration, environmental ethics, geology, glaciers, climate change impacts, marine birds, penguin science, etc.)
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## **General Outline:**

### **A. Continent of Extremes: The Biophysical Context of Antarctica**

- Geosciences (Physical Geography; Geology; Climate and Weather)
- Water Science (Snow and Ice; Ice and Oceans; Lakes and Rivers)
- Biodiversity (Life in Ice, Lakes and Rivers; Terrestrial Organisms; Marine Plankton and Other Invertebrates)
- Antarctic Birds and Marine Mammals (Ecology & Food webs)

### **B. The Human History of Antarctica**

- Issues of human history and experience in the Antarctic region
- Exploration and history of science of Antarctica
- Development of international interests and law

### **C. The Fragile Continent: Current Issues in Antarctic Management & Conservation**

- The impacts of humans on the Antarctic, such as eco-tourism and visitor carrying capacities, international and environmental law, policies and debates, conservation including wildlife management, representations of the Antarctic, and the ecological and geo-political future of the continent.
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## **Suggested Readings and Information Sources**

- Readings will come from posted book chapters, journal literature, agency reports or online sources, and will be available in the Geography 391 Course Spaces site.
  - Twitter posts via [@CaAntarctica](https://twitter.com/CaAntarctica)
  - Attached reading list (Source: J.S. Gardner)
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## Course Evaluation

Learning outcomes will be measured via the submission of: an annotated bibliography based upon the course readings; two short literature review essays, an independent/small-group research paper; and a research presentation and poster, with content derived from the research paper.

### Assignments and grading:

Annotated course bibliography	15%
Literature essays (2)	25% (12.5% each)
Research Essay	40%
Research Presentation	10%
<u>Research Poster</u>	<u>10%</u>
TOTAL	100%

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#### 1. Annotated Course Bibliography

Each course participant completes the course readings posted in Course Spaces and submits an annotated bibliography (one paragraph description of the topic, arguments, and evidence of each source) by **March 18** (15 points).

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#### 2. Literature Essays:

Course participants will submit two topical (recent) and focused literature essays (worth 12.5 points each) – one by the **end of January** and the second by the **end of February**. The reviews should focus on topics/issues distinct from the topic of your research paper.

##### Literature Essay Guidelines

The approximately 1500 word literature essays should include the following:

- *Introduction*: Outline the topic and set out your framework for discussion.
- *Discussion*: Address 2-3 key issues from readings. The discussion should be thoughtful, well written, and persuasive, supported by evidence from the literature.
- *Conclusion*: Sum up the discussion and provide a clear set of concluding points.
- *References*: You should use references from the peer-reviewed journal literature, and cite these in the body of the essay and reference list, using the citation guideline below.

Resler, L., Davis, T. and Krissek, L. 2017. Traveling with penguins in Antarctica. *Journal of Off-the-Wall Academics* 30:692-703.

### **3. Research Essay/Presentation/Poster:**

Course participants are required to submit a research essay focused on one specific area of Antarctic enquiry (worth 40 points). The content of the essay will form the basis of a research presentation made to the class (worth 10 points) using an accompanying electronic research poster (worth 10 points).

- The paper is due by Wednesday April 3<sup>st</sup>. Prior to beginning to research your essay topic, you are encouraged to speak to the course instructor.
- Presentation of the research essay findings and posters will be scheduled for the 2-3 weeks of the term.

#### **a) Research Essay**

Based on literature published in peer-reviewed journals, you will develop a research paper that explores a topic related to your area of interest. Topics must be approved by the instructor in advance via a research proposal. Should you wish to collaborate with someone and submit a joint essay/poster, please let the course instructor know – an email is fine.

- Research paper proposal due by January 21<sup>st</sup>. The proposal should include a one paragraph summary statement and a reference list containing at least five sources from the published literature.
- The essay is due by Wednesday April 3<sup>st</sup>.

#### Research Essay Guidelines

- The goal of the research essay to bring together different views, evidence, and facts about a topic. Then interpret the information into your own writing.
- Your research essay should show two things: what you know or learned about a certain topic, and what other people know about the same topic. Often you make a judgment, or just explain complex ideas.
- Your essay will requires extensive evidence to support a focused thesis. Key to writing your research paper is gathering information from sources that comprehensively address an appropriately focused topic (e.g., *Tourism is a threat to Antarctica's pristine wilderness*), and synthesizing the information to present a strong argument supporting a clear thesis.

**University of Victoria**  
**Department of Geography**

- You will require extensive evidence to comprehensively address an appropriately focused topic, and you will need to synthesize the information to present a strong argument supporting a clear thesis.
- If you are not sure where to start, do some preliminary research to get a sense of the context of your topic. Read background information and let your new insights help you brainstorm about how to approach the assignment. The goal is to develop a clear research question, tentative thesis statement, or summative description. This will help you to research more efficiently because you will be better prepared to evaluate whether a particular source is relevant to your topic. Skim each source you are considering to determine how it relates to your research question or working thesis. If you cannot see the connection, do not use that source.
- *Analyzing Your Research:* Read through the material you have collected critically and carefully. It is important to know exactly what the authors are saying and why. Take detailed notes as you read. Be careful to keep track of which source you are taking notes from. Focus on identifying the main conclusions of the book or article, and the approach the author uses to arrive at that conclusion. Aim to have a short summary of the whole, with a few pertinent details. Use direct quotations only if they are vital to establishing your point. Step back and reconsider your thesis statement, research question or summative description in light of the reading you have completed. Does the evidence answer the question or support the thesis? Has the data, or any of the arguments, caused you to change your mind? If necessary, revise your tentative thesis statement, research question or summative description to fully account for the information your research has uncovered.
- *Synthesizing Information:* Remember that a research essay is not a simple shopping list of facts; it is a synthesis of evidence in response to a very specific question or thesis statement. Read your notes carefully. Look for ways of categorizing or grouping points together, according to overarching concepts. Use these categories to help you develop a structure for your paper.
- *Writing Your Research Essay:* There are three stages you should consider in writing a research essay: prewriting, writing, and revising. Writing a research essay is not the kind of process where you have to finish step one before moving on to step two, and so on. Your job is to make your ideas as clear as possible, and that means you might have to go back and forth between the prewriting, writing and revising stages several times before submitting the paper.

**University of Victoria  
Department of Geography**

Your research paper essay should follow a standard compositional format. It has a title, introduction, body and conclusion.

- The last (but not least) step is revising. When you are revising, look over your paper and make changes in weak areas. The different areas to look for mistakes include: content-- too much detail, or too little detail; organization/structure (which is the order in which you write information about your topic); grammar; punctuation; capitalization; word choice; and citations.
- After writing the paper, it might help if you put it aside and do not look at it for a day or two. When you look at your paper again, you will see it with new eyes and notice mistakes you did not before. It is a good idea to ask someone else to read your paper before you submit it. Good writers often get feedback and revise their paper several times before submitting it to the teacher.

**b) Research Presentation**

You are required to give an oral presentation that reviews the findings of your research essay.

Research Presentation Guidelines

While you certainly want to demonstrate that conducted you a good study, you should also:

- Consider what the most important things that members of the audience should know about your study.
- Recognize that your audience has just one chance to hear your talk, so communicate your points effectively by:
  - i) using the K.I.S.S. method [Keep It Simple Stupid]. Focus your presentation on getting one to three key points across; and,
  - ii) repeating key insights: tell them what you are going to tell them [forecast], tell them [explain], and then tell them what you just told them [summarize].
- Create effective notes. If you do not have notes to refer to as you speak, you run the risk of forgetting to highlight something important. In addition, having no notes increases the chance you will lose your train of thought and begin relying on reading from the presentation slides.

**University of Victoria  
Department of Geography**

- *General Presentation Outline*
  - Introduction
    - i. Capture your listeners' attention. Begin with a question, an amusing story, a provocative statement, or anything that will engage your audience and make them think.
    - ii. State your purpose. For example, "I'm going to talk about..."; "This morning I want to explain...."
    - iii. Present an outline of your talk. For example, "I will concentrate on the following points: First of all...Then...This will lead to...And finally..."
  - The Body
    - i. Present your main points one by one in a logical order.
    - ii. Pause at the end of each point. Give people time to take notes, or time to think about what you are saying.
    - iii. Make it clear when you move to another point. For example, "The next point is that..."; "Of course, we must not forget that..."; "However, it's important to realize that...."
    - iv. Use clear examples to illustrate your points and/or key findings.
    - v. If appropriate, consider using visual aids to make your presentation more interesting [e.g., a map, chart, picture, link to a video, etc.].
  - The Conclusion
    - i. Leave your audience with a clear summary of everything that you have covered.
    - ii. Do not let the talk just fizzle out. Make it obvious that you have reached the end of the presentation.
    - iii. Summarize the main points again. For example, use phrases like: "So, in conclusion..."; "To recap the main issues...", "In summary, it is important to realize...."
    - iv. Restate the purpose of your talk, and say that you have achieved your aim: "My intention was ..., and it should now be clear that...."
    - v. Thank the audience, and invite questions: "Thank you. Are there any questions?"

**c) Research Poster**

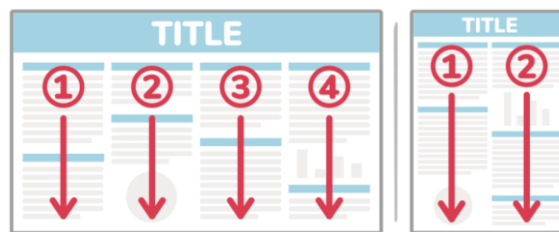
You are required to prepare an electronic poster that reviews the findings of your research essay and forms the focus of your oral presentation.

Research Poster Guideline

- Nearly all scientific posters are organized into sections, with each section being one to many paragraphs and possibly including photos, charts, or other data. A great place to start your poster is by deciding what sections you are going to include. The easiest way to get started is to use a template.

**University of Victoria**  
**Department of Geography**

- A typical poster will have 4-8 sections. Every section you include should have a purpose and be familiar to the viewer. The easiest way to decide which sections to include on your poster are to organize your information into three categories - *Introduction*, *Research*, and *Conclusion*. The *Introduction* sections set the stage and outline why you did the research you did. The *Research* shows all the data you collected and how you collected it. Finally, the *Conclusion* sections analyze and summarize your results. This is what the viewer ultimately takes away from your poster, so pay special attention to these sections.
- Most posters are divided into columns, with 1-3 sections per column. Each column is read from top to bottom and columns are read from left to right. Reading your poster in this order should give the viewer a clear picture of your research.





## JIM'S ANTARCTIC AND SOUTHERN OCEAN READING LIST

Listed here are some books that Dr. Jim Gardner has found to be both useful and interesting to anyone learning about the Antarctic and Southern Ocean. The list emphasizes, but is not limited to, sources that focus on the Antarctic Peninsula, South Shetland Islands, South Georgia and the Falkland Islands. The list does not include numerous, useful articles found in scholarly and scientific journals.

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### *Guide and Reference Books.*

**Burton, Robert. 2012. South Georgia. The Gov't. of South Georgia and the South Sandwich Islands.** – a concise and highly informative description of the geography, natural history, wildlife, exploration, history, commercial and other activities, etc. of South Georgia.

**Carey, Peter and Franklin, Craig. 2009. Antarctic Cruising Guide (2<sup>nd</sup> Ed.).** **Wellington, NZ, Awa Press.** – this guide is made up of two main sections, landing sites and wildlife. While there is a particular focus on the Antarctic Peninsula and South Shetland Islands, in this edition there is some coverage in the Ross Sea region, South Georgia and the Falkland Islands. The text is supported by excellent photographs throughout.

**Flanigan, Marilyn J.L. 2009. An Adventurer's Guide to the Antarctic and the Subantarctic Islands.** **Published for KINDLE by Amazon.** – everything you wanted to know in minute detail and more. A good source.

**Fox, A. (Ed.) 2012. The Antarctic Peninsula: A Visitor's Guide.** **London, Natural History Museum and British Antarctic Survey.** - an excellent introduction to the natural and human history with chapters written by subject area specialists.

**Lonely Planet. 2012. Antarctica (5<sup>th</sup> Ed.).** **Lonely Planet Publications Ltd.** – a comprehensive and concise introduction to the continent outlining places to visit and, most usefully, good concise coverage of natural history, human history, exploration, key scientific and environmental issues.

**Naveen, Ron. 2011. The Oceanites Site Guide to the Antarctic Peninsula (2<sup>nd</sup> Ed.).** **Chevy Chase, MD, Oceanites Ltd.** – detailed and reasonably up-to-date description of landing sites in the Peninsula and Islands.

**Poncet, Sally and Crosbie, Kim. 2012. A Visitor's Guide to South Georgia (2<sup>nd</sup> Ed.). Princeton, NJ, Princeton University Press.** – a superb introduction to the natural history, human history, wildlife and key visitation sites, supplemented by many photographs and useful maps.

**Schafer, Kevin. 2013. Penguin Planet: Their World and Our World (2<sup>nd</sup> Ed.). Lanham MD, Taylor Publ.** – one of the better guides for penguin lovers with concise descriptions supported by outstanding photographs.

**Shirihai, Hadoram. 2002. A Complete Guide to Antarctic Wildlife. Princeton, NJ, Princeton University Press.** – as the title says, “ a complete guide” providing details of Antarctic wildlife, their locations, behaviors, ecological relationships, etc. supplemented with excellent photographs.

**Soper, Tony. 2013. Antarctica: A Guide to Wildlife (13<sup>th</sup> Edition). Guilford, Conn., The Globe Pequot Press.** – a concise guide to wildlife with added material on history of exploration, South Georgia, Falkland Islands, etc., and very useful directions to websites and further reading.

**Summers, Debbie (Ed.). 2005. A Visitor's Guide to the Falkland Islands. London, Falklands Conservation.** – an introduction to Falklands geography, wildlife, history and people with detailed descriptions of popular visitation sites.

**Books on Geography, Exploration, Expeditions, Exploitation and Science.**

**Belanger, Dian O. 2006. Deep Freeze: The United States, The International Geophysical Year, and the Origins of Antarctica's Age of Science. Boulder, CO., University of Colorado Press.** – a concise description of the modern age of science in Antarctica beginning from the 1957-59 IGY up to the early-2000s with particular emphasis on US activities.

**Boddington, Jennie. 1979. 1910-1916 Antarctic Photographs: Herbert Ponting and Frank Hurley. New York, St. Martins Press.** – this is a unique collection of photographs taken by Ponting and Hurley during the British Antarctic Expedition of 1910-13 (Scott), Australian Antarctic Expedition 1911- 13 (Mawson), and the British Trans-Antarctic Expedition of 1914-17 (Shackleton).

**Boothe, Joan N. 2011. The Storied Ice: Exploration, Discovery and Adventure in Antarctica's Peninsula Region. Berkeley, CA, Regent Press.** – probably the best complete history covering the Antarctic Peninsula and surroundings.

**Bridges, E. Lucas (with new introduction and epilogue by Natalie Goodall). 2007. Uttermost Part of the Earth: A History of Tierra del Fuego. New York, Rookery Press.** – many of us begin our journeys in the Southern Ocean and Antarctic Peninsula region in Tierra del Fuego, either from Ushuaia or Punta Arenas, yet we may know little about this place. This book, first published in 1948 by a descendent of an early European missionary family in the region, is a good source, especially in respect of the original inhabitants of the region.

**Bown, Stephen R. 2012. The Last Viking: The Life of Roald Amundsen. Vancouver, Douglas and McIntyre Publ.** – biography of Amundsen that explores his background and motivations that led to his successful journey to the South Pole during the 1910-12 Norwegian Antarctic Expedition and what followed from it.

**Campbell, David G. 1992. The Crystal Desert: Summers in Antarctica. New York, Houghton Mifflin Harcourt.** – a great read about the biology of, and a focus on, the shores and islands of the Antarctic Peninsula region where the author spent three summers undertaking biological research with Brazilian colleagues and others.

**Cherry-Garrard, Apsley. 1922. The Worst Journey in the World, Antarctica 1910-13. London, Constable and Co.** – this is a must-read classic that provides a narrative of Capt. Scott's last expedition from departure from England in 1910 to its return to New Zealand in 1913. Unfortunately, it does not cover the work of several subsidiary parties except for the harrowing winter trip to Cape Crozier by Wilson, Bowers and Cherry-Garrard to collect Emperor Penguin eggs. In some ways, it represents a psychological venting and coming to terms by Cherry-Garrard following the expedition and the horror of WW I.

**Day, David. 2013. Antarctica: A Biography. New York, Oxford University Press.** – a long description of characteristics, history, exploration and science in the Antarctic from the early 18<sup>th</sup> Century to 2012.

**Day, David. 2014. Flaws in the Ice: In Search of Douglas Mawson. Guilford, Conn., Lyons Press.** – this is a highly critical assessment of the exploits and character of Dr. Douglas Mawson, the well-known Australian Antarctic explorer from the "Heroic Age". It provides a stark contrast from that conveyed in Roberts', Alone on the Ice, noted below. Perhaps the truth lies somewhere between!

**Fuchs, Sir Vivian and Hillary, Sir Edmund. 1958. The Crossing of Antarctica: The Commonwealth Trans-Antarctic Expedition 1955-58. London, Cassell.** – the official account of the first crossing of Antarctica from the Weddell Sea to the Ross Sea. This journey essentially covers the route and repeats many of the planned logistics intended by Shackleton for the 1914-1917 British Trans-Antarctic Expedition (the *Endurance* Expedition).

**Gildea, Damien. 2010. Mountaineering in Antarctica: Climbing in the Frozen South. Brussels, Editions Nevicata.** – a complete description of mountaineering activities and objectives in various parts of Antarctica, South Georgia and Sub-Antarctic Islands., including those undertaken for recreational purposes and in conjunction with exploration, mapping and scientific work. Much of the latter is difficult to chronicle accurately because numerous ascents were never recorded as part of work-related activity, especially in the Peninsula region.

**Haddelsey, Stephen (with Alan Carroll). 2014. Operation Tabarin: Britain's Secret Wartime Expedition to Antarctica 1944-46. Stroud, Gloucester, The History Press.** – never before published material on an expedition that did more exploration and science in the Antarctic Peninsula, South Shetlands and South Orkneys than war fighting during WW II; an expedition that led to the formation of Falkland Islands and Dependencies Surveys (FIDS) and, ultimately the British Antarctic Survey (BAS).

**Harrison, John. 2012. Forgotten Footprints: Lost Stories in the Discovery of Antarctica. Cardigan, Pathian Publ.** – this is first rate compendium of historical ventures into the Antarctic for exploratory, scientific and commercial purposes with a particular focus on the South Shetland Islands and Antarctic Peninsula region. This is a good source for information on and stories about the remarkable Nordenskjold or Swedish South Polar Expedition of 1901-04.

**Howkins, Adrian. 2017. Frozen Empires: An Environmental History of the Antarctic Peninsula. New York, Oxford University Press.** - just published, this book presents a fresh look at the role of environment and science in shaping nationalist objectives, on the part of Chile and Argentina, and Imperialist objectives, on the part of Britain, in the Antarctic Peninsula and region. An excellent piece of environmental history scholarship, it juxtaposes the background of national claims in the region against the currently functioning Antarctic Treaty system.

**Huntford, Roland. 1999. The Last Place on Earth: Scott and Amundsen's Race to the South Pole. New York, The Modern Library.** – an important and carefully researched analysis of the principal characters in the 1911-12 race to the South Pole and a questioning of the characterisation of Scott as hero.

**Huntford, Roland. 1998. Shackleton. New York, Carroll and Graf Publ.** – a biography of Ernest Shackleton.

**Lansing, Alfred. 2007. Endurance: Shackleton's Incredible Voyage. New York, Basic Books.** - today, this is the commonly read description of Shackleton's 1914-17 *Endurance* Expedition with a particular focus on the journeys of those aboard the ship subsequent to it's loss and ending with the rescue from Elephant Island. As such, it has become a important vehicle in shaping the present image of Ernest Shackleton in the public mind.

**Larson, Edward J. 2011. An Empire of Ice: Scott, Shackleton, and the Heroic Age of Antarctic Science.** – a refreshing account of the scientific activities undertaken by Scott and Shackleton during their various expeditions, refreshing because it draws the reader away from the rivalries, races, comparisons, myths and character disparagements that have festooned some of the recent Antarctic literature.

**Lewis, Jon E. (Ed.) 2012. The Mammoth Book of Antarctic Journeys.** London, Constable and Robinson. – an anthology of writings ranging from James Cook in 1772 through the “Heroic Age” with words from Scott, Shackleton, and Mawson, to the early 2000s.

**Mathiessen, Peter. 2003. End of the Earth: Voyages to Antarctica.** Washington, DC, National Geographic. – a well-known writer of fiction and non-fiction (The Snow Leopard) chronicles his experiences and impressions of Antarctica and the Southern Ocean gained during two cruises, one across Drake Passage to the Antarctic Peninsula and the other from Australia to the Ross Sea area.

**McClintock, James. 2012. Lost Antarctica: Adventures in a Disappearing Land.** New York, Palgrave MacMillan. – a well-written book that focuses on some of the key, contemporary environmental and ecological issues facing the Antarctic. In the process of learning about these issues, we learn a great deal more about the continent as it stands today and how it might become something other in the future.

**McOrist, Wilson. 2015. Shackleton’s Heroes: The Epic Story of the Men Who Kept the Endurance Expedition Alive.** London, Robson Press. – the latest and most complete description of the Ross Sea or Mt Hope party and their ship the *Aurora* which were part of Shackleton’s *Endurance* expedition, based on diaries of the participants.

**Morrell, Margot and Capparell, S. 2001. Shackleton’s Way: Leadership Lessons From The Great Antarctic Explorer.** New York, The Penguin Group. – an interesting take on Ernest Shackleton’s leadership qualities and style, written with the supposition that some could well prove useful in shaping today’s leadership and personnel management practices. A good read but lacking in critical analysis of the same.

**Mott, Peter. 1986. Wings Over Ice: The Falkland Islands and Dependencies Aerial Survey Expedition.** Sommerset, UK. Self-published. – an account written by one of great surveyors in British service who led the first aerial mapping supported by detailed ground surveys in the South Shetland Islands and Antarctic Peninsula during the 1950s. This expedition used the base at Whalers Bay, Deception Island.

**Murdoch, W.G. Burn. 2012. From Edinburgh to the Antarctic: An Artist’s Notes and Sketches During the Dundee Antarctic Expedition of 1892-93.** Cambridge, Cambridge University Press. – a republication of a chronicle of the voyage of the

*Balaena*, a barque that was sent forth to search out whaling possibilities in the Southern Ocean. Aboard was W.S. Bruce, later the leader of the successful Scottish National Antarctic Expedition of 1901-04, as surgeon/naturalist and contributor of the final chapter in the book.

**Murphy, Robert C. 1947. Logbook For Grace. New York, Time-Life Books.** – a classic must-read for all fans of South Georgia, especially the Bay of Isles and Salisbury Plain. This is a work of love directed to the love of his life, Grace, by a naturalist who later became world-renowned and well-published ornithologist through his academic work and, in this voyage, set the template for our present understanding of birdlife on and around South Georgia. Like many scientists in the early 20<sup>th</sup> Century, Murphy was a young and lonely passenger on the whaler *Daisy* in 1912-13.

**Ponting, Herbert G. 2001. The Great White South. London, Cooper Square Press.** – a reprinting of the book written by H.G. Ponting, the photographer on the *Terra Nova* or 1910-13 British Antarctic Expedition, led by Capt. R.F. Scott, to provide a personal account of experiences and the nature of life in the Antarctic during that expedition. It includes many excellent photos, some of which are not available from other sources.

**Riffenburgh, Beau. 2005. Shackleton's Forgotten Expedition: The Voyage of the Nimrod. New York, Bloomsbury Publ.** – an account of the 1907-09 British Antarctic Expedition led by Ernest Shackleton that provides information not available in other readily available sources about the significant accomplishments of this successful expedition.

**Roberts, David. 2013. Alone on the Ice: The Greatest Survival Story in the History of Exploration. New York, Norton Publ.** – the story of the exploits of Dr. Douglas Mawson during the Australian Antarctic Expedition of 1911-14 of which he was the leader, as written by David Roberts, a very accomplished author of numerous adventure stories including some of his own.

**Shackleton, Ernest. 1919. South: The Endurance Expedition. London, Wm. Heinemann. (reprinted and published by Signet 1999)** – the final five chapters describe the oft forgotten Ross Sea or Mt Hope party that was an integral part of the 1914-17 British Imperial Trans-Antarctic Expedition.

**Smith, Michael. 2009. An Unsung Hero: Tom Crean, An Antarctic Survivor. Wilton, Cork, Ireland, The Collins Press.** – PO Thomas Crean was one of many unsung but key participants in Antarctic exploration and science during the "Heroic Age", serving both Scott and Shackleton with equal distinction. Through the person of Tom Crean we learn more about the role of the enlisted and non-commissioned men of several British expeditions. Tom Crean was central to the success of Shackleton's traverse of South Georgia and, thus, the rescue of the "*Endurance*" Expedition members from Elephant Island. On retirement, Crean set up business in

the “South Pole Inn” on the main road through the Dingle Peninsula, County Kerry, Ireland. The Inn remains a tourist attraction today in which the spirit of Tom Crean lives on.

**Solomon, Susan. 2001. The Coldest March: Scott’s Fatal Antarctic Expedition. New Haven, Conn, Yale University Press.** - a remarkable book by a famous atmospheric scientist (Ozone Hole, climate change, etc.) that describes the very unusual meteorological and related snow conditions in March 1912 that contributed to the demise of Capt Scott and his four colleagues. Included is depiction of the substantial scientific objectives, undertakings and results of the 1910-13 expedition.

**Taylor, Andrew. (D. Heidt and P.W Lackenbauer Eds.) 2017. Two Years Below The Horn: Operation Tabarin, Field Science, and Antarctic Sovereignty, 1944-46. Winnipeg, Canada, University of Manitoba Press.** – this is a manuscript authored by Andrew Taylor, long in abeyance, and recently edited by Heidt and Lackenbauer for publication by UM Press. Andrew Taylor, a Canadian, was a member of the British Tabarin Expedition and leader in its second year. This manuscript, which he wrote over many years following, is the most detailed description of the field studies carried out during the expedition. The manuscript was contained in the Taylor Collection in the UM Library Archives following Taylor’s death in 1993. With its publication, Taylor’s descent into obscurity should be reversed and more of his remarkable exploration and survey work in polar and sub-polar regions, as contained in the Taylor collection hopefully will come to light.

**Turney, Chris. 1912. 1912: The Year the World Discovered Antarctica. Berkeley, CA, Counterpoint Press.** – an excellent description of five expeditions that were active in 1912 in Antarctica, with a particular focus on their scientific activities and how the data and discoveries shaped our subsequent understanding of the continent and its relationship to other regions.

**Tyler-Lewis, Kelly. 2006. The Lost Men: The Harrowing Story of Shackleton’s Ross Sea Party. London, Bloombury.**

**Walker, Gabrielle. 2013. Antarctica: An Intimate Portrait of A Mysterious Continent. New York, Houghton Mifflin Harcourt.** – as suggested in the title, the author conveys a personalized description, full of meaning, of the continent. The book is based on a significant amount field experience and conveys a very good understanding of some of the contemporary science being undertaken.

**Walton, David W. (Ed.) 2013. Antarctica: Global Science From a Frozen Continent. London, Cambridge University Press.** - an excellent contemporary and historical source on science in the Antarctic, composed of individual chapters written by experts from the various subject fields.

**Weihaupt, John G. 2013. Of Maps and Men: The Mysterious Discovery of Antarctica. Create Space, an independent publishing platform, sold by**

**Amazon.** – a self-published book that tells the story of discovery in Antarctica through the process of surveying and exploration that both produces and arises from maps.

**Wheeler, Sara. 2001. Cherry: A Life of Apsley Cherry-Garrard. New York, The Modern Library.** – a life biography of Cherry-Garrard (from Scott's 1910-13 Expedition) that explores his complexities and accomplishments that allowed him to emerge from the "Heroic Age" as one of it's most interesting characters; written by a very accomplished travel writer.

**Williams, Isobel. 2008. With Scott in the Antarctic: Edward Wilson Explorer, Naturalist, Artist. Stoud Gloucester, The History Press.** – an excellent book about Edward Wilson that delves into the many talents and facets of this remarkable man. (see below)

**Wilson, David M. 2011. The Lost Photographs of Captain Scott: Unseen Images From the Legendary Antarctic Expedition. New York, Little Brown and Co.** – a compendium of photos taken by Scott during the 1910-13 expedition with commentary by the author. Herbert Ponting, the official photographer with the expedition instructed Scott and others on photography and dark room techniques during the expedition. He supplied Scott with a camera for the fateful South Pole journey in 1911-12. Some of the photos come from the film retrieved from Scott's final camp.

**Wilson, D.M. and Elder, D.B. 2012. Cheltenham in the Antarctic: The Life of Edward Wilson. Cheltenham, Reardon Publ.** – Edward Wilson was among the most talented scientists and the most gifted artist who participated in Antarctic Expeditions during the "Heroic Age". He accompanied Capt. Scott on the *Discovery* and *Terra Nova* Expeditions, perishing with Scott in 1912. He was invited by Shackleton to be Chief Scientist on the 1907-09 *Nimrod* Expedition but committed to a grouse study in the Scottish Highlands at the time. Wilson also was the instigator of the winter journey to Cape Crozier in search of Emperor Penguin eggs as described in The Worst Journey in the World, the book authored by Apsley Cherry-Garrard.

### Some Fiction

**Bainbridge, Beryl. 1991. The Birthday Boys. London, Duckworth.** – this is an intriguing mix of fiction and non-fiction by a well-known British writer, describing five principal characters in the tragic 1910-13 British Antarctic Expedition: Capt Scott, Edward Wilson, Edgar Evans, Henry (Birdie) Bowers, and Capt Titus Oates, all of whom perished. Intriguing, because it probably conveys the humanity of these men better than any other attempt at such.



**University of Victoria  
Department of Geography**

**Robinson, Kim Stanley. 1999. Antarctica. New York, Bantam Books.** – a futuristic novel by a well-known and accomplished writer and based on present scientific, touristic and commercial activities in the Antarctic and leading to “ecoterrorism” of a polar variety.

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A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%

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#### UNIVERSITY GRADING AND POLICY INFORMATION

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**Plagiarism:** A student commits plagiarism when he or she: submits the work of another person in whole or in part as original work; gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to indicate clearly the inclusion of another individual’s work ; and, paraphrases material from a source without sufficient acknowledgement.

**Multiple submission:** is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution.

**Falsifying Materials Subject to Academic Evaluation:** includes, fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results; using work prepared in whole or in part by someone else (e.g., commercially prepared essays) , and submitting it as one’s own; citing a source from which material was not obtained; using a quoted reference from a non-original source while implying reference to the original source; submitting false records, information or data, in writing or orally.

**Cheating on Work, Tests and Examinations:** Cheating includes, but is not limited to: copying the answers or other work of another person; sharing information or answers when doing take-home assignments, tests or examinations except where the instructor has authorized collaborative work; having in an examination or test any materials or equipment other than those authorized by the examiners ; accessing unauthorized information when doing take-home assignments, tests or examinations; impersonating a student on an examination or test, or being assigned the results of such Impersonation; accessing or attempting to access examinations or tests before it is permitted to do so. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

**Aiding Others to Cheat:** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

#### Penalties for First Academic Integrity Violation

In situations where a determination is made that a student has committed a first academic integrity violation, the following penalties will normally be imposed. Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.

**Multiple Submission Without Prior Permission:** If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this should result in a failing grade for the assignment in one of the courses. If the same piece of work is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

**University of Victoria  
Department of Geography**

**Falsifying Materials:** If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work. If an entire piece of work is based on false materials (e.g., submitting a commercially prepared essay as one's own work), this should result in a grade of F for the course.

**Cheating on Exams:** Any instance of impersonation of a student during an exam should result in a grade of F for the course for the student being impersonated, and disciplinary probation for the impersonator (if he or she is a student). Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam. Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized equipment or material into an exam should result in a grade of zero for the exam. Sharing information or answers for take-home assignments should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers a substantial part of the work.

*The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.*