| **1. Course title:** Field Trip | | | | |
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| **2. Code:** | | **3. Type (lecture, seminar, laboratory):** seminar | | |
| **4. Total of contact hours:** 24 hours | | **5. Number of credits (ECTS):** 3 | | |
| **6. Pre-requisites (max. 3):** none | | | | |
| **7. Announced:** ☐ autumn semester, ☒ spring semester, ☐ both semesters | | | | |
| **8. Limit for participants:** no | | | | |
| **10. Instructor-in-charge (faculty, institute and department):**  Géza SZABÓ, PhD (FS, Institute of Geography, Department of Tourism) | | | | |
| **11. Instructor(s) and percentage:** | | Géza SZABÓ | | 50 % |
| Gábor VARGA | | 50 % |
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| **12. Language:** English | | | | |
| **13. Course objectives and learning outcomes:**  The purpose of the course is to synthetize the students’ knowledge about physical geography, social geography, departmental and regional geography that they learned during four semesters. During the field trip, the students explore the physical and social geographical characteristics of the travelled landscape and settlements with the help of the teachers’ lectures and they develop their geographical approach. The field trip serves the alignment of the student’ knowledge with preparations, making of field diary and the ending report. The students who complete the course know the basic physical, social and regional geographical implications of the selected area. They know and use the characteristics of the geographical thinking and they use the terminology. They can see through the coherence of the physical, environmental, social and economic processes. The students are able to make field observations first with the guidance of the teachers then independently and they interpret the informations obtained there. They are prepared to draw up logical and geographical statements about the observed phenomenons.  During the field trip the eco-conscious approach of the student get a confirmation based on facts. The known phenomenons and processes make their commitment towards sustainability more pronounced and conscious. On the track of the strengthening of knowledge, they are able to raise their knowledge to a higher level and they are able to cooperate and be acquainted with the opinion of their teachers and teammates. | | | | |
| **14. Course outline / Milestones**  1) Day: Pécs–Dombóvár–Siófok–Balatonkenese–Csopak  a) The physical geography of Mecsek and its natural values, mining of energy carriers in the mountain  b) Position of Dombóvár and its role in the transport system of South Transdanubia  c) The landscape evolution of Exterior-Somogy and its agricultural geography  d) The emergence of Lake Balaton, evolution of escarpments  e) The capital of Balaton’s tourism: Siófok  f) The terroir capability and wine tourism of the Balatonfüred-Csopaki wine region  2) Day: Csopak–Balatonfüred–Tihany–Hegyestű–Káli-medence–Tapolcai-medence  a) The geology of Balaton Upland’s philit strand, the Perm-Trias border of Arács  b) Carbonated mineral waters on the Balaton Upland  c) The volcanism of Tihany Peninsula  d) The hydrology of Balaton  e) Balatonfüred, the capital of the lake in the age of reforms and the centre of culture  f) The Hegyes-tű conservationist visitor centre, the Bakony-Balaton geopark  g) The settlement geography of Káli-basin  3) Day: Tapolca–Szent György-hegy–Keszthely–Hévíz–Kápolnapuszta–Kaposvár–Pécs  a) The volcanic evolution and the geomorphological transformation of the Taplcai-basin  b) The settlement geography of Tapolca, conservationist effects of the bauxite mining in Bakony  c) The cultural heritage of Keszthely and Hévíz and their importance in tourism  d) The Balatoni extensive wine region’s terroir characteristics, wines and wine marketing  e) Border forts around the Balaton, history and utilization  f) The emergence of Little-Balaton, natural values and their introduction | | | | |
| **15. Mid-semester works** | | | | |
| **16. Summative assessment, formative assessment**  · The students make notes for the teachers’ lectures on the field based on reading assignments and recommended texts. They have to illustrate the field diary (notes) with their own records and their field sketches. They hand in their field diaries after the report of the field trip. Teachers rate the field diary with notes.  · The students prepare from the field diary, after the field trip they report on their knowledge to the teachers. The teachers rate the students’ oral presentations with marks.  · The mean of the two marks (field diary, oral presentation) is the result of the field trip. | | | | |
| **17. Reading assignments:**   1. [Mészáros, E. és Schweitzer](https://bookline.hu/szerzo/szerk---meszaros-e--schweitze/115850), F. (szerk.) (2002). *Magyar Tudománytár 1. – Föld, víz, levegő.* Budapest: Kossuth Kiadó. 2. Enyedi, Gy., Glazt, F. és Horváth, Gy. (szerk.) (2002). *Magyar Tudománytár 2. – Táj, régió, település.* Budapest: Kossuth Kiadó. | | | | |
| **18. Recommended texts:**  **[1]** Cey-Bert, Róbert Gy. (2001). *Balatoni borgasztronómia.* Budapest: Paginárum Kiadó.  (2) Szabó, G. (2015). *A balatoni magaspartok.* In: Karácsony, T. (szerk.) Példázatok a megismerésről és a továbbépítésről: építész mesterkurzus. Budapest: BME Középülettervezési Tanszék. pp. 190–199. | | | | |
| **Date** | 13 November, 2017 | **Prepared** |  | |
| Géza SZABÓ PhD  instructor-in-charge | |
| **Endorsed** | | |  | |
| András TRÓCSÁNYI PhD leader of the program | |