

SYLLABUS FOR GEOS F495 Katmai

INTERNATIONAL VOLCANOLOGICAL FIELD SCHOOL, KATMAI SESSION (3 CREDITS)

INSTRUCTORS

Pavel Izbekov	Geophysical Institute, University of Alaska Fairbanks, Fairbanks AK; email: peizbekov@alaska.edu; office phone: +1-907-474-5269
Taryn Lopez	Geophysical Institute, University of Alaska Fairbanks, Fairbanks AK; email: tmlopez@alaska.edu; office phone: +1-907-474-7389

A two-week backpacking field trip to the Katmai National Park, Alaska provides an opportunity to learn about volcanic processes through direct examination of volcanic products while exploring the Valley of Ten Thousand Smokes, the site of the largest volcanic eruption on Earth in the 20th century.

PREREQUISITES

Acceptance into the course is contingent upon: (1) A completed application, (2) a reference letter, and (3) permission of the Instructor.

RESTRICTIONS

Students must be in good health, capable of hiking for at least 20 km per day carrying heavy backpacks, and be willing to camp under primitive, remote, and possibly uncomfortable conditions.

TEXTBOOK

Eichelberger, J.C. (2006). The Valley of Ten Thousand Smokes, Alaska. University of Alaska Fairbanks, 60 p. Additional reading materials are listed below.

KEY CONCEPTS ADDRESSED

- Magma processes
- Subduction-related volcanism
- Products of volcanic activity
- Volcanic features and landforms
- Petrology of the Katmai group of volcanoes
- Volcano monitoring and public safety

STUDENT LEARNING OUTCOMES

- Students will learn to identify pyroclastic flow deposits, lava flows, and tephra fall deposits, as well as to describe characteristics and to discuss origin of aforementioned volcanic deposits
- Students will be able to make informed decisions conducting scientific field works in a remote environment while following safety requirements and communication protocols
- Students will develop / improve skills of effective communication with peers from different cultures

COURSE STRUCTURE

The course consists of day-long hikes interspersed with lectures. Lectures occur on days of bad weather and rest days. During hikes, students will examine lava flows, pyroclastic flows, air fall tephra, craters, fissures, faults, vents, crater lakes, and fumaroles spanning the common range of volcanic rock types from basalt to rhyolite. Discussions in the field and following lectures will explore why and how these phenomena occur.

COURSE SCHEDULE

The course will begin and end in Anchorage, Alaska. Students are expected to arrange their own transportation to/from Anchorage with arrival by late evening of day 1 and departure in late evening of day 14. Please refer to the official course web page for actual dates of the field trip:

<http://www.uaf.edu/geology/academics/international-volcanology/>

- Day 1 Students arrive in Anchorage
- Day 2 The morning is spent for orientation and acquiring food supplies. In the afternoon we will visit Alaska Volcano Observatory, meet observatory staff, and learn about volcano monitoring
- Day 3 Flying to Katmai National Park and spending night in cabins at Brooks lodge
- Day 4 Taking a bus ride to the Valley of Ten Thousand Smokes, hiking to Baked Mountain Huts, staying at huts
- Days 5-12 Day hikes as weather permits, lectures during inclement weather conditions
 - Novarupta Dome (effusive vs. explosive volcanism; eruption history)
 - Katmai Caldera (caldera formation; magma chamber; internal structure of arc volcanoes)
 - Trident Volcano lava flows and vent (cone building; normal arc volcanism; magma mixing)
 - Upper Lethe Valley (ignimbrite emplacement; welding; glacier/tephra interaction; glacier/lava interaction; glacial retreat; magma intrusion)
 - Upper Knife Creek Valley (more ignimbrite features; phreatic deposits; fumarolic systems)
 - Baked Mountain (pyroclastic surges; sedimentary basement; valley overview)
- Day 13 Hiking from Baked Mountain huts to trailhead; bus ride to lodge; spending night at lodge
- Day 14 Return to Anchorage

POLICIES

Students are expected to participate in all class activities including day hikes, discussions, and lectures. If physical conditions prevent a student from full participation in a day hike, he/she will be given a writing assignment. Students are expected to record their field observations in their field notebooks following guidelines and examples given prior to the field trip. Students are encouraged, but not required to give a presentation on their research or a relevant topic, which can be chosen with instructor's assistance prior to the trip. Hearing presentations by other students from other countries is an experience that many students value most. All presentations will be via whiteboard and whatever handouts the presenter wishes to distribute.

The course is graded based on the following accomplishments:

- 60% on quality and completeness of field notes. Field notes may be interspersed with lecture notes in chronological order. Lecture notes will not be evaluated. Field notes will be evaluated based on the completeness of observations and quality of descriptions at each visited landmark and/or observation site using scores outlined below.

3 (Proficient)	2 (Competent)	1 (Novice)
Complete detailed description with annotated drawings; thoughtful discussion raising questions.	Good, intelligible description with some drawings; basic interpretation lacking in-depth discussion.	Unintelligible notes; primary observed features are not described; interpretation is either missing or incorrect.

- 40% on final test
- 20% extra credit for an optional presentation. Presentation will be evaluated based on (1) organization and content, (2) subject knowledge, (3) effective use of whiteboard and handouts, and (4) presentation skills.

This percentage score is transformed into a plus-minus letter grade using these cutoffs:

F	D	D+	C	C+	B	B+	A-	A
<60%	≥60%	≥67%	≥70%	≥77%	≥80%	≥87%	≥90%	≥93%

The grades "B-", "C-", "D-", "F+", and "F-" will not be given. "A+" is reserved for truly extraordinary work.

Students are subject to the UAF Student Code of Conduct. University of Alaska is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual:

www.alaska.edu/nondiscrimination.

STUDENT PROTECTIONS AND SERVICES STATEMENT

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/

READING MATERIALS (bold = required)

Coombs, M., J. Eichelberger, and M. Rutherford, 2000, Magma storage and mixing conditions for the 1953-1968 eruption of Southwest Trident Volcano, Katmai National Park, Alaska, *Contr. to Mineral. and Petrol.*, 140: 99-118.

Eichelberger, J.C., 2006, The Valley of Ten Thousand Smokes, Alaska, University of Alaska Fairbanks, 60p. (Copy provided to students registered for Katmai session)

Eichelberger, J.C., and P.E. Izbekov, 2000, Eruption of andesite triggered by dyke injection: Contrasting cases at Karymsky Volcano, Kamchatka and Mt. Katmai, Alaska, *Phil. Trans. Royal Soc. of London*, 358: 1-21.

Eichelberger, J.C., P. Izbekov, and B. Browne, 2006, Bulk chemical trends at arc volcanoes are not liquid lines of descent, *Lithos*, 87: 135-154.

Hammer, J.E., M.J. Rutherford, and W. Hildreth, 2002, Magma storage prior to the 1912 eruption at Novarupta, Alaska, *Contr. to Mineral. and Petrol.*, 144: 144-162.

Hildreth, W. and J. Fierstein, 2012, The Novarupta-Katmai eruption of 1912—largest eruption of the twentieth century; centennial perspectives: *U.S. Geological Survey Professional Paper* 1791, 259 p. (Available at <http://pubs.usgs.gov/pp/1791/>.)

Volcanoes of Katmai and the Alaska Peninsula Alaska Park Science Series, Volume 11, Issue 1, <https://www.nps.gov/articles/aps-v11-i1-c3.htm>