## I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VII – Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Geography</td>
</tr>
<tr>
<td>Course #</td>
<td>GEOG U 315 S</td>
</tr>
<tr>
<td>Course Title</td>
<td>Economic Geography of Rural Areas</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Christiane von Reichert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>x-4784 <a href="mailto:chris.vonreichert@msos.umt.edu">chris.vonreichert@msos.umt.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Jeffrey Gritzner</td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
</tr>
</tbody>
</table>

## III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

GEOG 315 (Economic Geography of Rural Areas) provides students with an understanding of the concepts and ideas in the field of *Economic Geography* and applies these concepts to better understand life and livelihood concerns in rural areas (mainly in the U.S.). Special attention is paid to how these areas have changed, the forces that contributed to the change, and how these changes are affecting the life of people in rural (and non-rural) America.

## IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students systematically study individuals, groups, or social institutions; as well as nonmetropolitan-micropolitan-metropolitan to compare rural and urban societies and economies and to systematically study rural life (society/community) and rural livelihood (economy) in America today.</td>
</tr>
<tr>
<td>2.</td>
<td>Students are introduced to geographic theories of economic sectors (agriculture, extractive industries, manufacturing, traditional and advanced services) and learn to apply these theories to understand rural areas and rural communities and thereby the forces that influence the lives of rural people. Through a series of case studies they learn of the issues and problems that are confronting people in rural places.</td>
</tr>
</tbody>
</table>
3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

Students read course materials that are based on socio-demographic and economic data. They use the readings to evaluate how data either support or challenge the concepts and theories discussed. They thereby improve critical thinking skills and analytical skills for drawing conclusions from empirical evidence.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

1. Students taking courses in the Social Sciences Perspective will be able to:
   Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

   Students will engage in discussions and make oral and poster presentations in order to demonstrate their understanding of the changing nature of rural functions, the nature and structure of rural communities today, and the relationship between rural and urban areas.

2. Use theory in explaining these individual, group, or social phenomena; and/or

   Students will use theories that explain the location of economic activities (agriculture, manufacturing, services, etc.), sectors which in turn shape the livelihood and lives of rural people.

3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data.

   Many readings used in this course are based on empirical data. Students will learn to understand, assess, and evaluate how data support the conclusions. Students will review and critique case studies and thereby learn to use this knowledge to create their own conclusions and generalizations.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

Geog 315 UG 3 cr Economic Geography or Rural Areas
2007
Time and Place: TuTh 2.10-3.30 p.m, SocSc 362
Professor: Christiane von Reichert
Office & Hours: SocSc 213; Monday 3- 3.50p.m, Wednesday 10.10 a.m.-12p.m., 4.10-5p.m.
Contact: phone 406-243-4784; e-mail: Chris.vonReichert@mso.umt.edu
**Purpose:** Students in this class will learn about the concepts and ideas in the field of *Economic Geography* and apply these concepts to better understand life and livelihood concerns of *rural areas* (mainly in the United States), and the changes that affect these areas.

*Economic Geography primarily focuses on the location of economic activity, the spatial organization and growth of economic systems, and people’s use and abuse of the earth’s resources.* (Berry et al. 1987. Economic Geography).

*Rural areas are ....* There are many definitions of rural (Pratt 1996).

**Prerequisite:** Upper-division or graduate standing.

**Readings on Reserve:** I prepared for you and will place on RESERVE a *Reader in Economic Geography*. This reader contains the in print available readings shown on this syllabus (identified by a ‘bullet’). Some course materials/readings can be downloaded from the websites shown; these are not in the reader. I may modify some readings.

**Overview:** Introductory sessions will provide the terminology and context for understanding the changing nature of rural areas (introduction to economic geography, what is rural, the greater global and national changes, from resource-reliance to rural diversity, sectoral shifts, population change). The next sections deal with concepts essential in understanding forces affecting the economic geography of rural areas, namely land use, market structure, and economies of scale. The core of the course is *structured around economic sectors*: agriculture (plus forestry and mining), manufacturing, and services. A large section of this course is devoted to *agriculture* (ranging from Thünen’s classic theory of land use, to patterns and trends in agriculture, and current concepts dealing with the changing world of agriculture, the arising challenges, opportunities, and conflicts.) After touching upon the role of *forestry and mining* in rural areas, principles of *transport geography* are discussed next: Transportation infrastructure and transportation modes are important for the distribution of goods (freight). Transportation is also important in understanding personal travel and access of the population to goods and services. *Manufacturing* is a sector of surprising importance to rural areas (greenfields vs. brownfields). Starting with Weber’s classic theory of industry location we will move on to discuss forces currently affecting the location of manufacturers. In both rural and urban areas of modern countries, the vast majority of workers make a living in the *service sector*. We will look at the dynamics and effects of a rising service sector, Christaller’s geographic theory of service locations, service access in rural areas, service exports, and leisure services. Thereby we will become aware of the relevance of service activities to rural areas.

The overall goal for this class is for you to gain insight into the structure and changing structure of rural areas. While some rural areas are experiencing growth by moving from ‘old’ to ‘new’ or due to their proximity to larger urban areas, other rural areas—especially those in peripheral locations—are in serious decline. I will point out
opportunities that can potentially be captured, but we will also talk a good deal about the challenges facing rural areas—and therefore ‘doom and gloom’.

**Participation and Involvement:** I encourage you to actively participate in this course, for instance in class discussions. To further get you actively involved throughout the course, you will briefly summarize a very short paper (such as a newspaper clip) and do a mini-presentation (3-5 minutes) of related to the topics covered. I pre-selected mainly easy to read ERS publications from the *Economic Research Service* website, a few articles from the *Montana Business Quarterly*, and some newspaper clippings. Additionally, you will present a review of a more substantive paper (8-10 minute presentation), either a more in-depth ERS publication, a book chapter, an article from a professional journal, or a similar paper. My selections are suggestions. I invite you to discuss with me your ideas should you have an interest in reviewing other topics. I will post a table on my door showing the presentation topics and schedule. Please identify your choices.

**Assessment:** You will make progress in the course by

- Reading materials shown on the syllabus and commenting on them in class
- Attending and participating in class
- Reviewing a short article
- Giving a mini-presentation
- Reviewing a more substantive article or book chapter and giving a presentation
- Writing a review of videos shown in class
- Completing a mid-term exam
- Completing a small poster (i.e. 24x36).

For mini-presentation, presentations and poster, you may wish to work in a team of two.

Please budget some money to cover the cost of printing the poster (The cost of printing a 24x36 poster is approx. $13 for regular paper and $23 for high quality paper. You should allow for sub-optimal results at first attempt – before you end up with a poster of acceptable quality.) The Department/SSRL owns the plotter, and the charge for the poster is to cover the expense for paper and ink. (You can also print elsewhere if you wish.)

<table>
<thead>
<tr>
<th>Short review</th>
<th>Mini-presentation</th>
<th>Presentation</th>
<th>Video Review</th>
<th>Participation</th>
<th>Mid-term Exam</th>
<th>Poster</th>
</tr>
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<tbody>
<tr>
<td>5%</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
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I will assign grades based on the following grading scheme.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.3-100</td>
<td>90-93.3</td>
<td>86.7-83.3</td>
<td>80-83.3</td>
<td>76.7-80</td>
<td>73.3-76.7</td>
<td>70-73.3</td>
<td>66.7-70</td>
<td>63.3-67.7</td>
<td>60-63.3</td>
<td>&lt;60</td>
<td></td>
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</tbody>
</table>

**Graduate Students:** As a graduate increment, graduate students will write and present a paper, which will demonstrate a higher level of sophistication than expected of
undergraduate students. I propose to use this as an opportunity to complete a critical
review of a thesis which is closely related the content of this course. This will provide
graduate students with an example of independent research project and help in
developing a grad student’s own research. Please contact me in the first weeks of the
semester to specifics.

**Communications:** I like to get to know the students who are taking my courses. I
therefore invite you to stop by during my office hours to introduce yourself or ask
questions. You may also call me at 243-4784 with questions you may have. I tend to
respond quickly to e-mail.
Please note that I use BlackBoard to communicate with the class and to post course
materials. You need to keep yourself informed by regularly checking the course site.

**Additional Information:**
All students must practice academic honesty. Academic misconduct is subject to an
academic penalty by the course instructor and/or disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available
for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321)

Please see the back of the Spring 2007 Class Schedule for important dates and
deadlines.

Students requesting disability accommodations are advised to contact the DSS office
(406-243-2243), Lommasson Center 154. Please see [http://www.umt.edu/dss/](http://www.umt.edu/dss/) and pg 334
of the Catalog. I will gladly accommodate students with disabilities. However, I need to
be notified of that early in the semester.

The Office of Career Services assists students in achieving career objectives
[www.umt.edu/career](http://www.umt.edu/career). Please see pg 334 of the Catalog for the range of services. Note, for
instance, the Big Sky Career Fair in late February/early March
[http://www.umt.edu/career/fairs.htm#bigsky](http://www.umt.edu/career/fairs.htm#bigsky), or
GRIZ eRecruiting. [http://www.umt.edu/career/recruiting/ermain.htm](http://www.umt.edu/career/recruiting/ermain.htm), and more

Please see the Catalog pages 20-21 for University policies on Incompletes. My
recommendation: make every effort to avoid an Incomplete!
<table>
<thead>
<tr>
<th>D</th>
<th>Date</th>
<th>Topic</th>
<th>Outline</th>
<th>Readings</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu</td>
<td>23-Jan</td>
<td>Intro; Economic Geography; Intro to Rural Geography</td>
<td>1.1 &amp; 1.2</td>
<td>Wheeler; Ilbery;</td>
<td></td>
</tr>
</tbody>
</table>