October 1, 2015

Department of Geography
Summary of Fall 2015 Curriculum Proposals

Gphy 121    GenEd X    Introduct.to Human Geography
Gphy 335    Re-certify as W course    Water Policy
Gphy 433    Re-certify as W course    Cultural Ecology
Gphy 485    change 3 credits to 2-3 credits    Internet GIS
I. COURSE INFORMATION

Department: GEOGRAPHY
Course Title: WATER POLICY
Course Number: GPHY 335

Type of Request: □ New  □ One-time Only  □ Renew  □ Change  □ Remove
Rationale:

II. ENDORSEMENT / APPROVALS

* Instructor: Sarah J. Halvorson
  Phone / Email: x2793  sarah.halvorson@umontana.edu
  Signature  Date 9/30/2015

Program Chair: Christiane von Reichert
Dean: Chris Comer
Signature  Date 9/30/2015
Signature  Date 10/1/15

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

The purpose of this course is to provide an overview of the concepts, issues, and regulatory frameworks that shape water resource policy and management in the American West. Building upon a geographical perspective, the course will explore what it means to pursue sustainable water management. We will evaluate water-related issues, problems, and solutions as they have evolved over time in the West; study the scales of water control and influence (e.g., household, local, state, regional, tribal, national, and international); and establish spatial linkages between actions in places and impacts in others. Through this effort, you will develop skills in identifying a range of governance structures and behavioral choices/alternatives that might result in more fair, equitable, and sustainable uses of scarce resources such as water. This is an upper-division writing course. As such, a major objective of the course is providing experience in scientific research, writing and communication through the composition of a range of high-quality written works and through in-class discussion and presentation.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.
  □ Yes  If yes, how will student learning be supported?

Thematic & Writing Course Learning Goals/Objectives

Learning goals/objectives that relate both to the thematic content of the course and the advanced writing dimension of the course are articulated. In class meetings focus on the assigned readings to facilitate achievement of thematic learning
objectives and to explore avenues for inquiry to be pursued in the Reflective Essay assignments and written essay exams. As these assignments progress, they require the student to engage in increasingly sophisticated inquiry and critical analysis of the conceptual and thematic content under consideration.

The research paper requirement is satisfied through iterative submission of a prospectus, annotated outline, draft manuscript, and final draft that will leverage instructor feedback and revision to develop an increasingly informed and sophisticated research question that is addressed in the paper.

☐ No  If no, course may not be eligible
- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (see: [http://www.lib.umt.edu/library-information-literacy-tables#Table2](http://www.lib.umt.edu/library-information-literacy-tables#Table2)) Subject liaison librarians are available to assist you embed information literacy into your course: [http://www.lib.umt.edu/node/115#instructors](http://www.lib.umt.edu/node/115#instructors).
- Yes  If yes, how will student learning be supported?

Students will continue to build their research and information literacy knowledge and skills in this course in the following ways:
  o Use of the Turabian “Manual for Writers of Research Papers, Theses, and Dissertations”
  o Participation in a workshop on information literacy and use of digital research databases led by a subject liaison librarian
  o Through progression of the stages of developing a research paper (i.e., prospectus, outline, draft) as it involves an iterative writing process and instructor/TA guided development of a finished research paper.

☐ No  If no, course may not be eligible
- Manage multiple perspectives as appropriate
  - Yes  If yes, how will student learning be supported?

Reflective Essays and Written Exams are designed to consider multiple perspectives, and the research paper will require that at least 2 opposing, and potentially multiple varying perspectives, be considered in relation to the research question that is explored.

☐ No  If no, course may not be eligible
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  - Yes  If yes, how will student learning be supported?

In class discussions focused on the thematic content, selected readings that address this, and geographical modes of inquiry employed, will devote explicit attention to the issue of writing for discipline specific audiences that include the lay public (as general consumers of geographic scholarship), and those in the profession.

☐ No  If no, course may not be eligible
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  - Yes  If yes, how will student learning be supported?

Reflective Essays will require that students address instructor/TA editorial feedback into following assignments. The Research Paper requirement will include submission of a prospectus, annotated outline, and complete first draft all of which will be reviewed and graded by instructor and TA with focus on writing mechanics (use of grammar, punctuation,
organization, formatting, voice), and substantive content knowledge (informed research question, consideration of appropriate evidence and multiple perspectives, conclusions) with the requirement that students consider and address all feedback in their final draft.

☐ No If no, course may not be eligible

- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
  ☒ Yes If yes, how will student learning be supported?

Considerable attention will be devoted to the conventions of citation, documentation of all potential sources of information, and formal presentation of work that is appropriate to the discipline of geography. The Turabian Manual will serve as an introduction to the Chicago style, which is most commonly utilized by authors in the discipline of geography in the United States. It has been recently updated to include directions for the appropriate citation and documentation of electronic/digital sources of information.

☐ No If no, course may not be eligible

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students. ☒ Yes ☐ No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students. Justify the request for variance.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

  Early in the course, attention will be devoted to the framing of research and written work through review of The Turabian Manual’s introductory chapters on such, and this will be reinforced through instructor guided direction on the Reflective Essays and through several iterations of the research paper.

- Which written assignment(s) includes revision in response to instructor’s feedback?

  Primarily through the Research Paper, with revisions that respond directly to instructor’s feedback on the draft that is developed following previous feedback on the prospectus and annotated outline. Reflective Essays are also expected to show evidence of incorporation of instructor feedback provided on earlier iterations of such.

VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- Formal Graded Assignments

  From the Model Course Syllabus:

  Reflective Essays

  You will have the opportunity to practice your essay writing skills in conjunction with your reading of selected items so that you may engage in more personal reflection. We will discuss the two assignments that will each be 2-4 pages in length. Because these are intended as reflective essays, they should articulate your own informed opinions, views, and ideas—not simply a summary of the assigned readings. For each essay, you should develop and defend a central thesis or view that concerns or follows from the material you have digested. Cite material as appropriate using the Turabian author-date style.
Research Paper
Because this is a UM approved advanced writing course, and a Dept. of Geography upper-division writing course, you are required to devote considerable energy to the preparation of a paper and will be provided with considerable feedback on a draft of the paper prior to your submitting a final draft for a grade. In keeping with these expectations, we will devote some attention to the general topic of writing, you will be directed to the Writing Center for assistance in the way of mechanics and organization beyond what I can provide you with, and we will have an orientation to the library's digital resources for research.

The paper can be in the form of a research paper on a western water topic or issue that relies on primary or secondary sources of data/information, or it can take the form of a well-researched and carefully composed and critical essay concerning a western water related topic or issue. Papers must be fully referenced, though the format for research papers and essays will vary considerably.

The paper & presentation must contain one or more maps appropriate to the topic chosen!

Format - You should utilize the Turabian Manual (Chicago Style) for the formatting of your paper. The cover page should follow Turabian. See the Blackboard site for examples of citations relating to internet documents and materials. The paper should be no fewer than 10 full pages in length, and no greater than 15 full pages in length, excluding title page. Be sure that you provide double-spaced typewritten pages, with one inch margins and 12 pt. Font. This does not include title page, references, tables, and figures (these last three items should be appropriately referenced in the body of the paper, appropriately labeled/captioned and attached at rear of paper).

- Informal Ungraded Assignments
  None

- Attach a sample writing assignment. Include instructions / handouts provided to students.

  Please see above in this section – detailed instructions for Reading Reflections/Essays and the Research Paper are provided.

VII. WRITING ASSESSMENT
HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

**Assessment Rubric for Reading Reflections (Essays)**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level 1 (Excellent - 5 pts)</th>
<th>Level 2 (Good - 3 pts)</th>
<th>Level 3 (Needs Work -1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting</td>
<td>Has Turabian title page, double-spaced, 1 inch margins, 12 pt. font, appropriate use of citations/bibliography.</td>
<td>Has 3 of the elements listed in Level 1.</td>
<td>Has 2 of the elements listed in Level 1.</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Very few/no spelling, grammatical, and/or punctuation errors.</td>
<td>Numerous spelling, grammatical, and/or punctuation errors.</td>
<td>Riddled with errors. You were asleep at the wheel!</td>
</tr>
</tbody>
</table>
Content Knowledge | Demonstrates strong knowledge gained from readings on which reflection is focused. | Demonstrates fair knowledge gained from readings. | Demonstrates that you didn't understand what was read, or didn't try to.

*Levels 1-3 serve as benchmarks. The point scale for each of the Dimensions will range from 0-5.

Research Paper Grade will be determined by: Strength of Thesis Statement, Intent, Objective – and how well these are met or supported; Quality of Writing (includes organization and mechanics of composition such as grammar, spelling, punctuation, structure); Quality of Research (content pertaining to topic, scope, and depth of analysis - descriptive papers are not enough); and Style (formatting, proper use of citations and references, etc.).

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty senate@msos.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
GPHY 335 Course Syllabus – Water Policy

Instructor information
Instructor: Sarah J. Halvorson
Office:
Email:
Phone:
Office hours:

TA information
Instructor:
Office:
Email:
Phone:
Office hours:

Course description:
The purpose of this course is to provide an overview of the concepts, issues, and regulatory frameworks that shape water resource policy and management in the American West. Building upon a geographical perspective, the course will explore what it means to pursue sustainable water management. We will evaluate water-related issues, problems, and solutions as they have evolved over time in the West; study the scales of water control and influence (e.g., household, local, state, regional, tribal, national, and international); and establish spatial linkages between actions in places and impacts in others.

I have long-standing association with the American West and the startling array of issues and challenges of this arid region. The spectacular past and present alterations in western hydrology reflect an immensely complex story of human settlement, large-scale water diversions, the evolution of water policy and law, and expanding frameworks of water management. I have been engaged for a number of years in research and teaching on western water and related natural resource issues—always emphasizing the real-world policy implications of my findings and recommendations. My hope is that you will be challenged to think creatively about the issues, to look critically at diverse sources of information, and to develop an informed perspective to guide current and future learning and involvement in water policy and management.

Learning Goals/Outcomes:

Thematic Learning Goals/Outcomes
In completing this course, the student will learn and demonstrate the following:

- Describe the hydrologic cycle in terms of its components and linkages.
- Describe the manner in which different physical factors (i.e., climate, topography, landforms) shape the distribution of water resources in time and space.
- List and describe the various water related goods and services desired by humans, and the manner in which they are provided by water resource managers.
Discuss how the cultural, social, and economic characteristics of different places affects the demand for water related goods and services.

Discuss the manner in which different human groups have modified the workings of the hydrologic cycle in order to produce water related goods and services.

Discuss the ways in which western states have established policies and institutional arrangements, and the nature of these, to aid in the creation and delivery of water-related goods and services.

Discuss how different levels of government have authority for water resources management, describe their management activities, and explain key features of Montana’s system for allocating and enforcing water rights.

Discuss how “water agreements” are made between states, states and tribes, and between federal agencies and states.

Describe how interstate and international waters are managed by the U.S. and its neighbors.

Discuss how structural economic change and demographic shifts influence water policy.

Describe the elements of integrated water management.

Identify a range of governance structures and behavioral choices/alternatives that might result in more fair, equitable, and sustainable uses of scarce resources such as water.

Advanced Writing Course Learning Goals/Outcomes
This is an Advanced Writing Course and upon its completion students should be more active, confident, and effective contributors to a body of knowledge and should understand the geographical dimensions of inquiry. They should be able to:

- Identify and pursue more sophisticated questions for academic inquiry.
- Find, evaluate, analyze, and synthesize information effectively from diverse sources.
- Manage multiple perspectives as appropriate.
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.
- Develop competence in information technology and digital literacy.

Required textbook and supplementary materials:


There will also be a number of required readings posted on Moodle on a regular basis throughout the semester.

Course Requirements and Grading Summary

The course grading breakdown to be employed is as follows:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 @ 100)</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Reflective Essays (2 @ 100)</td>
<td>200 points</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Term Paper Research Project:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospectus and references</td>
<td>50 points</td>
<td>5%</td>
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<tr>
<td>Annotated outline</td>
<td>50 points</td>
<td>5%</td>
</tr>
<tr>
<td>First Draft</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Final Draft</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance at Presentations</td>
<td>50 points</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Totals**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Final Grade</td>
<td>900 points</td>
<td>100%</td>
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</table>

**Attendance and Participation:**

In short: Read the assigned material and come to class prepared.

Students are expected to attend each scheduled class session since the lectures, presentations, films, and guest speakers will often cover material that is not found in the assigned readings. If you are unable to attend a class session, then you are responsible for contacting your fellow classmates to get the notes on the material covered during that session.

One of the objectives of the class sessions is to stimulate a meaningful exchange of ideas and thoughtful discussion; therefore, active involvement of students is expected. Class sessions should be regarded as opportunities for you to share your ideas and views on key issues raised by course material. I expect you to take responsibility by showing up every class period prepared to learn and engage. Taking notes in class is strongly urged to supplement the readings and to assist in the preparation of assignments.

It is extremely disruptive to have students arrive late and/or leave before class is finished. I know that you have nothing else on your schedule during the class period; therefore, your presence during the entire class period is expected and is the best way to gain the most benefit from this course.

**Written Exams:**

There will be two exams, which will cover the assigned readings, lecture material, films, and class discussions, including guest lectures. The exams will require written essay responses to short and long essay questions.

**Reflective Essays**

You will have the opportunity to practice your essay writing skills in conjunction with your reading of selected items so that you may engage in more personal reflection. We will discuss the two assignments and I will post specific guidelines on Moodle. Please submit hard copies with double-spaced text on the due date. Because these are intended as reflection essays, they should articulate your own informed opinions, views, and ideas—not simply a summary of the
assigned readings. For each essay, you should develop and defend a central thesis or view that concerns or follows from the material you have digested. Cite material as appropriate using the Turabian author-date style (see Chapter 18 and 19).

**Research Paper and Presentation**

Because this is a UM approved advanced writing course, and a Dept. of Geography upper-division writing course, you are required to devote considerable energy to the preparation of a paper and will be provided with considerable feedback on a draft of the paper prior to your submitting a final draft for a grade. In keeping with these expectations, we will devote some attention to the general topic of writing, you will be directed to the writing center for assistance in the way of mechanics and organization beyond what I can provide you with, and we will have an orientation to the library’s digital resources for research.

The paper can be in the form of a research paper on a western water topic or issue that relies on primary or secondary sources of data/information, or it can take the form of a well researched and carefully composed and critical essay concerning a western water related topic or issue. Papers must be fully referenced, though the format for research papers and essays will vary considerably.

*The paper & presentation must contain one or more maps appropriate to the topic chosen!*  

**Format** - You should utilize the Turabian or Chicago Style for the formatting of your paper. The cover page should follow Turabian. See the Blackboard site for examples of citations relating to internet documents and materials. The paper should be no fewer than 10 full pages in length, and no greater than 15 full pages in length, excluding title page. Be sure that you provide double-spaced typewritten pages, with one inch margins and 12 pt. Font. This does not include title page, references, tables, and figures (these last three items should be appropriately referenced in the body of the paper, appropriately labeled/captioned and attached at rear of paper).

**Evaluation of Writing**

All of your writings will be read and critically reviewed with respect to spelling, grammar, composition, voice, and strength and depth of research (where appropriate). Critiques will include comments and corrections, using standard editorial symbology outlined in the *Rapid Guide to Revision*, so that you can work to improve your reading, analysis, research, and writing skills as you progress through the course.

You are expected to incorporate any corrections and/or suggestions for revision into future work with the aim of improving your writing skills. You should employ the *Rapid Guide to Revision* in reviewing the corrections and/or suggestions for revision, and are encouraged to visit with the instructor to discuss your reviewed works.

**Assessment Rubric for Reading Reflections (Essays)**

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<td>Level 1.</td>
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<td>Demonstrates strong knowledge gained from readings on which reflection is focused.</td>
<td>Demonstrates that you didn’t understand what was read, or didn’t try to.</td>
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*Levels 1-3 serve as benchmarks. The point scale for each of the Dimensions will range from 0-5.

**Research Paper Grade** will be determined by: Strength of Thesis Statement, Intent, Objective – and how well these are met or supported; Quality of Writing (includes organization and mechanics of composition such as grammar, spelling, punctuation, structure); Quality of Research (content pertaining to topic, scope, and depth of analysis - descriptive papers are not enough); and Style (formatting, proper use of citations and references, etc).

**Policies**

Work is due at the start of class on day specified. Late work will lose one-half a letter grade (i.e., A to A-) for each weekday late. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Brief or occasional absences for reasons of illness, injury, family emergency, religious observance or participation in a University sponsored activity (for example, field trips, ASUM service, music or drama performances, and intercollegiate athletics) may be excused. Absences for reasons of military service, wildfire duty, or mandatory public service will be excused. I will not extend deadlines for individuals unless timely notice of the absence is given beforehand. Be prepared to provide documentation for events leading to absences if you wish extensions or to make up missed work. Similarly, makeup exams can only be administered if you have a legitimate and documented excuse for an absence or situation that constrains your ability to be present on exam day.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, available for review online at [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). Note in particular that the Student Conduct Code defines plagiarism as “representing another person’s words, ideas, data, or materials as one’s own.” Assigned readings in Turabian also provide guidance on proper citation of sources.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.
Finally, although I hope you will share my enthusiasm for this subject and will be excited to deepen your knowledge of water policy throughout the semester, I need to let you know that **the 15th day of classes by, 5:00 PM**, is the last day to register for classes, add classes with override slip/electronic override, change credits in variable credit courses or drop classes with a refund on CyberBear or with an override slip/electronic override. For additional relevant dates, please see Important Dates and Deadlines posted with the Registrar’s Office.

### Class Schedule and Readings

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>T</strong>: Overview and expectations for the course; water challenges and choices. We will also discuss the writing emphasis of this course—sources, style, and an overview of assignments. <strong>R</strong>: Water in the American West: History, law and policy</td>
<td><strong>T</strong>: Review syllabus and resources posted on Moodle <strong>R</strong>: Cech Ch. 1; Turabian Ch. 1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>T</strong>: Hydrologic cycle and freshwater availability; how water is used today <strong>R</strong>: Hydrology, freshwater ecology, and restoration</td>
<td><strong>T</strong>: Cech Ch. 2; <em>Estimated Use of Water in the United States in 2005</em>, pp. 4-15, 42-45; “Yet Another 'Footprint' to Worry About: Water,” (<em>WSJ</em> 2/17/09) <strong>R</strong>: Cech Ch. 3; Turabian Ch. 2</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>T</strong>: Water development for human use; policy choices and their consequences <strong>R</strong>: Recap and discussion of term paper topics and sources</td>
<td><strong>T</strong>: Cech Ch. 6 and 7; Ch. 9, pp. 294-312 <strong>R</strong>: Turabian Ch. 3-4; Reflective Essay #1 due at start of class</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>T</strong>: Water allocation systems – Foundations of western water law; federal, state, and tribal authority <strong>R</strong>: Montana water rights</td>
<td><strong>T</strong>: Cech Ch. 8 (pp. 249-77); <em>Water in the U.S. American West</em> <strong>R</strong>: <em>Water Rights in Montana</em></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>T</strong>: Groundwater and exempt wells <strong>R</strong>: Montana water policy issues</td>
<td><strong>T</strong>: Cech Ch. 4 <strong>R</strong>: Paper Prospectus due at start of class: one page maximum, with problem statement, research question, intended format (summary outline), and list of at least five references</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>T</strong>: Guest Speaker: Jill Howard, Geography Reference Librarian, Mansfield Library: Library resources and search tips for term paper research project.</td>
<td><strong>T</strong>: Turabian Ch. 15</td>
</tr>
<tr>
<td>Week 7</td>
<td>T: Water quality issues and policy choices</td>
<td>R: Geographic scales of water management and overlapping legal mandates</td>
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<td>R: Restoring the Upper Clark Fork River</td>
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<tr>
<td>Week 8</td>
<td>T: Watershed and river basin planning continued: The Columbia River Treaty</td>
<td>T: Cech Ch. 5 and 13</td>
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<td></td>
<td>R: Mid-Term Exam</td>
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<tr>
<td>Week 9</td>
<td>T: Federal and Indian reserved water rights</td>
<td>T: Cech Ch. 8, pp. 277-82; review Ch. 12, pp. 428-33; <em>State of the Columbia River</em> (NPCC 2013), pp. 6-9, 28-29, 33</td>
</tr>
<tr>
<td>Week 10</td>
<td>T: Watershed governance and other old ideas worth revisiting</td>
<td>T: “What if . . . the United States of America were based on watersheds?”; “Mapping by Watersheds,” <em>(Community Builders)</em> posted online</td>
</tr>
<tr>
<td></td>
<td>R: Discussion of research paper and presentations</td>
<td>R: Discussion of research paper and presentations</td>
</tr>
<tr>
<td>Week 11</td>
<td>T: International dimensions of water conflict and cooperation</td>
<td>T: Cech Ch. 14</td>
</tr>
<tr>
<td></td>
<td>R: Reflection and discussion: Water ethics and policies for a sustainable future</td>
<td>R: Reflection and discussion: Water ethics and policies for a sustainable future</td>
</tr>
<tr>
<td>Week 12</td>
<td>T: Student Presentations</td>
<td>Paper revision</td>
</tr>
<tr>
<td></td>
<td>R: Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>T: Independent exercise outside of class – no class meeting</td>
<td>Paper revision</td>
</tr>
<tr>
<td>Week 14</td>
<td>T: Student Presentations</td>
<td>R: Thanksgiving Holiday – no class</td>
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<tr>
<td>Week 15</td>
<td>T: Student Presentations</td>
<td>R: Student Presentations</td>
</tr>
<tr>
<td></td>
<td>T: Final draft of term paper (submit together with your first draft) due at start of class</td>
<td>R: Synthesis and course conclusion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam will draw from entire course but will emphasize materials presented subsequent to the mid-term, including student presentations</td>
<td></td>
</tr>
</tbody>
</table>
Please attach/submit additional documents as needed to fully complete each section of the form.

COURSE INFORMATION

Department: GEOGRAPHY  
Course Number: GPHY 121S

Course Title: INTRODUCTION TO HUMAN GEOGRAPHY

Type of Request:  New  One-time Only  Renew*  Change  Remove

Rationale: This course, Introduction to Human Geography (GPHY 121S), is an existing General Education Course (Group VII – Social Sciences) that is proposed for certification as a GenEd Group X (Indigenous and Global Perspectives) course especially focusing on Global Perspectives. This course surveys the scope, content, and methods of a major division of the discipline of Geography. Human Geography is especially concerned with the ways in which groups and individuals organize and interact spatially, in terms of their economies, cultures, and politics; the scope of investigation is ultimately global in scale, and groups, individuals, and organizations situated at scales ranging from local, regional, national, and international are considered. Importantly, it devotes attention to the effects of globalization on culture, political organization, economic activity, development, and human use of the environment across these different scales.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

As a disciplinary survey course, GPHY 121S is appropriately numbered at the 100 level.

II. ENDORSEMENT / APPROVALS

*Instructor:  
Phone / Email: x6478 david.shively@ouestafaco.edu

Program Chair:  
Dean:  

Signature  Date 9/24/15

Signature  Date 9-25-15

Signature  Date 10-1-15

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.
III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

Catalog Description: Introduction to Human Geography focuses upon the linkages between geography and society including analysis of regions, ethnic groups, urban landscapes, migration and population change, geopolitics, economics, and cultural differences.

Detailed Course Description: Introduction to Human Geography (GPHY 121S) surveys the scope, content, and methods of a major division of the discipline of Geography. Human Geography is especially concerned with the ways in which groups and individuals organize and interact spatially, in terms of their economies, cultures, and politics; the scope of investigation is global in scale, and groups, individuals, and organizations situated at scales ranging from local, regional, national, and international are considered. As such this course is of critical importance to students because they will learn how the world works in terms of the groups, organizations, and individuals that occupy these scales and interact within them. In this regard, the course incorporates a number of learning objectives articulated in the six themes delineated in the National Geography Standards, as well as those that pertain to this General Education Group X. The relevant themes coming from the National Geography Standards include understanding: the world in spatial terms, places and regions, human systems, environment and society, and the uses of Geography.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.

   Human Geography, especially through the sub-disciplinary lenses of cultural geography and political geography, examines the changing relations of groups situated in particular regional and historical contexts with imperial, colonial, and/or global powers and entities. Specific cases that might be considered vary depending on instructor, but typical cases include: the contact, relations, and enduring interactions between New Zealand’s Maori and British colonizers; the same for Amerindian and European colonizers in the Americas; specific cases of cultural commodification via tourism and/or the consumption of culture via other means; the interplay of culture, ethnicity, and relations to space in the context of geopolitical change in Europe, the Russian Empire and Soviet Union, and elsewhere.

2. Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous.

   This course and the proposal are oriented toward the Global Perspectives component. As noted above in Criterion 1, specific cases do address this Criterion (2).

3. Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.

   In addition to examining specific cases as noted in Criterion 1, this course devotes considerable attention to the effects of increasing interactions with and/or integration into a globalizing world on specific groups in their regional contexts. Again, specific cases examined vary depending on instructor, but might include: the changing intra-regional, inter-regional, and supra-regional/global relations with larger geopolitical powers of specific culturally/ethnically defined groups in regions such as the Balkans of southern Europe, the Middle East, Africa, South Asia, East Asia, and elsewhere.
V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.

   Through lecture and guided discussion, students will explore the ways in which culture/ethnic groups define themselves, their attachments to place, and how their political and economic organization in relation to other groups has changed in response to colonialism, state building, neocolonialism, supranationalism, neoliberal political-economic globalization, and the emergent sustainability framework. Specific examples will be explored (i.e., southeastern Europe or the Balkans, Africa, the Americas).

2. Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives.

   Through lecture and guided discussion, students will explore the scaling of human settlement types and larger spatial aggregations of such (i.e., the region, the state, the supranational organization, the globe), and the characteristics of these, to examine how political and economic forces affect relations of groups to one another and to the larger spatial aggregations. Depending on instructor, one or more case studies will be examined and analyzed either through lecture and guided discussion and/or through a planned course activity that requires the student to identify a particular place, consider this place in its cultural landscape context, and examine it in the context of successively broader levels of spatial political and economic organization.

3. Analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

   This learning goal will be explored primarily through attention to the topic of “development,” which has social, economic, and environmental dimensions (the sustainability stool). Through lecture, guided discussion, and/or an assigned activity, all of which are focused on “development” at the regional, national, and international scales. Students will explore diverse definitions of development, and examine, apply, and analyze various social, economic, and environmental development indicators and data pertaining to these for selected countries.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. Learning Goals 1 and 2 and 3 will be measured primarily through embedded exam questions that collectively interrogate student understanding of the different aspects of the “diverse ways humans structure their social, political, and cultural lives.” Such questions will deal with the following relevant concepts: place, region, culture, ethnic identity, cultural landscape, cultural region, ethnic region, ethnic island, ethnic province, state, centripetal and centrifugal forces, balkanization and devolution, supranational organization, colonialism, neocolonialism, globalization, and sustainability, among others. As noted above, a planned activity might be employed by particular instructors for the same purpose. Previous iterations of exams and activities that measured understanding of these concepts and their relations to each other can be provided upon request; though it is important to note that they were not designed for this General Education Perspective X per se. All instructors present, inter-relate, and apply these concepts in lecture, and guide discussion of them, however each might employ different exam questions to measure student understanding of them.
In addition to embedded exam questions, assessment of student learning in the context of Goal 3 can also be measured through the use of a planned activity that measures student understanding of Learning Goal 3, in the context of “development” and “sustainability;” an example is attached. This activity was prepared for a previous iteration of the course, prior to it being proposed for General Education Perspective X designation; the activity will certainly be modified so that it aligns with the Learning Goal more directly if the course is designated as such.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1. Specific achievement targets have not been established yet for the articulated Learning Goals that have been addressed above. An anticipated minimum initial performance target that would seem to be acceptable is a collective passing rate (70 percent correct) for all embedded exam questions that collectively address the Learning Goals as discussed above. For any planned activities that address these Goals, specific embedded elements and/or questions can be designed to measure student understanding of them. An acceptable minimum initial performance target that would seem to be acceptable is a collective passing rate of 70 percent of students earning a grade of 70 plus percent or a C- on such elements and/or questions.

2. See above.

3. See above.

C. ASSESSMENT FINDINGS

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)
D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies.

VIII. SYLLABUS

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Indigenous and Global Perspective must be included on the syllabus. An electronic copy of the original form is acceptable.
GPHY 121 Course Syllabus – Introduction to Human Geography

(Note: this Model Syllabus, based on a Fall 2014 iteration of the course and not much modified other than addition of new learning goals, accompanies the Fall 2015 Application for General Education Perspective X certification/designation).

Instructor information
Instructor: David Shively (in rotation with Christiane von Reichert)
Office:
Email:
Phone:
Office hours:

TA information
Instructor:
Office:
Email:
Phone:
Office hours:

Course description:

Geography is the World; the World is Geography! This course is intended to provide you with exposure to the human dimension or aspect of geography – how cultures are born and change, how populations behave, how people and groups organize themselves and their activities spatially and politically, how these activities and patterns change across time and space, and how technology affects these things. You are going to learn how to think like a geographer, to expand your geographic imagination, and to appreciate this discipline which is a critical component of the well rounded liberal arts education. Furthermore, you will gain skill in using maps, data, argument and persuasion that will certainly prove to be important skills in your future career — whether it be as a geographer (yes, there are professional geographers!) or something else.

Learning Goals:

In completing this course, the student will learn and demonstrate the following:

1. The ability to: “Place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.”
2. “Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives.”
3. “Analyze and compare the rights and responsibilities of citizenship in the 21\textsuperscript{st} century including those of their own societies and cultures.”
4. “Use maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
5. Use mental maps to organize information about people, places, and environments;
6. Analyze the spatial organization of people, places, and environments on Earth’s surface;”
7. describe the “human characteristics of places;”
8. describe how “people create regions” to interpret Earth’s complexity;
9. describe how culture and experience influence people's perception of places and regions;
10. describe the characteristics, distribution, and migration of human populations on Earth’s surface;
11. describe the characteristics, distributions, and complexity of Earth’s cultural mosaics;
12. describe the historical and contemporary patterns and processes of development, social and economic, that affect people, places, regions, and states;
13. describe the patterns and networks of economic interdependence on Earth’s surface;
14. describe the process, patterns, and functions of human settlement;
15. describe how forces of cooperation and conflict among people influence the division and control of Earth’s surface;
16. describe how human actions modify the physical environment;
17. describe how physical systems affect human systems;
18. describe the changes that occur in the meaning, use, distribution, and importance of resources;
19. describe how to apply geography to interpret the past;
20. describe how to apply geography to the interpretation of the present and plan for the future."

Learning goals 1-3 are the UM General Education Perspective X goals.
Learning goals 4-20 are consistent with The National Geography Standards. The standards were established by the Geographic Education National Implementation Project, a consortium of the Association of American Geographers, the American Geographical Society, the National Council for Geographic Education, and the National Geographic Society.

Required textbook and supplementary materials:


The textbook is available as a binder ready version of Greiner's (2d Edition) "Visualizing Human Geography" from the UM Bookstore. That binder version should be priced at $85, and it includes accessibility to the WileyPlus Learning Space that we will be using for this course. There you will find an electronic version of the text, live links to other (internal and external) content, practice questions, discussion board, etc. We will use this platform and Moodle as well.

You can purchase a regular version of the text from a source other than the bookstore. I recommend the 2d edition, but the first can work too though it is not quite up to date.

A copy is available via 2 hour reserve at Mansfield library.

Check out half.com (http://www.half.ebay.com/textbooks) for used affordable copies.

Selected required readings, including the first few chapters from Greiner, will be made available to you to download and read from the UM Online site that supports this course (see below).

A UM Online course supplement has been established for this course. Access from the University’s webpage (http://umonline.umt.edu/). You must use your NetID and password (i.e., last 6 digits of your GrizID as username and password, or password set by yourself through the UM Portal. Especially see the Study Materials section for supplemental study materials. A
Course Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>50 percent</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>In Class Discussions</td>
<td>20 percent</td>
</tr>
<tr>
<td>Scheduled Assignments</td>
<td>30 percent</td>
</tr>
</tbody>
</table>

A total of 3 exams will be offered through the semester – 2 midterms and one final that will have a comprehensive element. Exam format is multiple choice/true-false, however, you may elect to complete short answer/essay style exams if you prefer. Let me know your preferences prior to exam days. Exam study guides are provided on the UM Online site.

On exam days bring only two scantron forms (a backup is always useful!) and/or a bluebook, pencils, & erasers. Leave the following at home or in your backpack/bag to be left at the front of the class: cell phone, ball caps and other hats, books, notebooks, etc.

Activities

You will complete a number of activities (assignments) during the semester. These will contribute directly to your understanding of the course material. All work turned in must have your name and student ID in the upper right hand corner of the document. Work will not be accepted via email or UMOnline.

In Class Discussions (ICDs):

In Class Discussion questions will be posed in nearly every class. They will be considered individually, in small groups, or as the larger group. Your responses will be handwritten, legible, and submitted at the end of class. Name and student number at upper right!

Scheduled Assignments:

Several scheduled activities will be assigned throughout the semester. Responses must be typewritten.

Video Questions:

We will watch several videos throughout the semester. Responses to questions must be typewritten.

Grading

Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements. This class carries traditional grading and cannot be taken CR/NC (this is moot for GenEd and Geography Majors!).

supplementary website offered by the publishers of our text that provides additional materials is available at: http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471724912&bcsId=6072
Additional Policies

Late work will lose one-half a letter grade (i.e., A to A-) for each day late including weekends. Work is due at the start of class on day specified. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Save, back-up, and be prepared to submit digital (i.e., on disk) copies of any work produced during the semester in case of technology failures.

I will not allow make-up exams unless notified beforehand of the problem at hand. Be prepared to provide documentation for events causing to absences if you wish extensions/makeups.

All students at the University of Montana must practice academic honesty at all times. Academic misconduct is subject to an academic penalty by the course instructor and/or a 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/vpsa/policies/student_conduct.php

It is extremely disruptive to have students arrive late and/or leave early. I know that you have nothing else on your schedule during the class period, therefore your presence throughout the entire class period is expected. Not only will this keep me happy, it will help you to understand the material better.

Cell Phones: OFF, or on vibrate mode if you subscribed to the University’s Emergency Notification System.

Newspapers: You can bring news items to class if relevant to the topic at hand, but don’t be readin’ the paper while we’re in class!

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Provisional Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T: Intro, Course Req’s, etc.</td>
<td>T: N/A</td>
<td>T: ICD</td>
</tr>
<tr>
<td></td>
<td>R: What is Geography?</td>
<td>R: (1) Text Ch. 1 thru p. 15; (2) <a href="http://geography.about.com/library/weekly/aa111599.htm">http://geography.about.com/library/weekly/aa111599.htm</a> (Review both pages and surf definitions, 4 traditions, etc.); (3) <a href="http://www.aag.org/cs/what_geographers_do">http://www.aag.org/cs/what_geographers_do</a> (4) <a href="http://www.aag.org/cs/jobs_and_careers/geography_can_take_you_there">http://www.aag.org/cs/jobs_and_careers/geography_can_take_you_there</a></td>
<td>R: ICD</td>
</tr>
<tr>
<td>(8/26 &amp; 8/28)</td>
<td>What do Geographers do?</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>T: Space, Interaction, Visualization, Analysis</td>
<td>T: (1) Text Ch. 1 thru end; (2) UMOOnline: “atlas” Reading</td>
<td>T: ICD; Activ. 1: Visualizing &amp; Mapping</td>
</tr>
<tr>
<td></td>
<td>R: Culture &amp; Language</td>
<td>R: (1) Text Ch. 4; (2) UMOOnline: BBC News Articles</td>
<td>R: ICD</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading(s)</td>
<td>Activities</td>
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| 3 (9/9 & 9/11) | T: Culture & Religion  
R: Globalization & Culture | T: Text Ch. 5  
R: (1) Text Ch. 2; (2) UMOnline: BBC News Article on NZ Maori & Haka Fight; (3) Crawhall on Mapping Threatened Cultures | T: ICD; Activ. 1  
Due.  
R: ICD |
| 3 (9/16 & 9/18) | T: Geographies of Identity  
R: **Exam Review** | T: (1) Text Ch. 6; (2) UM Online Reading on Romanian Gypsies.  
R: None | T: ICD  
R: ICD; Exam Review |
| 5 (9/23 & 9/25) | T: Midterm Exam  
R: Political Geographies & Governance | T: None  
R: (1) Text Ch. 7 pp. 193-212; (2) [http://europa.eu/about-eu/basic-information/index_en.htm](http://europa.eu/about-eu/basic-information/index_en.htm) ; (3) Google: “critiques of European Union” | T: ICD  
R: ICD, Video Questions |
| 6 (9/30 & 10/2) | T: Political Geographies & Governance  
R: Population & Migration | T: Text Ch. 7 pp. 212 thru end;  
R: Text Ch. 3 pp. 64-78 | T: ICD  
R: ICD |
| 7 (10/7 & 10/9) | T: Population & Migration  
R: **Video – How Many People can Live on Planet Earth?** | T: Text Ch. 3 pp. 78 thru end  
R: N/A | T: ICD; Activ. 2 Due  
R: ICD, Video Questions |
| 8 (10/14 & 16) | T: Geographies of Development  
R: Development (cont’d) | T: Text Ch. 9 pp. 260-275  
R: (1) Text Ch. 9 pp. 275 thru end; (2) [http://en.wikipedia.org/wiki/Structural_adjustment](http://en.wikipedia.org/wiki/Structural_adjustment) | T: ICD  
R: ICD |
| 9 (10/21 & 23) | T: **Video: Life & Debt**  
R: **Exam Review** | T: None  
R: None | T: ICD; Video Questions  
R: N/A |
| 10 (10/28 & 30) | T: Midterm Exam  
R: Economic Activity | T: N/A  
R: Text Ch. 10 | T: N/A  
R: ICD |
| 11 (11/4 & 11/7) | T: Election Day (no class)  
R: Urban Geographies | T: N/A  
R: Text Ch. 8 | T: ICD; Activ. 3: Urban Patterns  
R: ICD |
| 12 (11/11 & 13) | T: Veterans Day (no class)  
R: Urban Dynamics | T: N/A  
R: [http://www.smartgrowthamerica.org/what-is-smart-growth](http://www.smartgrowthamerica.org/what-is-smart-growth) | T: N/A  
R: ICD |
| 13 (11/18 & 11/20) | T: Agricultural Geographies  
R: **Video - TBA** | T: Text Ch. 11  
R: (1) [http://www.thematrix.com/](http://www.thematrix.com/) (See “Learn About the Issues”); (2) Google and browse results: “industrial farming” (3) [http://www.missoulacfac.org/](http://www.missoulacfac.org/) | T: ICD; Activ. 3 Due; Activ. 4: Sustainability  
R: Video Questions |
| 14 (11/25 & 27) | T: Agriculture, Environmental Challenges  
R: Thanksgiving | T: Text Ch. 12  
R: None | T: ICD  
R: N/A |
| 15 (12/2 & 12/4) | T: Human Geography & Sustainability  
R: **Review** | T: TBA  
R: None | T: ICD; Activ. 4 Due  
R: Review |
| **FINAL** | | | Tuesday, December 3:20-5:20 pm |

*Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.*
Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: GEOGRAPHY
Course Title: CULTURAL ECOLOGY
Course Number: GPHY 433

Type of Request: [□] New [□] One-time Only [X] Renew [□] Change [□] Remove
Rationale:

II. ENDORSEMENT / APPROVALS

* Instructor: David Shively
  Phone / Email: x6478 david.shively@umontana.edu

Program Chair: Christiane von Reichert
Dean: Chris Comer

Signature: [Signature] Date: 9/30/15
Signature: [Signature] Date: 9/30/15
Signature: [Signature] Date: 10/1/15

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

This course is intended to give you an overview of cultural geography that includes the subfields of cultural and political ecology. In essence, we will study how the meaning of culture has evolved throughout the discipline of geography and the variety of spatial scales that culture negotiates. These are contemporary issues within the discipline that cover a wide-range of issues, and throughout this course, you will be provided with a sampling of these topics. The readings are a combination of cultural geographic theory and practices, and so as we read through these important topics, we will also become knowledgeable on the more common techniques used to gather data. Generally, each class will be in a lecture/discussion format and each student will be required to participate in the discussion of the readings. This is also a writing course, and therefore, the primary objective is for you to translate what you see and feel in the real world—through what you learn in the readings—into understandable and well-organized forms of writing.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.
  - Yes If yes, how will student learning be supported?

Thematic & Writing Course Learning Goals/Objectives
Learning goals/objectives that relate both to the thematic content of the course and the advanced writing dimension of the course are articulated. In class discussions focus on the assigned readings to facilitate achievement of thematic learning objectives and to explore avenues for inquiry to be pursued in the Reading Reflection/Essay assignments. These assignments are described and discussed in relation to the weekly content to which they pertain, and are submitted the
following week. As these assignments progress, they require the student to engage in increasingly sophisticated inquiry and critical analysis of the conceptual and thematic content under consideration.

The research paper requirement is satisfied through iterative submission of a prospectus, annotated outline, draft manuscript, and final draft that will leverage instructor feedback and revision to develop an increasingly informed and sophisticated research question that is addressed in the paper.

☐ No  If no, course may not be eligible

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (see: http://www.lib.umt.edu/library-information-literacy-tables#Table2) Subject liaison librarians are available to assist you embed information literacy into your course: http://www.lib.umt.edu/node/115#instructors.
  ☑ Yes  If yes, how will student learning be supported?

Students will continue to build their research and information literacy knowledge and skills in this course in the following ways:
  - Use of the Turabian “Manual for Writers of Research Papers, Theses, and Dissertations”
  - Participation in a workshop on information literacy and use of digital research databases led by a subject liaison librarian
  - Through the iterative writing of Reading Reflections/Essays and instructor/TA guided development of a finished research paper.

☐ No  If no, course may not be eligible

- Manage multiple perspectives as appropriate
  ☑ Yes  If yes, how will student learning be supported?

Reading Reflections/Essays are designed to consider multiple perspectives, and the research paper will require that at least 2 opposing, and potentially multiple varying perspectives, be considered in relation to the research question that is explored.

☐ No  If no, course may not be eligible

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  ☑ Yes  If yes, how will student learning be supported?

In class discussions focused on the thematic content, selected readings that address this, and geographical modes of inquiry employed, will devote explicit attention to the issue of writing for discipline specific audiences that include the lay public (as general consumers of geographic scholarship), and those in the profession (primarily educators and academics in the case of cultural geography).

☐ No  If no, course may not be eligible

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  ☑ Yes  If yes, how will student learning be supported?

Reading Reflections/Essays will require that students address instructor/TA editorial feedback into following assignments. The Research Paper requirement will include submission of a prospectus, annotated outline, and complete first draft all of which will be reviewed and graded by instructor and TA with focus on writing mechanics (use of grammar, punctuation,
organization, formatting, voice), and substantive content knowledge (informed research question, consideration of appropriate evidence and multiple perspectives, conclusions) with the requirement that students consider and address all feedback in their final draft.

☐ No If no, course may not be eligible

- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
  ☒ Yes If yes, how will student learning be supported?

Considerable attention will be devoted to the conventions of citation, documentation of all potential sources of information, and formal presentation of work that is appropriate to the discipline of geography. The Turabian Manual will serve as an introduction to the Chicago style, which is most commonly utilized by authors in the discipline of geography in the United States. It has been recently updated to include directions for the appropriate citation and documentation of electronic/digital sources of information.

☐ No If no, course may not be eligible

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students. ☐ Yes ☒ No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students. Justify the request for variance.

  Enrollment is extended to and capped at 35 for the reason that this course is one of two advanced writing courses offered by the Department in order to accommodate different student interests and scheduling constraints, and because it is often taken by students from other departments/programs to meet the advanced writing course requirement (indeed, the requests for student access to, and/or cross-listings of, our advanced writing courses has been increasing in the last two years); that the Learning Goals/Outcomes will be met is ensured by the assignment of a dedicated TA (teaching assistant) to assist the instructor with the review, editing, and grading of all written work produced by students in this course.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

  Early in the course, attention will be devoted to the framing of research and written work through review of The Turabian Manual’s introductory chapters on such, and this will be reinforced through instructor guided direction through several iterations of Reading Reflections/Essays and the elements of the research paper.

- Which written assignment(s) includes revision in response to instructor’s feedback?

  Primarily through the Research Paper, with revisions that respond directly to instructor’s feedback on the draft that is developed following previous feedback on the prospectus and annotated outline. Reading Reflections/Essays are also expected to show evidence of incorporation of instructor feedback provided on earlier iterations of such.

VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- Formal Graded Assignments

  From the Model Course Syllabus:
Reading Reflections/Essays
So that you may engage in more personal reflection over particular readings and material, you will be asked to prepare “reading reflections” for selected readings. These should range between 2-4 pages of text, and should develop and defend a central thesis or view that concerns or follows from the material you’ve digested.

Research Paper
Because this is a UM approved advanced writing course, and a Dept. of Geography upper-division writing course, you are required to devote considerable energy to the preparation of a paper and will be provided with considerable feedback on a draft of the paper prior to your submitting a final draft for a grade. In keeping with these expectations, we will devote some attention to the general topic of writing, you will be directed to the writing center for assistance in the way of mechanics and organization beyond what I can provide you with, and we will have an orientation to the library’s digital resources for research.

The paper can be in the form of a research paper on a topic considered in the course that relies on primary or secondary sources of data/information, or it can take the form of a well researched and carefully composed and critical essay concerning one of these topics. Papers must be fully referenced, though the format for research papers and essays will vary considerably.

The paper & presentation must contain one or more maps appropriate to the topic chosen!

Format - You should utilize the Turabian Manual (Chicago Style) for the formatting of your paper. The cover page should follow Turabian. See the Blackboard site for examples of citations relating to internet documents and materials. The paper should be no fewer than 10 full pages in length, and no greater than 15 full pages in length, excluding title page. Be sure that you provide double-spaced typewritten pages, with one inch margins and 12 pt. Font. This does not include title page, references, tables, and figures (these last three items should be appropriately referenced in the body of the paper, appropriately labeled/captioned and attached at rear of paper).

- Informal Ungraded Assignments

None

- Attach a sample writing assignment. Include instructions / handouts provided to students.

Please see above in this section – detailed instructions for Reading Reflections/Essays and the Research Paper are provided.

VII. WRITING ASSESSMENT
HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

Assessment Rubric for Reading Reflections (Essays)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level 1 (Excellent - 5 pts)</th>
<th>Level 2 (Good - 3 pts)</th>
<th>Level 3 (Needs Work-1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting</td>
<td>Has Turabian title page, double-spaced, 1 inch margins, 12 pt. font, appropriate use of citations/bibliography.</td>
<td>Has 3 of the elements listed in Level 1.</td>
<td>Has 2 of the elements listed in Level 1.</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Very few/no spelling, grammatical, and/or punctuation errors.</td>
<td>Numerous spelling, grammatical, and/or punctuation errors.</td>
<td>Riddled with errors. You were asleep at the wheel!</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Demonstrates strong knowledge gained from readings on which reflection is focused.</td>
<td>Demonstrates fair knowledge gained from readings.</td>
<td>Demonstrates that you didn’t understand what was read, or didn’t try to.</td>
</tr>
</tbody>
</table>

*Levels 1-3 serve as benchmarks. The point scale for each of the Dimensions will range from 0-5.*

**Research Paper Grade** will be determined by: Strength of Thesis Statement, Intent, Objective – and how well these are met or supported; Quality of Writing (includes organization and mechanics of composition such as grammar, spelling, punctuation, structure); Quality of Research (content pertaining to topic, scope, and depth of analysis - descriptive papers are not enough); and Style (formatting, proper use of citations and references, etc.).

**VIII. SYLLABUS**

**Attach** syllabus and send digital copy with form to facultyсенат@msu.msu.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

**SUBMISSION**

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
GPHY 433 Course Syllabus – Cultural Ecology
(Note: this Model Syllabus, based on a Fall 2014 iteration of the course and not much modified other than addition of new learning goals, accompanies the Fall 2015 Application for General Education Perspective X certification/designation).

Instructor information
Instructor: David Shively
Office:
Email:
Phone:
Office hours:

TA information
Instructor:
Office:
Email:
Phone:
Office hours:

Course description:
This course is intended to give you an overview of cultural geography that includes the subfields of cultural and political ecology. In essence, we will study how the meaning of culture has evolved throughout the discipline of geography and the variety of spatial scales that culture negotiates. These are contemporary issues within the discipline that cover a wide-range of issues, and throughout this course, you will be provided with a sampling of these topics. The readings are a combination of cultural geographic theory and practices, and so as we read through these important topics, we will also become knowledgeable on the more common techniques used to gather data. Generally, each class will be in a lecture/discussion format and each student will be required to participate in the discussion of the readings. This is also a writing course, and therefore, the primary objective is for you to translate what you see and feel in the real world—through what you learn in the readings—into understandable and well-organized forms of writing.

Learning Goals/Outcomes:

Thematic Learning Goals/Outcomes
In completing this course, the student will learn and demonstrate the following:
1. How the concept and meaning of “culture” has evolved in the context of geographic inquiry, investigation, and theory.
2. How “culture” operates within and expresses itself across varying spatial scales ranging from the “neighborhood” or ethnic enclave to the culture region.
3. How cultural landscapes are formed and function in the context of the natural environments they are situated within.
4. How culture/ethnic groups, situated within cultural landscapes, are affected by and negotiate external forces of a political-economic nature (political ecology).
Advanced Writing Course Learning Goals/Outcomes
This is an Advanced Writing Course and upon its completion students should be more active, confident, and effective contributors to a body of knowledge and should understand the ethical dimensions of inquiry. They should be able to:

- Identify and pursue more sophisticated questions for academic inquiry.
- Find, evaluate, analyze, and synthesize information effectively from diverse sources.
- Manage multiple perspectives as appropriate.
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.
- Develop competence in information technology and digital literacy.

Required textbook and supplementary materials:


There will also be a number of required readings posted on Moodle on a regular basis throughout the semester.

Course Requirements and Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections/Essays</td>
<td>45 percent</td>
</tr>
<tr>
<td>Paper</td>
<td>55 percent</td>
</tr>
<tr>
<td>Prospectus</td>
<td>5 percent</td>
</tr>
<tr>
<td>Outline</td>
<td>5 percent</td>
</tr>
<tr>
<td>Draft</td>
<td>10 percent</td>
</tr>
<tr>
<td>Final Draft</td>
<td>30 percent</td>
</tr>
<tr>
<td>Presentation</td>
<td>5 percent</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 percent</strong></td>
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Reading Reflections/Essays

So that you may engage in more personal reflection over particular readings and material, you will be asked to prepare “reading reflections” for selected readings. These should range between 2-4 pages of text, and should develop and defend a central thesis or view that concerns or follows from the material you’ve digested.
Research Paper
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The paper can be in the form of a research paper on a western water topic or issue that relies on primary or secondary sources of data/information, or it can take the form of a well researched and carefully composed and critical essay concerning a western water related topic or issue. Papers must be fully referenced, though the format for research papers and essays will vary considerably.

The paper & presentation must contain one or more maps appropriate to the topic chosen!

Format - You should utilize the Turabian or Chicago Style for the formatting of your paper. The cover page should follow Turabian. See the Blackboard site for examples of citations relating to internet documents and materials. The paper should be no fewer than 10 full pages in length, and no greater than 15 full pages in length, excluding title page. Be sure that you provide double-spaced typewritten pages, with one inch margins and 12 pt. Font. This does not include title page, references, tables, and figures (these last three items should be appropriately referenced in the body of the paper, appropriately labeled/captioned and attached at rear of paper).

Evaluation of Writing

All of your writings will be read and critically reviewed with respect to spelling, grammar, composition, voice, and strength and depth of research (where appropriate). Critiques will include comments and corrections, using standard editorial symbology outlined in the Rapid Guide to Revision, so that you can work to improve your reading, analysis, research, and writing skills as you progress through the course.

You are expected to incorporate any corrections and/or suggestions for revision into future work with the aim of improving your writing skills. You should employ the Rapid Guide to Revision in reviewing the corrections and/or suggestions for revision, and are encouraged to visit with the instructor to discuss your reviewed works.

Assessment Rubric for Reading Reflections (Essays)

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Research Paper Grade will be determined by: Strength of Thesis Statement, Intent, Objective – and how well these are met or supported; Quality of Writing (includes organization and mechanics of composition such as grammar, spelling, punctuation, structure); Quality of Research (content pertaining to topic, scope, and depth of analysis - descriptive papers are not enough); and Style (formatting, proper use of citations and references, etc).

Policies
The following policies allow teaching without distractions, and, they provide each student with a pleasant atmosphere for learning:

- Please refrain from talking in class unless engaging in questions with the instructor or actively participating in-group discussion. If you are interfering with the lecture, I may ask that you exit the classroom.
- No cell phones on in class! Please make sure your cell phone is off before lecture begins.
- Be on time! I expect everyone to be on time for class in order to not disturb the lecture. If for some reason you are late, I ask that you be extremely quiet as to not disturb anyone when you enter and sit down.
- Do not leave the class early! If you have a special reason for leaving early please contact me before class begins and sit close to the door in order to exit quietly.
- No reading of any material during class is allowed—including text messaging. Pay attention to each lecture.
- All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a 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://life.umt.edu/vpsa/student_conduct.php. Cheating and plagiarism are not tolerated and will be dealt with as outlined in the Code.
- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.
- DUE TO THE DYNAMIC NATURE OF SCHEDULING AND UNFORSEEN EVENTS, I
- RESERVE THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS AS NEEDED.

Class Schedule and Readings
Week 1 – Introduction – What is Culture?

Readings (for this week):


Turabian Chapter 1

Week 2 – History of Cultural Geography

Readings (for this week):

Turabian Chapter 2

Week 3 – Place

Writing Activity
Reflection 1: Comparative essay (min. of 2 full pages) describing your relations to a place of significance to you, and how they would differ from those of the homeless; see http://essayinfo.com/essays/

Readings (for this week):


Turabian Chapter 3

Week 4 – Landscape and Power

Writing Activity
Reflection 1 Due.

Paper Prospectus Due: one page with Problem Statement, Research Question, Intended Format (outline), and List of (at least 5) References.

Readings (for this week):


Turabian Chapter 4

Week 5 – Identity and Difference

Writing Activity

Reflection 2: Essay – Exploratory or Argumentative (min. 3 full pages on how place and identity relate to each other). Readings (for this week):


Week 6 – Capitalism and Culture

Writing Activity Reflection 2 Due.

Readings (for this week):


Week 7 – Culture/Nature

Writing Activity

Annotated Outline of Paper Due: 1-2 pages of outline w/ relevant references listed as appropriate.

Readings (for this week):


Week 8 – Race and Ethnicity

Readings (for this week):

Week 9 – Nationalism

Writing Activity
Reflection 3: Essay – Argumentative or Critical or Persuasive (min. 3 full pages on place, identity, and nationalism)

Readings (for this week):


Week 10 – SPRING BREAK – NO CLASS!

Week 11 – Urban Geography and Youth Culture

Writing Activity
Reflection 3 Due.
First Draft of Paper Due.

Readings (for this week):

Week 12 – Culture and the Built Environment I

Writing Activity
Reflection 4: Essay – Persuasive (min. 3 full pages on cultural expression in the built environment)

Readings (for this week):

Week 13 - Culture and the Built Environment II

Writing Activity
Reflection 4 Due.

Readings (for this week): TBA

Week 14 – Geographies of the Body

Readings (for this week):


Week 15 – Cultural and Political Ecology

Reading:

Week 16 – FINALS
FINAL DRAFT OF PAPER DUE