Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: GEOGRAPHY
Course Title: CULTURAL ECOLOGY

Type of Request: ☑ New ☐ One-time Only ☑ 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

*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.

- 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:
  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 the iterative writing of Reading Reflections/Essays and instructor/TA guided development of a finished research paper.

- 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.

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  □ No  If no, course may not be eligible

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).

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  □ No  If no, course may not be eligible

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.

- 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 faculty.senate@mso.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 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>Requirement</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Reading Reflections/Essays</td>
<td>45 percent</td>
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<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>
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<td>Presentation</td>
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Total 100 percent

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.

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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.

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**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/](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