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

**COURSE INFORMATION**

Department: GEOGRAPHY

Course Title: INTRODUCTION TO HUMAN GEOGRAPHY

Course Number: GPHY 121S

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.

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**II. ENDORSEMENT / APPROVALS**

* Instructor:
  Phone / Email: x6478 david.shively@email.wustl.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, ethnicity, 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.
3.

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 21st 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
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](http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471724912&bcsId=6072)

**Course Requirements**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>50 percent</td>
</tr>
<tr>
<td><strong>Activities</strong></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!).
A: <93.0%   A- = 90.0-92.9%
B+ = 87.0-89.9%  B = 83.0-86.9%  B- = 80.0-82.9%
C+ = 77.0-79.9%  C = 73.0-76.9%  C- = 70.0-72.9%
D+ = 67.0-69.9%  D = 63.0-66.9%  D- = 60.0-62.9%  F < 59.9%

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. R: What is Geography? What do Geographers do?</td>
<td>T: N/A 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>T: ICD R: ICD</td>
</tr>
<tr>
<td>2</td>
<td>T: Space, Interaction, Visualization, Analysis R: Culture &amp; Language</td>
<td>T: (1) Text Ch. 1 thru end; (2) UMOnline: &quot;atlas&quot; Reading R: (1) Text Ch. 4; (2) UMOnline: BBC News Articles</td>
<td>T: ICD; Activ. 1: Visualizing &amp; Mapping. R: ICD</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading(s)</td>
<td>Activities</td>
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<tr>
<td>3</td>
<td>T: Culture &amp; Religion</td>
<td>T: Text Ch. 5</td>
<td>T: ICD; Activ. 1 Due.</td>
</tr>
<tr>
<td></td>
<td>R: Globalization &amp; Culture</td>
<td>R: (1) Text Ch. 2; (2) UMOnline: BBC News Article on NZ Maori &amp; Haka Fight; (3) Crawhall on Mapping Threatened Cultures</td>
<td>R: ICD</td>
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<tr>
<td>4</td>
<td>T: Geographies of Identity</td>
<td>T: (1) Text Ch. 6; (2) UM Online Reading on Romanian Gypsies.</td>
<td>T: ICD</td>
</tr>
<tr>
<td></td>
<td>R: Exam Review</td>
<td>R: None</td>
<td>R: ICD; Exam Review</td>
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<tr>
<td>5</td>
<td>T: Midterm Exam</td>
<td>T: None</td>
<td>T: ICD</td>
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<tr>
<td></td>
<td>R: Political Geographies &amp; Governance</td>
<td>R: (1) Text Ch. 7 pp. 193-212; (2) <a href="http://europa.eu/about-eu/basic-information/index_en.htm">http://europa.eu/about-eu/basic-information/index_en.htm</a>; (3) Google: “critiques of European Union”</td>
<td>R: ICD; Activ. 2 Due: Governance</td>
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<tr>
<td>6</td>
<td>T: Political Geographies &amp; Migration</td>
<td>T: Text Ch. 7 pp. 212 thru end;</td>
<td>T: ICD</td>
</tr>
<tr>
<td></td>
<td>R: Population &amp; Migration</td>
<td>R: Text Ch. 3 pp. 64-78</td>
<td>R: ICD</td>
</tr>
<tr>
<td>7</td>
<td>T: Population &amp; Migration</td>
<td>T: Text Ch. 3 pp. 78 thru end</td>
<td>T: ICD; Activ. 2 Due: Governance</td>
</tr>
<tr>
<td></td>
<td>R: Video – How Many People can Live on Planet Earth?</td>
<td>R: N/A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T: Geographies of Development</td>
<td>T: Text Ch. 9 pp. 260-275</td>
<td>T: ICD</td>
</tr>
<tr>
<td>9</td>
<td>T: Video: Life &amp; Debt</td>
<td>T: None</td>
<td>T: ICD; Video Questions</td>
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<tr>
<td></td>
<td>R: Exam Review</td>
<td>R: None</td>
<td>R: N/A</td>
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<tr>
<td>10</td>
<td>T: Midterm Exam</td>
<td>T: N/A</td>
<td>T: ICD</td>
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<tr>
<td></td>
<td>R: Economic Activity</td>
<td>R: Text Ch. 10</td>
<td>R: ICD</td>
</tr>
<tr>
<td>11</td>
<td>T: Election Day (no class)</td>
<td>T: N/A</td>
<td>T: ICD; Activ. 3: Urban Patterns</td>
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<tr>
<td></td>
<td>R: Urban Geographies</td>
<td>R: Text Ch. 8</td>
<td>R: ICD</td>
</tr>
<tr>
<td>12</td>
<td>T: Veterans Day (no class)</td>
<td>T: N/A</td>
<td>T: N/A</td>
</tr>
<tr>
<td>13</td>
<td>T: Agricultural Geographies</td>
<td>T: Text Ch. 11</td>
<td>T: ICD; Activ. 3 Due: Activ. 4: Sustainability</td>
</tr>
<tr>
<td>14</td>
<td>T: Agriculture, Environmental</td>
<td>T: Text Ch. 12</td>
<td>T: ICD</td>
</tr>
<tr>
<td></td>
<td>Challenges</td>
<td>R: None</td>
<td>R: N/A</td>
</tr>
<tr>
<td>15</td>
<td>T: Human Geography &amp; Sustainability</td>
<td>T: TBA</td>
<td>T: ICD; Activ. 4 Due</td>
</tr>
<tr>
<td></td>
<td>R: Review</td>
<td>R: None</td>
<td>R: Review</td>
</tr>
<tr>
<td>FINAL</td>
<td>Tuesday, December 3:20-5:20 pm</td>
<td></td>
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</tbody>
</table>

*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
  Signature  [ ] Date 9-30-15

Program Chair: Christiane von Reichert
Signature  [ ] Date 9-30-15

Dean: Chris Comer
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.
  [x] 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