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

I. COURSE INFORMATION

Department: Geography GPHY

Course Title: Economic Geography of Rural Areas

Course Number: GPHY 323

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

Rationale:

There is a long tradition for Economic Geography being offered as a Social Science course. The emphasis on rural areas further adds to the social science focus. This course is on a 2-year rotation and I am the designated instructor for this course—providing continuity in social-science content.

*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).

There is no prerequisite for this course, and I welcome students from a range of disciplines to take this 3-credit course. Geography departments with more faculty and larger programs have the resource to offer both a 200-level and a 400-level course in economic geography. Given our small faculty size, a GenEd course at the 300-level better serves students and can be offered with regularity.

II. ENDORSEMENT / APPROVALS

* Instructor: Christiane von Reichert

Date: February 5, 2016

Phone/Email: 406-243-4784; c.vonreichert@umontana.edu; chris.vonreichert@mso.umt.edu

Signature

Program Chair: Christiane von Reichert

Date: Feb 8, 2016

Dean: Jenny McNulty, Acting Dean, College of Humanities and Sciences

Date: 2-11-16

Signature

*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.
From the Syllabus:
The overall goal for this class is for you to
 gain an understanding of the structure and changing structure of rural areas, of economic activities and rural livelihoods, and also recognize rural-urban interdependencies on the one hand and local-global interdependencies on the other. While some rural areas are experiencing economic and population growth by moving from ‘old’ to ‘new’ or due to their geographic advantages (proximity to larger urban areas or natural amenities), other rural areas—especially those in peripheral locations—are in serious decline. I will learn of opportunities that can potentially be captured, but we will also talk a good deal about the challenges facing rural areas—and therefore ‘doom and gloom’.

Specifically, you will
1) Understand terminology and context regarding the changing nature of rural areas (introduction to economic geography, what is rural, the greater global and national changes, from resource-reliance to rural diversity, sectoral shifts, population change);
2) Recognize the forces affecting the economic geography of rural areas, namely land use, market structure, and economies of scale.

The core of the course is structured around economic sectors providing you with an understanding of agriculture and other primary sectors, manufacturing, and service sectors. You will
3) Become aware of the dwindling agricultural employment base; the classic theory of land use; trends within the agricultural sector, both domestic and global; the complex relationship between agriculture, food, and energy.
4) Learn of the growing role of energy in rural areas, both the extraction of fossil fuel and the production of renewable energies
5) Familiarize yourself with the principles of transport geography, regarding freight as well as access to goods and services.
6) Gain an appreciation of manufacturing as a surprisingly important sector of the rural economy. Starting with Weber’s classic theory of industry location we will move on to discuss forces currently affecting the location of manufacturers.
7) Understand, for the vast majority of workers make a living in the service sector, the dynamics that affect that service sector, including Christaller’s geographic theory of service locations, concerns about service access in rural areas, the role of service exports, and leisure services.

IV. CRITERIA

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

1. Systematically study individuals, groups, or social institutions;

Economic geography is a systematic study of how geographic location, especially distance, affects the location of economic activities and, with that, how people make a living. As the focus of this course is on rural areas, particular attention is paid to the rural economies and rural communities, with emphasis on rural diversity (‘rural’ is more than agriculture.)

2. analyze individuals, groups, or social problems and structures; and/or

The course is structured around economic sectors: resource-dependent, processing, and services (primary, secondary, tertiary-quaternary), plus distribution (transportation). For each sector, structures that shape it and problems arising are addressed. The course emphasizes the changing nature of rural areas, and how sectoral change brings about community change (e.g. agricultural consolidation and concentration brings on population loss through outmigration, or land use change.) Increasing diversity of rural areas receives much attention

1) give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

The course draws on well-established theories in economic geography as well as rural sociology and offers extensive empirical evidence on how these theories play out (or do not play out), especially in rural areas. The nature of the data used is discussed
V. STUDENT LEARNING GOALS

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

Learning goals of the course will be met by students

- attending lectures and participating in discussions
- completing the course readings
- reviewing and presenting on a short empirical research publication
- writing short papers to synthesize video documentaries
- taking a mid-term exam
- reviewing and presenting on a research paper from a peer-reviewed journal
- taking a final exam.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships.

Students taking this course understand how location affects rural economy and society. They understand the context for the changing nature of rural areas, as many have shifted away from resource reliance towards greater diversity. They understand how local economy and society is partly shaped by global forces, and that rural economic, social and demographic changes present challenges as well as opportunities.

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

Theories about the location of economic sectors (agriculture, manufacturing and services), about land use and about economies-of-scale effects on market structure are an integral part of this course. Numerous examples and case studies are used to illustrate how everyday phenomena and issues can be understood by drawing on underlying theoretical concepts.

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

This course does much to emphasize how data and observations support conclusions and generalizations. Lectures, case studies, and empirical research papers position students to make the connection between theory, data, and phenomena related to rural economy and society.

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.

Students complete:

- A review and presentation synthesizing a case study on community change
- Video/documentary reviews (papers)
- A mid-term exam
- A review and presentation synthesizing a research paper from a peer-reviewed journal
- A final exam (alternatively: a poster and presentation.).

These elements contribute to learning goals in combination so that I cannot clearly separate their contribution to goals. However, I can highlight how student activities support learning goals.
Learning Goal 1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships.

Case Study Review: Case studies focus on how rural economic, social and demographic changes present challenges as well as opportunities. Each student or a team of two students will give a short presentation (selecting from a large set of well-fitting case studies.) Collectively, lectures and case studies give broad exposure to different instances of economic and social change and their effects on rural communities. Challenges and opportunities brought on by these changes are discussed.

Learning Goal 2: use theory in explaining these individual, group, or social phenomena; and/or

Exams: Short-essay type exam questions tend to focus on theoretical concept and their application, such as

- Refer to the relevant theory to explain why manufacturing moved to rural areas in the 1970s and 1980s (before it lost momentum post 1990).
- A cycle exists linking rural populations, services, and transportation. Discuss these interdependencies and what that means for rural places.
- Producer price and consumer prices consumers can vary for many reasons. Geography (and distance) is one of the variables influencing prices. Elaborate and discuss their impacts on supply and market area boundaries and on the services you find or do not find in rural places.
- Refer to Central Place Theory to explain why many rural post offices are struggling and slated for closure.

Video Documentary Review: I selected videos to illustrate theories of land use change, rural livelihoods and sectoral shift, community change, etc. In their review, students reflect on how theories help in understanding the complexity of rural realities today.

Learning Goal 3: understand, assess, and evaluate how conclusions and generalizations are justified based on data.

Peer-reviewed Research Article Review: Each student or team of two students reviews a peer-reviewed research article on an issue of relevance to rural areas and economies and presents in front of their peers. The empirical research articles build on or extend concepts from lectures and provided an understanding of the use of data in generalization. Topics range from immigrant labor to exurban land use change, agritourism and ecosystem services, to food production and food deserts, and more. (I provide a selection of articles of interest and accessible to a general student audience. Alternatively, students may select comparable articles of their choice.)

Additional, student strengthen their presentation skills. The following rubrics are used:

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<td>Poor engagement with the audience, not professional</td>
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<td>Summary Evaluation</td>
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<td>Poor overall impression</td>
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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.
2.
3.

C. ASSESSMENT FINDINGS
[This section is optional. Assessment findings can be reported if they are available.]

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.

VII. SYLLABUS AND SUBMISSION

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 Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
GPHY 323 Economic Geography or Rural Areas

Time: Tuesday, Thursday, 11.10am – 12.30pm

Place: Stone Hall 217

Professor: Christiane von Reichert
Office: Stone Hall 208
Phone: 406-243-4784
e-mail: c.vonreichert@umontana.edu
OR chris.vonreichert@mso.umt.edu
Office Hours: Tuesday 12.30-2 pm, Wednesday 2-3 pm; Thursday 12.30-2 pm
or by arrangement

Readings:
There is no textbook to purchase for this course. Readings are on Moodle or online (with URLs shown on Moodle).
Readings include a broad range of materials, as indicated on Moodle. Many documents are in *.pdf or *.docx format on Moodle, others need to be accessed online. I may modify some readings.

Learning outcomes:
The overall goal for this class is for you to

- gain an understanding of the structure and changing structure of rural areas, of economic activities and rural livelihoods, and also recognize rural-urban interdependencies on the one hand and local-global interdependencies on the other. While some rural areas are experiencing economic and population growth by moving from ‘old’ to ‘new’ or due to their geographic advantages (proximity to larger urban areas or natural amenities), other rural areas—especially those in peripheral locations—are in serious decline. I will learn of opportunities that can potentially be captured, but we will also talk a good deal about the challenges facing rural areas—and therefore ‘doom and gloom’.

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**Assessment and Grading:**

1) I encourage you to actively participate in this course. By reading materials shown on the syllabus prior to class you are in a position to contribute to the class discussion. You may volunteer to the discussion or I may call on you. I may take attendance, either regularly or intermittently. There may be short, in-class exercises (10%).

2) To further get you actively involved throughout the course, you will briefly summarize a very short paper and prepare to give a brief presentation in class (a few minutes presentation). This will be done early in the semester and give you a chance to introduce yourself to your fellow students. I pre-selected case studies featuring rural communities. Files will be place on Moodle. You may also communicate with me about selecting different sources. Teamwork is optional (5%).

3) Additionally, you will write reviews of some video clips shown in class (10%).

4) You will collaborate with a fellow student to give a presentation based on a publication (more in depth than the mini-presentations), either a more in-depth ERS publication, a book chapter, an article from a professional journal, or a similar paper. For suggestions, I have selected several publications. If you are interested in reviewing other topics closely related to the content of this course, I invite you to discuss your ideas with me (20%).

5) During the second half of the semester, you will take a mid-term exam (short sentences/short answers, 25%).

6) For the final, we will either have a final exam or a final project poster (TBD by spring break.) For the small poster (24x36 inches) you will select a topic that relates to this course. You may do this in a team of two. During the final exam period, you will show the poster and give a brief presentation (similar to annotated poster session at professional meetings.) You will also submit a 8.5x11 color printout and a digital copy. You may design the poster as a PowerPoint slide or using InDesign (I will provide some guidelines later on)

Please budget some money ($13-$18) to cover the cost of printing the poster. The Mansfield Library has poster printing services, or you may print elsewhere (typically at higher cost.) Please allow for sufficient lead time for printing and keep in mind that the final exam period is on Thursday, May 14, 8-10 am.

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<th>Mini-presentation</th>
<th>Presentation</th>
<th>Video Reviews</th>
<th>Participation &amp; Attendance</th>
<th>Mid/late-term Exam</th>
<th>Final: Exam or Poster &amp; Presentation</th>
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This course is set up as traditional letter grade only option. I will assign grades based on the plus/minus grading scheme as follows.

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**Disability accommodation:**

I will gladly provide reasonable accommodation to students with disabilities. Students must request accommodation early on in the semester. Students requesting disability accommodations are advised to contact the DSS office (406-243-2243), Lommasson Center 154. Please see [http://www.umt.edu/dss/](http://www.umt.edu/dss/).
Degree Requirements and Gphy 323:
This is an upper-division (UD) course and counts toward the 39 UD credit UM degree requirement. For Geography Majors and Minors, this is a UD systematic geography course in the field ‘Geography and Society.’ For students in the ‘Community and Environmental Planning’ option, it simultaneously contributes to priority electives in that option. Economic Majors can take this course as an elective in their major. Students from a range of disciplines are welcome in this course and I trust they will find the subject interesting.

Communications:
I like to get to know the students who are taking my courses. I therefore invite you to stop by during my office hours to introduce yourself or ask questions. You may also call me at 243-4784 with questions you may have. I tend to respond quickly to e-mail.
Please note that I use Moodle to communicate with the class and to post course materials. E-mail from Moodle goes to you University e-mail address. Please assure to read it or to direct UM e-mail to the address that you use. You need to keep yourself informed by regularly checking the course site.
Please note that we are disallowed to direct e-mail to students’ personal email accounts.

For Important Dates and Deadlines:
Please consult http://www.umt.edu/registrar/PDF/Spring2015ImportantDates.pdf

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

All students need to be familiar with the Student Conduct Code. The Code is available online at http://www.umt.edu/vpsa/policies/student_conduct.php or http://www.umt.edu/vpsa/policies/Student%20Conduct%20Code%20PDF%202013.pdf

Additional Information:
The Office of Career Services assists students in achieving career objectives www.umt.edu/career. Please see the website and catalog for the range of services. Note, for instance, the Big Sky Employment Fair in late February, or GRIZ eRecruiting.

Please note University policies on Incompletes. My recommendation: make every effort to avoid an Incomplete!

GSFRC Graduate Student and Faculty Research Conference: April 18, 2015 http://scholarworks.umt.edu/gsrc/

UMCUR Undergraduate Research Conference: Friday, April 17, 2015

Spring Break: Monday, March 30 to Friday, April 3, 2015

The annual meeting of the AAG (Association of American Geographers) will take place in Chicago, April 21-25. Classes may be cancelled on April 21 and/or April 23, in which case alternative arrangements will be made (i.e. view and write a review on two videos.)

Final exam period: Thursday, May 14, 8-10 am
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td><strong>Thu 3</strong></td>
<td>3-Feb</td>
<td>Rural urban-relation; Rural land use</td>
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<td><strong>Tue 5</strong></td>
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<td>Demographic diversity</td>
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<td><strong>Thu 6</strong></td>
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<td>Rural demographic shift, population loss</td>
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<td><strong>Thu 7</strong></td>
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<td>Small Towns - Big Ideas' mini presentation</td>
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<td>Mining, split estates, community, the Bakken</td>
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<td><strong>Thu 9</strong></td>
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<td>Economies of scale, market structure</td>
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<td><strong>Thu 10</strong></td>
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<td>Agricultural location theory (von Thünen)</td>
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<td>Agricultural structure</td>
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<td>Agriculture and food</td>
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<td><strong>Thu 13</strong></td>
<td>10-Mar</td>
<td>Agriculture: Challenges and Opportunities or The Farm Bill</td>
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<td><strong>Thu 14</strong></td>
<td>12-Mar</td>
<td>Presentations: population, land use, ag/food related</td>
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<td><strong>Tue 15</strong></td>
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<td>Manufacturing: location theory -- then (Weber) and now</td>
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<td>Rural manufacturing (also mass, lean, craft production)</td>
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