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

I. DEPARTMENT / PROGRAM

Geography/BA Option in Community & Environmental Planning

II. SUMMARY

GPHY 433, Cultural Ecology (currently under consideration by ASCRC and the Graduate Council for renaming to “Community Resilience” with same course number and updated content) is proposed to be added to the core course alternatives for the Geography BA Option in Community & Environmental Planning.

III. ENDORSEMENTS AND APPROVALS

Requestor: David Shively
Phone / Email: david.shively@umontana.edu
Program Chair: David Shively

*Other Affected Programs:

Dean:

* Are affected because: (a) required courses incl. prerequisites or corequisites, (b) perceived overlap in content areas, or (c) cross-listing of coursework

IV. TYPE OF PROGRAM MODIFICATION

☐ Major ☐ Minor ☒ Option ☐ Teaching major / minor

☐ Other, Please describe:
V. CATALOG LANGUAGE

Attach the current catalog language with the proposed changes clearly identified.

VI. JUSTIFICATION

A course change request for GPHY 433 Cultural Ecology is currently being considered by ASCRC. The request is to rename the course “Community Resilience” and the content and catalog description are updated. This Program Modification request is to add this modified course to the Community & Environmental Planning Option in the Geography BA. This course has clear relevance to the Option and we want to broaden the alternatives available to students given our ability to offer the other four courses more regularly.
VII. 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.
Community and Environmental Planning

Bachelor of Arts - Geography; Community & Environmental Planning Concentration

College Humanities & Sciences
Degree Specific Credits: 43
Required Cumulative GPA: 2.5
Note: An internship is strongly recommended.

Catalog Year: 2017-2018

General Education Requirements
Information regarding these requirements can be found in the General Education Section of the catalog.

Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Geography</td>
<td>7</td>
</tr>
<tr>
<td>Regional Geography Course</td>
<td>3</td>
</tr>
<tr>
<td>Methods</td>
<td></td>
</tr>
<tr>
<td>Geographic Methods</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics/Statistics</td>
<td></td>
</tr>
<tr>
<td>Upper Division Systematic Geography</td>
<td>9</td>
</tr>
<tr>
<td>Physical Geography</td>
<td></td>
</tr>
<tr>
<td>Geography and Society</td>
<td></td>
</tr>
<tr>
<td>Human Environment Interaction</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>1</td>
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<tr>
<td>Upper Division Writing</td>
<td>3</td>
</tr>
<tr>
<td>Community and Environmental Planning</td>
<td>13-20</td>
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<tr>
<td>Concentration</td>
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<tr>
<td>Community and Environmental Planning Core</td>
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<tr>
<td>Community and Environmental Planning Methods</td>
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<tr>
<td>Community and Environmental Planning Electives</td>
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<tr>
<td>General Ed Mathematics</td>
<td>3</td>
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<td>Total Hours</td>
<td>48-56</td>
</tr>
</tbody>
</table>

Introduction to Geography
Rule: Must complete all of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHY 111N</td>
<td>Intro to Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GPHY 112N</td>
<td>Intro to Phys Geography Lab</td>
<td>1</td>
</tr>
<tr>
<td>GPHY 121S</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Minimum Required Grade: C-
Regional Geography Course

Select at least one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHY 141S</td>
<td>Geography of World Regions</td>
</tr>
<tr>
<td>GPHY 144</td>
<td>Glacier National Park in Winter</td>
</tr>
<tr>
<td>GPHY 241</td>
<td>Montana</td>
</tr>
<tr>
<td>GPHY 243</td>
<td>Africa</td>
</tr>
<tr>
<td>GPHY 245X</td>
<td>The Middle East</td>
</tr>
<tr>
<td>GPHY 342</td>
<td>North America</td>
</tr>
<tr>
<td>GPHY 344</td>
<td>Crown of the Continent</td>
</tr>
<tr>
<td>GPHY 347</td>
<td>Regional Geography (Multiple Regions)</td>
</tr>
<tr>
<td>GPHY 348</td>
<td>Field Studies in Geography</td>
</tr>
<tr>
<td>GPHY 444</td>
<td>High Asia</td>
</tr>
</tbody>
</table>

Total Hours 3

Minimum Required Grade: C-

Methods

Rule: Must complete all of the following courses

Minimum Required Grade: C-

10 Total Credits Required

Geographic Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHY 284</td>
<td>Intro to GIS and Cartography</td>
</tr>
<tr>
<td>GPHY 385</td>
<td>Field Techniques</td>
</tr>
</tbody>
</table>

Total Hours 6

Minimum Required Grade: C-

Mathematics/Statistics

<table>
<thead>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>STAT 216</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 4

Minimum Required Grade: C-

Upper Division Systematic Geography

Rule: Must complete the following subcategories of courses

9 Total Credits Required

Physical Geography

Select at least one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERTH 303N</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>GPHY 311N</td>
<td>Biogeography</td>
</tr>
<tr>
<td>GPHY 314</td>
<td>Global Mountain Environments</td>
</tr>
</tbody>
</table>

Minimum Required Grade: C-
GPHY 317  
Geomorphology

GPHY 438  
Mountain Field Study

GPHY 525  
Advanced Physical Geography

Minimum Required Grade: C-

Geography and Society

Note: GPHY 323S and GPHY 421 count simultaneously toward Upper Division Systematic Geography and CEP electives.

Select at least one of the following:

GPHY 323S  
Economic Geography of Rural Areas

GPHY 421  
Sustainable Cities

GPHY 434  
Food and Famine

Minimum Required Grade: C-

Human Environment Interaction

Note: GPHY 335 and GPHY 432 count simultaneously toward Upper Division Systematic Geography and CEP electives.

Select at least one of the following:

GPHY 335  
Water Policy

GPHY 338  
Mountains and Society

GPHY 432  
Human Role Environmental Change

GPHY 433  
Cultural Ecology

Minimum Required Grade: C-

Capstone

Rule: Seniors must complete the following course

Note: Seniors must enroll in GPHY 400 in fall, attend GPHY 500 in fall, and complete course requirements in spring.

GPHY 400  
Geography Capstone

Minimum Required Grade: C-

Upper Division Writing

Note: GPHY 335 or GPHY 433 will also count toward the upper division core requirements.

Select one of the following:

GPHY 335  
Water Policy

GPHY 433  
Cultural Ecology

GPHY 499  
senior thesis / capstone

Minimum Required Grade: C-
Minimum Required Grade: C-

Community and Environmental Planning Concentration

Rule: Must complete the following subcategories

13-20 Total Credits Required

Community and Environmental Planning Core

Rule: Must complete both courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHY 465</td>
<td>Planning Principles &amp; Processes</td>
<td>3</td>
</tr>
<tr>
<td>GPHY 466</td>
<td>Environmental Planning</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Minimum Required Grade: C-

Community and Environmental Planning Methods

Rule: Must complete at least 1 of the following course/lab combinations

Note: GPHY 468 must be taken together with GPHY 469. GPHY 486 must be taken together with GPHY 489.

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPHY 468 &amp; GPHY 469</td>
<td>Community &amp; Regional Analysis</td>
<td>4</td>
</tr>
<tr>
<td>&amp; Planning &amp; Analysis Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPHY 486 &amp; GPHY 489</td>
<td>Transport, Planning &amp; GIS</td>
<td>4</td>
</tr>
<tr>
<td>&amp; Cartography/GIS Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Minimum Required Grade: C-

Community and Environmental Planning Electives

Rule: Must complete at least 3 courses from the following courses:

Note: If not previously taken to fulfill CEP Methods, the following courses can be selected as electives:

1. GPHY 468/GPHY 469 - 4 cr

2. GPHY 486/GPHY 489 - 4 cr

Other courses can count towards CEP electives.

- GPHY 3235 and GPHY 421 can be used to satisfy upper division requirements in 'Geography and Society'
- GPHY 335 and GPHY 432 can be used to satisfy upper division requirements in 'Human Environment Interaction.'

Select at least three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GPHY 3235</td>
<td>Economic Geography of Rural Areas</td>
<td>9</td>
</tr>
<tr>
<td>GPHY 435</td>
<td>Water Policy</td>
<td></td>
</tr>
<tr>
<td>GPHY 421</td>
<td>Sustainable Cities</td>
<td></td>
</tr>
<tr>
<td>GPHY 432</td>
<td>Human Role Environmental Change</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Minimum Required Grade: C-

Insert: GPHY 433 Community Resilience
General Ed Mathematics

Note: Students are encouraged to take M 115. Students who successfully complete M 122, M 171, or M 172 also meet the degree specific Gen Ed Mathematics requirement. Gen Ed credits do not count towards degree credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>M 115</td>
<td>Probability and Linear Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>M 151</td>
<td>Precalculus</td>
<td></td>
</tr>
<tr>
<td>M 162</td>
<td>Applied Calculus</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum Required Grade: C-
Summary

Course Form Action: UPDATE  Catalog Year: 2018-2019
Prefix: GPHY  Course #: 433
Course Title: Community Resilience
Course Dept.: Geography
Default subcommittee review: Social & Behavioral Science (ASCRC) and Social Science (Grad Council)

If the course requires review by more than one subcommittee due to interdisciplinary content please select: Choose

Course Changes*

Please check one or more of the following and enter the corresponding changes in the course catalog details:

- [ ] Course Title
- [x] Description
- [ ] Learning Outcomes
- [ ] Prerequisites
- [ ] Credits
- [ ] Level
- [ ] Course Number
- [ ] Other

Justification/explanation*

Provide rationale for why the change is needed. (see procedure 201.30.)

For crosslisting justification see procedure 201.46.

GPHY 433 is currently titled "Cultural Ecology" and this change request will serve to update it theoretically and broaden its application in the Geography curricula. As a body of theory, at least in Geography, Cultural ecology (1950-1990) has been largely supplanted by political ecology (1980 to present), and "resilience" or "panarchy" theory embedded in complex adaptive systems theory (1995 to present). These bodies of work are concerned with human-environment interactions across ranges of scales and continua, and have direct application in planning (e.g., natural resources, environmental management, community, urban, etc.). The updated course will support geography curricula at the undergraduate and graduate levels.

Course Information

Current Course Catalog

<table>
<thead>
<tr>
<th>Prefix</th>
<th>GPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>433</td>
</tr>
<tr>
<td>Full Title</td>
<td>Cultural Ecology</td>
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Exact Entry to appear in the next catalog

<table>
<thead>
<tr>
<th>Prefix *</th>
<th>GPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course # *</td>
<td>433</td>
</tr>
<tr>
<td>Full Title *</td>
<td>Community Resilience</td>
</tr>
<tr>
<td>Short Title *</td>
<td>Community Resilience</td>
</tr>
</tbody>
</table>
Offered most springs. Prereq., WRIT 101 or WRIT 201 and one Intermediate Writing Course or Consent of Instructor. Examines issues related to culture and the natural environment. Topics include cultural origins and diversity, geography of religion, geolinguistics, plant and animal domestication, livelihood systems, folk and popular culture, ethnic geography, political patterns, demography, industries, urban genesis, and the transformation of environmental systems.

Offered most springs. UM Mountain Campus, face-to-face, max. enrollment 30 students. Prereq. WRIT 101 or WRIT 201 and one Intermediate Writing Course. Examines human-environment relations and interactions. Topics include: human geograpic perspectives on landscape, cultural ecology, political ecology, community resilience in relation to complex adaptive systems, and planning applications. Course Attributes: Writing Course-Advanced.
Program Chair(s)/Director(s)*

<table>
<thead>
<tr>
<th>Department*</th>
<th>First Name</th>
<th>Last Name</th>
<th>Approver</th>
<th>Approve Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>David</td>
<td>Shively</td>
<td>David</td>
<td>Shively</td>
</tr>
</tbody>
</table>

Dean(s)*

<table>
<thead>
<tr>
<th>College*</th>
<th>Approver</th>
<th>Approve Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other affected programs

Does this proposal affect other departments/programs because of:

- required courses including pre-requisites or co-requisites?
- perceived overlap in content areas?
- cross-listing of course work?
- program offers a teaching major or minor (choose Professional Education Council)?

If yes, click ADD and enter all affected departments/programs. If no, go to the next section.

<table>
<thead>
<tr>
<th>Department*</th>
<th>First Name</th>
<th>Last Name</th>
<th>Approver</th>
<th>Approve Date</th>
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</table>

Departmental Notifications and Additional Editors - optional (e.g., Admin. Associates)

E-mail (umontana.edu addresses only)

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>angela.meltonpaisley@umontana.</td>
<td>Melton-Paisley</td>
</tr>
</tbody>
</table>

Attachments

Syllabus Info

Required for new courses, learning outcome changes and course changes in number of credits and level.

IMPORTANT: please spell out learning outcomes clearly in the syllabus. See Learning Outcomes Helpful Tips and Examples.

SYLLABUS

gphy433Syl_change_2017.docx

OTHER
Course Syllabus - GPHY 433 Community Resilience
Spring 2018

Class Meets:
TR 9:30 – 10:50 AM, NAC 103

Instructor information:
Instructor: Dave Shively, Professor, Department of Geography, UM
Office: Stone 212
Email: david.shively@umontana.edu
Phone: 406-243-6478
Office Hours: TBA

Course description:

Catalog:
GPHY 433 – Community Resilience. Credits: 3. Offered most springs. Prereq. WRIT 101 or WRIT 201 and one Intermediate Writing Course. Examines human-environment relations and interactions. Topics include: human geographic perspectives on landscape, cultural ecology, political ecology, community resilience in relation to complex adaptive systems, and planning applications. Course Attributes: Writing Course-Advanced.

Additional Description:
We will examine the evolution of geographic thought concerning the interrelationships between humans and the natural environments they are situated within, internal customs and external factors that condition these relations, and processes and trajectories of change in each. We will apply the tenets and perspectives of cultural ecology, political ecology, and resilience via complex adaptive systems (i.e., “resilience” or “panarchy” theory) to examine a variety of examples and cases, and analyze and interrogate community resilience and planning solutions to promote this.

Learning Outcomes:
Upon successful completion of the course, you should be able to:
1. Define and describe a socio-ecological system at the scale of the place/community.
2. Identify and analyze the components of a socio-ecological system, and their interrelationships, in the context of cultural, economic, and political dimensions and systems at different scales.
3. Relate significant aspects of cultural landscapes to the socio-ecological systems that produce and modify them (settlements, land divisions, land tenure, land use, resource access and utilization, etc.).
4. Apply and explicate the perspectives of cultural ecology, political ecology, and complex adaptive systems (i.e., “resilience”) theory to historic and contemporary cases of human-environment interactions embedded in multi-scalar political-economic systems.
5. Describe and analyze the resilience of a socio-ecological system in the context of the adaptive cycle coming from complex adaptive systems (i.e., “resilience”) theory.
6. UM Advanced Writing Course learning outcomes – you should be able to:
   a. Identify and pursue more sophisticated questions for academic inquiry.
b. Find, evaluate, analyze, and synthesize information effectively from diverse sources

c. Manage multiple perspectives as appropriate.

d. Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.

e. Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.

f. Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.

g. Develop competence in information technology and digital literacy.

**Required textbook and supplementary materials:**

- There is no textbook required for the course.
- Selected readings are provided via the course Moodle page, and are indicated in the Provisional Course Schedule below.
- Recommended (available from UM Bookstore if you don’t already have it):
  - Online writing resources, including those that describe Turabian style, are provided via the course Moodle Page. These are more concerned with formatting of citations and references than composition, and you should refer to the actual guide for assistance with composition.
  - Be sure to read assigned material prior to the class to which it pertains.
  - Additional items may be recommended as supplementary, or assigned as appropriate, during the semester.
  - As you read assigned works, make notes or annotations so that you can refer to these later during discussion or otherwise.

**Course Requirements**

This is an approved General Education Advanced Writing Course (Undergraduates). Undergraduate and Graduate students will prepare research papers that apply and integrate the theoretical bases reviewed in the course to a case study of a particular community in geographic space. All students will complete assignments/activities that intend to help with the development of the paper, and will provide a brief presentation of their case study to the larger class at the end of the semester.

**Graduate Increment**

The UM Graduate Council observes: “The graduate increment is the work required of graduate students to distinguish their learning experience from that of the undergraduates in a course where both participate.” As such, graduate students enrolled in this course are required to submit work that is analytically richer than undergraduates might submit, hence the increased length for assigned activities. In order to be sure that your work is “analytically richer,” you (the graduate student) must provide and discuss two or more examples, or examinations of such, pertaining to the application of theory and its concepts and principles in each of the theoretical forays and in the finished research paper.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Forays</td>
<td></td>
</tr>
<tr>
<td>Landscape</td>
<td>5</td>
</tr>
<tr>
<td>Cultural Ecology</td>
<td>5</td>
</tr>
<tr>
<td>Political Ecology</td>
<td>5</td>
</tr>
<tr>
<td>Resilience Theory</td>
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</tr>
<tr>
<td>Research Paper</td>
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<tr>
<td>Case Study Ideas</td>
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<tr>
<td>Annotated Bibliography</td>
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<td>Annotated Outline</td>
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<tr>
<td>Draft Paper</td>
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<tr>
<td>Finished Paper</td>
<td>20</td>
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<tr>
<td>Paper Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Attendance</td>
<td>15</td>
</tr>
</tbody>
</table>

*Undergraduates and graduates will be evaluated separately. See Graduate Increment above in this section.

**Formatting Guidelines for Written Work**

You should utilize the current style conventions depicted in the *Annals of the American Association of Geographers* for the formatting of your paper and other submitted items, and incorporate elements of the Turabian or Chicago Style for its presentation (title page, table of contents, headings/subheadings). Use current examples from the Annals as a guide to the preparation of your citations, reference lists, figure and table captioning, etc. For readability's sake, be sure that you format the text of your work as 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 captioned/labeled and attached at rear of submitted works). Your written work will be evaluated following the assessment rubric shown below (the weighting of criteria may be modified as the semester progresses).

**Theoretical Forays:**

As we progress through the course material focusing on landscape, cultural ecology, political ecology, and resilience, you will complete a short writing activity related to each that will apply that theoretical perspective to the case study you are examining in the context of your paper. These forays are intended to provide you the opportunity to gain practice, and feedback, concerning the application of theory. Specific instructions will be provided via Moodle.

**Formatting:** As for the research paper (title page, organization, references).

**Length:** 3-4 pages for undergraduates, 4-5 pages for graduates.

**Content:** Informed by the particular theoretical lens and examples discussed in readings and class discussions.

**Research Paper Planning Assignments:**

**Case Study Ideas:** Early in the semester you will submit a short treatment of three potential case studies from which you will select one for full development in your research paper. This treatment will provide brief descriptions of three different communities/places in terms of their locations, histories, cultural landscapes, and elements of the socio-ecological systems that characterize them.

**Annotated Bibliography:** You will select from your Case Study Ideas one particular case for which you will develop an annotated bibliography of references providing information and/or analysis of activities, political-economic context, issues, etc. for your place/community and the
larger-scale political and economic forces that bear on it. The annotated bibliography must include a properly formatted reference, and a brief description of the content of the item.

Annotated Outline: You will develop a working outline that show the intended organization of your research paper and list the relevant references under each heading/subheading. These are to be drawn from your annotated bibliography and ongoing research activity.

Research Paper Draft: Your draft should be the best possible work that you can produce, leveraging prior assignments and feedback. It must be properly formatted, complete with respect to content, and address and demonstrate the learning outcomes shown above.

Research Paper Guidelines:

You will follow the formatting guidelines above and in the Annals of the AAG, and writing guidelines as specified in the Turabian Guide, for the preparation of your paper, citations (wherever used), and general guidance.


Organization/Sections/Headings: These should correspond to those commonly used in the Annals of the AAG – see a current article.

Content: Your research paper must apply and integrate the theoretical bases reviewed in the course to a case study of a particular community in geographic space (see below for examples, and these will be developed early in the semester). Through the paper, you will operationalize and demonstrate Learning Outcomes 1-5 (as shown above). You will also demonstrate the General Education Advanced Writing Course Learning Outcomes (also shown above).

Assessment Rubric for Written Work:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level 1 (Excellent - 5pts)</th>
<th>Level 2 (Good - 3pts)</th>
<th>Level 3 (Needs Work-1 pt)</th>
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</thead>
<tbody>
<tr>
<td>Formatting</td>
<td>Has Turabian title page,</td>
<td>Has 3 of the elements</td>
<td>Has 2 of the elements</td>
</tr>
<tr>
<td></td>
<td>double-spaced, 1 inch</td>
<td>listed in Level 1.</td>
<td>listed in Level 1.</td>
</tr>
<tr>
<td></td>
<td>margins, 12 pt. font,</td>
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<tr>
<td></td>
<td>proper use of captions,</td>
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</tr>
<tr>
<td></td>
<td>citations/references, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level 1 (Excellent - 5pts)</th>
<th>Level 2 (Good - 3pts)</th>
<th>Level 3 (Needs Work-1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Writing</td>
<td>Very few/no spelling,</td>
<td>Numerous spelling,</td>
<td>Riddled with errors. You</td>
</tr>
<tr>
<td></td>
<td>grammatical, and/or</td>
<td>grammatical, and/or</td>
<td>were asleep at the wheel!</td>
</tr>
<tr>
<td></td>
<td>punctuation errors.</td>
<td>punctuation errors.</td>
<td></td>
</tr>
</tbody>
</table>

| Content Knowledge  | Demonstrates strong        | Demonstrates fair      | Demonstrates that you didn't |
|                    | knowledge of course content| knowledge gained from   | understand what was read, or |
|                    | as applied to the case study| readings. Case study    | didn't try to. Case study   |
|                    | Fully developed case study | fairly well developed. | poorly developed.           |

*Levels 1-3 serve as benchmarks. The scale for each of the Dimensions will initially range from 0-5, but may be adjusted later in the semester.

Guidelines for Paper Presentations

You will provide a brief (15 minute) professional presentation on your case study at the end of the semester. You will need to develop a PowerPoint presentation that reviews the main elements of your research paper, and provides visual and spatial information relevant to the case study (guidelines/directions will be provided). You should practice your presentation, use professionally appropriate language, and be presentable (business casual attire). Your presentation will be graded following an evaluation instrument that will also be provided.)
### Provisional Course Schedule*

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1        | M: Intro to Course  
W: Human Geography, Landscape, CE, PE, RT  
F: Examples of Case Studies | M: NA  
W: Definitions Folder Readings  
F: NA | M:  
W:  
F: Brainstorming |
| 2        | M: Nature & Natural Landscapes  
W: Writing (Jacob Hansen Writing Center)  
F: Culture & Cultural Landscapes | M: Mansfield & Doyle  
W: NA  
F: 1) Person & McKay; 2) NSW DECC (Sections 1-3) | M: Discussion  
W: Guest  
F: Case Study Ideas Due; Discussion |
| 3        | M: Landscape & Human Geography  
W: Writing (Databases & Paper Chases)  
F: Landscapes | M: Wylie (Ch. 2)  
W: NA  
F: Friess & Jaziel | M: Discussion  
W: Discussion  
F: Discussion |
| 4        | M: Cultural Ecology  
W: Cult Ecology  
F: Cultural Ecology | M: Robbins Ch. 2  
W: NA  
F: Turner (and http://www2.clarku.edu/faculty/facultybio.cfm?id=338) | M: Theoretical Foray 1 (Landscape) Due; Discussion  
W: Research Workshop  
F: Discussion |
| 5        | M: Presidents Day  
No Class | M: NA  
W: NA  
F: Abbruzi | M: NA  
W: Discussion  
F: Annotated Bibliog. Due; Discussion |
| 6        | M: Political Ecology Intro  
W: Political Ecology  
F: Political Ecology | M: 1) Robbins Intro; 2) Robbins Ch. 1  
W: Robbins Ch. 4  
F: Huber | M: Theoretical Foray 2 (Cultural Ecology) Due; Discussion  
W: Discussion  
F: Discussion |
| 7        | M: Political Ecology  
W: Writing?  
F: Political Ecology | M: Marks  
W: N/A/TBA  
F: TBA | M: Annotated Outline Due  
W: Discussion  
F: Discussion |
| 8        | M: "Resilience Theory"  
W: Resilience Discussion, Writing  
F: Resilience Theory | M: 1) Holling et al. Ch1; 2) Berkes et al.  
W: Continue w/ above; also see Holling et al Preface in Supplemental Readings  
F: 1) "Sharable"; 2) Holling et al. Ch. 2 | M: Theoretical Foray 3 (Political Ecology) Due  
W: Discussion  
F: Discussion |
| 9        | SPRING BREAK | Holling et al. Ch 3 |  |
| 10       | M: Resilience Theory  
W: Applying Resilience Theory  
F: Applying Resilience Theory | M: Alcorn et al.  
W: Resilience Alliance (pp. 4-35)  
F: Resilience Alliance (pp. 38-50) | M: Discussion  
W: Discussion  
F: Discussion |
| 11       | M: Foray Q&A  
W: Classroom Consult  
F: AAG Conference | M: NA  
W: NA  
F: NA | M: Discussion  
W: NA  
F: Research/Writing |
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FINAL Week: Paper Due by [TBA]

*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.

**Examples of Case Studies could include:**
- Pacific City, Oregon, dory fishing fleet.
- Columbia River estuary gillnetting community.
- Rural woods products communities.
- Bakken and other oil boom communities.
- Particular indigenous communities and their economic activities.
- Acequia based communities of New Mexico.
- Ganados del Valle in New Mexico.
- Ranching or other pastoralist communities.
- Regional wine producers?

**Course guidelines and policies:**

**Late Work**
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.

**Academic Misconduct**
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](http://www.umt.edu/vpsa/policies/student_conduct.php)
Disability modifications
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.

Recording in Class
Montana law requires that if you wish to record a lecture, you must first inform me and I must consent before you do so.

Grading policy
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.

- A <83.0%  A+ = 90.0-92.9%
- B+ = 87.0-86.9%  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%