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GPHY 433.01: Community Resilience

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Course Syllabus - GPHY 433 Community Resilience Spring 2019

Class Meets:

TR 9:30 – 10:50 AM, STON 217

Instructor information:

Instructor: Dave Shively, Professor, Department of Geography, UM

Office: STON 212

Email: david.shively@umontana.edu

Phone: 406-243-6478

Open Office Hours: T & R 11-12:30, W 1-2, and by Appt.

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 (settlements, land divisions, land tenure, land use, resource access and utilization, etc.) to the socio-ecological systems that produce and modify them.
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.
- **For Graduate Increment:** Resilience Alliance. 2010. *Assessing Resilience in Social-Ecological Systems: Workbook for Practitioners*. Revised Version 2.0. Accessed January 3, 2019. <https://www.resalliance.org/resilience-assessment>. Also available in Moodle Readings folder.
- Recommended (available from UM Bookstore if you don't already have it):
 - Turabian, K., 2018. *A manual for writers of research papers, theses, and dissertations*. 9th ed. Chicago: University of Chicago Press.
 - You may also use the 8th Edition!
- Online writing resources, including those that describe the 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. In order to be sure that your work is "analytically richer," you (the graduate student) must perform a resilience assessment (using the Resilience Assessment Workbook produced by the Resilience Alliance,

listed in Textbooks and Supplementary Materials above) for the case study that is the focus of each of the theoretical forays and the finished research paper, and detail the findings of that assessment in the research paper.

| Activity | Percentage |
|------------------------|------------|
| Theoretical Forays | |
| Cultural Landscape | 5 |
| Cultural Ecology | 5 |
| Political Ecology | 5 |
| Resilience Theory | 5 |
| Research Paper | |
| Case Study Ideas | 5 |
| Annotated Bibliography | 5 |
| Annotated Outline | 10 |
| Draft Paper | 20 |
| Finished Paper | 20 |
| Paper Presentation | 5 |
| Attendance | 15 |

*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 (not including front and back matter).

Content: Application of the particular theoretical lens to your working case study place informed by other examples discussed in class and in readings.

Research Paper Planning Assignments:

Case Study Ideas List: 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. Case studies should be community-based (see below for some ideas/examples). They should be issue focused too (i.e., identify issues that the community is grappling with now or likely to be).

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 and socio-ecological context, issues, etc. for your place/community. The annotated bibliography must include a properly formatted reference, and a brief description of the content of the item.

Annotated Outline: Following from the case you selected for your Annotated Bibliography, or another case if that proved to be difficult to work with or develop, 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 paper (see guidelines below) 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.

Length: 10-15 pages for undergraduates, 15-20 pages for graduates.

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).

Examples of Case Studies could include:

- Commercial fishing communities.
- 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 industry.
- Etc.

Assessment Rubric for Written Work:

| Dimension | Level 1 (Excellent - 5pts) | Level 2 (Good - 3pts) | Level 3 (Needs Work-1 pt) |
|--------------------|---|---|--|
| Formatting | Has Turabian title page, double-spaced, 1 inch margins, 12 pt. font, proper use of captions, citations/references, etc. | Has 3 of the elements listed in Level 1. | Has 2 of the elements listed in Level 1. |
| Dimension | Level 1 (Excellent - 5pts) | Level 2 (Good - 3pts) | Level 3 (Needs Work-1 pt) |
| Quality of Writing | Very few/no spelling, grammatical, and/or punctuation errors. | Numerous spelling, grammatical, and/or punctuation errors. | Riddled with errors. You were asleep at the wheel! |
| Content Knowledge | Demonstrates strong knowledge of course content as applied to the case study. Fully developed case study. | Demonstrates fair knowledge gained from readings. Case study fairly well developed. | Demonstrates that you didn't understand what was read, or didn't try to. Case study 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).

The University of Montana Writing and Public Speaking Center

The University of Montana Writing and Public Speaking Center offers students in all disciplines free support as they write or prepare presentations for any course. Welcoming all students, The Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about The Writing and Public Speaking Center, visit www.umt.edu/writingcenter or call 243-2266.

Provisional Course Schedule*:

| Week/Day | Topic | Readings | Activities |
|------------------------------------|---|---|--|
| 1 (1/10) | R: Intro to Course; Human Geography, Landscape, CE, PE, RT | R: Definitions Folder Readings (in Moodle Readings) | R: NA |
| 2 (1/15 & 1/17) | T: Humans & Nature R: Humans & Nature | T: 1) Robbins Ch. 2 (pp. 25-35); R: 1) Mansfield & Doyle; 2) Monastersky | T: Discussion R: Discussion |
| 3 (1/22 & 1/24) | T: Landscape R: Cultural Landscape; <i>Research (Databases, Mining References, Stacks, ILL, Web)</i> | T: Wylie (Ch. 2) R: NSW DECC (Sections 1-3); Friess & Jazeel | T: Discussion; Theoretical Foray Prep; Case Study Ideas List Due R: Discussion; STON 218 Lab for Research; |
| 4 (1/29 & 1/31) | T: Shively away at MWCC Meeting R: Cultural Ecology | T: NA R: 1) Robbins Ch. 2 (pp. 35-end); 2) Abbruzi | T: NA R: Discussion; F: Theoretical Foray 1 (Landscape) Due |
| 5 (2/5 & 2/7) | T: <i>Writing (planning, drafting, formatting, citing, style, etc.)</i> R: Cultural Ecology | T: NA R: Turner (and http://www2.clarku.edu/faculty/facultybio.cfm?id=338). | T: Discussion R: Discussion |
| 6 (2/12 & 2/14) | T: Political Ecology Intro R: Political Ecology | T: 1) Robbins Intro; 2) Robbins Ch. 1 R: Robbins Ch. 4 | T: Discussion; Annotated Bibliog. Due R: Discussion; F: Theoretical Foray 2 (Cultural Ecology) Due |
| 7 (2/19 & 2/21) | T: Political Ecology R: Political Ecology | T: Huber R: Marks | T: Discussion R: Discussion; F: Annotated Outline Due |
| 8 (2/26 & 2/28) | T: "Resilience Theory" R: Resilience | T: 1) "Sharable"; 2) Resilience Alliance (pp. 1-8); 3) Berkes et al; R: 1) Holling et al. Ch. 1; 2) Holling et al. Ch. 2 | T: Discussion R: Discussion; F: Theoretical Foray 3 (Political Ecology) Due |
| 9 (3/5 & 3/7) | T: Resilience R: Resilience | T: Alcorn et al. R: Lerch Intro; Lerch Ch. 1 | T: Discussion R: Discussion |
| 10 (3/12 & 3/14) | T: Resilience & Planning R: Resilience Assessment | T: 1) Ahmed; 2) Randolph Ch. 4; 3) http://www.blackfootchallenge.org/ R: Resilience Alliance (pp. 9-50) | T: Discussion R: Discussion; F: Theoretical Foray 4 (Resilience Theory) Due |
| 11 (3/19 & 3/21) | T: Paper Consultations R: Paper Consultations | T: NA R: NA | T: Paper Consultations R: Paper Consultations |
| SPRING BREAK (3/25-3/29) | NA | NA | NA |
| 12 (4/2 & 4/4) | T: Paper Consultations R: Paper Consultations | T: NA R: NA | T: Paper Consultations R: Paper Consultations F: Paper Draft Due |
| 13 (4/9 & 4/11) | T: Presentations R: Presentations | T: NA R: NA | T: Presentations R: Presentations |
| 14 (4/16 & 4/18) | T: Presentations R: Presentations | T: NA R: NA | T: Presentations R: Presentations |
| 15 (4/23 & 4/25) | T: Paper Consultations R: Paper Consultations | T: NA R: NA | T: Consultations R: Consultations |

| Week/Day | Topic | Readings | Activities |
|------------------------------------|--------------------------|-----------------|--------------------------|
| FINALS Week (4/29 - 5/3) | Final Paper Due by [TBA] | NA | Final 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.

Course 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

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 < 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% |