

## Course Syllabus - GPHY 433 Community Resilience Autumn 2020

### Instructor information

Instructor: David Shively, Professor

Department of Geography, UM

Email: [david.shively@umontana.edu](mailto:david.shively@umontana.edu)

Phone: 406-243-6478

Office: Remote – email Shively with questions or schedule a Zoom appointment (see below)

Zoom Office Hours:

- T & R 11-12 (<https://umontana.zoom.us/j/91859232090?pwd=TXY0WjdZRnBTdmFhdm9QRUIzaENqUT09>)
- W 1-2 (<https://umontana.zoom.us/j/96237285613?pwd=Yk5ROG02TmYrOVVBYUMwUzIYeFdRZz09>)
- by Appt. (Contact Shively to schedule)

### Course Information

#### Essential Information for this Remote Course

- Meeting Days & Times
  - **Monday, Wednesday, and Friday 12:00-12:50 PM.**
- **Zoom Link:**  
<https://umontana.zoom.us/j/99911763371?pwd=OEZDejkrUHpTeVRkTzYyQ3loSEErQT09>
- This course is taught in “**Synchronous Mode**”, meaning that you must attend and participate in each class session via **Zoom**. Shively has set up and sent **invitations** to the recurring Zoom meetings (here is the link in case you need it). The invitations can be added directly to your UM Outlook Calendar.
- UM’s Mansfield Library has **laptops** for students to check out, but supplies are limited. Students can call (406) 243-4071 or email [library.circ@mso.umt.edu](mailto:library.circ@mso.umt.edu) to learn how to request a laptop. Also, UM IT is working to provide a limited number of **mobile hotspots** to students.

#### 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 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.

### Info re: Textbook (not req'd), readings, 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 December 7, 2017. <https://www.resalliance.org/resilience-assessment>.
- Recommended (probably available from UM Bookstore if you don't already have it):
  - Turabian, K., Booth, W., Colomb, G., Williams, J., and University of Chicago Press Staff. 2013. *A manual for writers of research papers, theses, and dissertations*. 8<sup>th</sup> ed. Chicago: University of Chicago Press.
- HCN – A free student e-subscription to High Country News is available for you for 6 months:
  - To unlock FREE student access to subscriber-only digital content on our website accessible on your computer, tablet or mobile phone at no charge, please have your students do the following:
    - Visit [hcn.org/subscribe](http://hcn.org/subscribe)
    - Under "Student Subscription", choose "Student - Digital Subscription"
    - Enter Code: "HCNstudent" to change term and pricing to \$0 for 6 months.

- 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. 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	
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: 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.

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).

### 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).

### Provisional Course Schedule\*:

<u>Week/Day</u>	<u>Topic</u>	<u>Readings</u>	<u>Activities</u>
1 (8/19, 8/21)	<b>W:</b> Intro to Course <b>F:</b> Human Geography, Landscape, CE, PE, RT Examples of Case Studies	<b>W:</b> <b>1)</b> Syllabus; <b>2)</b> McLoon & Berke <b>F:</b> Definitions Folder Readings	<b>W:</b> Discussion <b>F:</b> Discussion, Brainstorming potential case study places
2 (8/24, 8/26, 8/28)	<b>M:</b> Nature & Natural Landscapes <b>W:</b> <i>Writing (Style, Voice, Etc)</i> <b>F:</b> Culture & Cultural Landscapes	<b>M:</b> <b>1)</b> Mansfield & Doyle; <b>2)</b> Anthropocene Now; <i>Supplemental:</i> Meyer <b>W:</b> NA <b>F:</b> <b>1)</b> NSW DECC (Sections 1-3)	<b>M:</b> Discussion <b>W:</b> Discussion <b>F:</b> <b>Case Study Ideas Due;</b> Discussion
3 (8/31, 9/2, & 9/4)	<b>M:</b> Landscape & Human Geography <b>W:</b> <i>Writing (Databases &amp; Paper Chases)</i> <b>F:</b> Landscapes & Review	<b>M:</b> Wylie (Ch. 2) <b>W:</b> NA <b>F:</b> Friess & Jazeel	<b>M:</b> Discussion <b>W:</b> Discussion <b>F:</b> Discussion

<u>Week/Day</u>	<u>Topic</u>	<u>Readings</u>	<u>Activities</u>
4 (9/7, 9/9, & 9/11)	<b>M: Labor Day – No Class</b> <b>W:</b> Cultural Ecology <b>F:</b> Cultural Ecology	<b>M:</b> NA <b>W:</b> Robbins Ch. 2 <b>F:</b> Turner (and <a href="http://www2.clarku.edu/faculty/facultybio.cfm?id=338">http://www2.clarku.edu/faculty/facultybio.cfm?id=338</a> ).	<b>M:</b> NA <b>W: Theoretical Foray 1 (Landscape) Due;</b> Discussion <b>F:</b> Discussion
5 (9/14, 9/16, & 9/18)	<b>M:</b> <i>Writing (Organization, other)</i> <b>W:</b> Cultural Ecology <b>F:</b> Cultural Ecology Review	<b>M:</b> NA <b>W:</b> Abbruzzi <b>F:</b> NA	<b>M:</b> NA <b>W:</b> Discussion <b>F: Annotated Bibliog. Due;</b> Discussion
6 (9/21, 9/23, & 9/25)	<b>M:</b> Political Ecology Intro  <b>W:</b> Political Ecology <b>F:</b> Political Ecology	<b>M:</b> 1) Robbins Intro; 2) Robbins Ch. 1  <b>W:</b> Robbins Ch. 4 <b>F:</b> Huber	<b>M: Theoretical Foray 2 (Cultural Ecology) Due;</b> Discussion <b>W:</b> Discussion <b>F:</b> Discussion
7 (9/28, 9/30, & 10/2)	<b>M:</b> Political Ecology <b>W:</b> Political Ecology <b>F:</b> Political Ecol Review	<b>M:</b> Marks <b>W:</b> Walker <b>F:</b> NA	<b>M: Annotated Outline Due</b> <b>W:</b> Discussion <b>F:</b> Discussion
8 (10/5, 10/7, & 10/9)	<b>M:</b> “Resilience Theory”  <b>W:</b> Resilience Discussion, Writing  <b>F:</b> Resilience Theory	<b>M:</b> Berkes et al.; Supplemental: <i>Holling et al. Ch1</i> <b>W:</b> Continue w/ above; also see <i>Holling et al Preface</i> in Supplemental Readings <b>F:</b> 1) “Sharable”; 2) Holling et al. Ch. 2	<b>M:</b> Discussion  <b>W:</b> Discussion  <b>F:</b> Discussion
9 (10/12, 10/14, & 10/16)	<b>M:</b> Resilience Theory  <b>W:</b> Applying Resilience Theory <b>F:</b> Applying Resilience Theory	<b>M:</b> 1) Alcorn et al.; 2) <a href="https://www.cnn.com/interactive/2019/11/asia/borneo-climate-bomb-intl-hnk/">https://www.cnn.com/interactive/2019/11/asia/borneo-climate-bomb-intl-hnk/</a> <b>W:</b> Resilience Alliance (pp. 4-35)  <b>F:</b> Resilience Alliance (pp. 36-50)	<b>M: Theoretical Foray 3 (Political Ecology) Due,</b> Discussion  <b>W:</b> Discussion  <b>F:</b> Discussion
10 (10/19, 10/21, & 10/23)	<b>M:</b> Foray Q&A <b>W:</b> Foray Consultations <b>F:</b> Foray Consultations	<b>M:</b> NA <b>W:</b> NA <b>F:</b> NA	<b>M:</b> Discussion <b>W:</b> NA <b>F:</b> NA
11 (10/26, 10/28, & 10/30)	<b>M:</b> Applications: Planning & Resilience Assessment <b>W:</b> Collaborative Planning Cont’d; Presentation Directions <b>F:</b> Applications: Hazards & Resilience	<b>M:</b> Randolph Ch. 4  <b>W:</b> <a href="http://www.blackfootchallenge.org/">http://www.blackfootchallenge.org/</a> <b>F:</b> FEMA BRIC fact sheet	<b>M: Theoretical Foray 4 (Resilience Theory) Due</b> Discussion <b>W:</b> Discussion  <b>F:</b> Discussion
12 (11/2, 11/4, & 11/6)	<b>M:</b> Presentations <b>W:</b> Presentations <b>F:</b> Presentations	<b>M:</b> NA <b>W:</b> NA <b>F:</b> NA	<b>M:</b> Presentations <b>W:</b> Presentations <b>F:</b> Presentations
13 (11/9, 11/11, & 11/13)	<b>M:</b> Presentations <b>W: Veterans Day – No Class</b> <b>F:</b> Presentations	<b>M:</b> NA <b>W:</b> NA  <b>F:</b> NA	<b>M:</b> Presentations <b>W:</b> Presentations  <b>F: Paper Draft Due</b> Presentations

<u>Week/Day</u>	<u>Topic</u>	<u>Readings</u>	<u>Activities</u>
14 (11/16, 11/18, 11/20)	M: Paper Consultations W: Paper Consultations F: <b>FINALS - No Class</b>	M: NA W: NA F: NA	M: Paper Consultations W: Paper Consultations F: NA
15 (11/23 11/25)	M: <b>FINALS – 8 AM Paper Consultations?</b> W: <b>Paper Due (11:59 PM)</b>	M: NA W: NA	M: NA W: NA

\*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 (Darby?).
- 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.
- Dehesa landscapes of Spain and elsewhere.
- Regional wine producers?

### Course guidelines and policies:

#### **Attendance**

Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. Students should notify me if they have expected or recent absences resulting from any cause. FYI - instructors are encouraged to notify advisors or the appropriate administrators regarding students with excessive unexcused absences. Instructors **may excuse** brief and occasional absences for reasons of illness, injury, family emergency, religious observance, cultural or ceremonial events, or participation in a University sponsored activity. (University sponsored activities include for example, field trips, ASUM service, music or drama performances, and intercollegiate athletics.)

**Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities.** To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Instructors **shall excuse** absences for reasons of military service or mandatory public service.

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 master the material.

### **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 must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

### **Disabilities Accommodation**

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and Disability Services for Students, which is located in Lommasson Center 154 (and see <https://www.umt.edu/dss/default.php>). The University does not permit fundamental alterations of academic standards or retroactive modifications.

### **Basic Needs Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Success (<http://www.umt.edu/oss/>) for support. Also, connect with the UM Food Pantry (<http://www.umt.edu/asum/agencies/food-pantry/default.php>). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to assist and to exercise understanding and accommodation.

### **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%

\*Please note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option.

***Important Dates Restricting Opportunities to Drop a Course, get refunds, etc. in Autumn 2020:***

See <https://www.umt.edu/registrar/calendar/autumn-2020.php>