

Request for Graduate Course Addition

- 1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
- 2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
- 3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: SOC & ANT

Alpha Designator/Number: ANT 564

Graded CR/NC

Contact Person: Brian A. Hoey

Phone: 6-3747

NEW COURSE DATA:

New Course Title: Design, Planning & Health

Alpha Designator/Number:

A	N	T		5	6	4			
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Title Abbreviation:

D	e	s	i	g	n	,		P	l	a	n	n	i	n	g		&		H	e	a	l	t	h
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(Limit of 25 characters and spaces)

Course Catalog Description:

Social scientific study of how places where people live, work, and recreate affect quality of life and overall health with an emphasis on design decisions within urban and regional planning

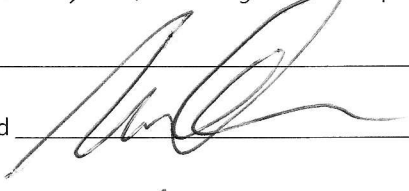

(Limit of 30 words)

Co-requisite(s): NOT APPLICABLE First Term to be Offered: Fall 2016

Prerequisite(s): NOT APPLICABLE Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): _____

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date <u>3/9/2015</u>
Registrar  450201	Date <u>3/12/15</u>
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

Request for Graduate Course Addition - Page 2

College: COLA

Department/Division: SOC & ANT

Alpha Designator/Number: ANT 564

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Brian Hoey

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please see syllabus.

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7. COURSE OUTLINE (May be submitted as a separate document)

Please see syllabus.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Please see syllabus.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

This is primarily a seminar course dependent on ongoing, active engagement with the ideas in a discussion among students and the instructor. For graduate students there is an ongoing, semester-long fieldwork and secondary research project described in the syllabus as the "Transect Project."

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

This course relies on assessment methods where graduate students are expected to demonstrate a nuanced appreciation of the complexity of issues raised in the course readings as well as in their own, independent research and the ability to both interpret and critique (as appropriate) scholarly theories and policy decisions.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

These are extensive. Where graduate students have the same assignment as undergraduates, they must complete a more thorough analysis (and higher page count). Graduate students have additional readings to which they must speak. They also have a semester-long, independent fieldwork and secondary research project.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Please see syllabus.

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Sociology and Anthropology
Course Number and Title: ANT 564 Design, Planning, and Health
Catalog Description: Social scientific study of how places where people live, work, and recreate affect quality of life and overall health with an emphasis on design decisions within urban and regional planning
Prerequisites: N/A
First Term Offered: Fall 2016
Credit Hours: 3

ANT 464 & ANT 564 - Design, Planning, and Health

Brian A. Hoey, Ph.D., Associate Professor – Marshall University

Semester *** Year ***

Class Meetings *** and Location ***

Office: SH 739D

Phone: 304-696-3747

E-mail: hoey@marshall.edu

Office Hours: ***

Course Website: MU Online (Blackboard)

COURSE DESCRIPTION

Catalog: Social scientific study of how places where people live, work, and recreate affect quality of life and overall health with an emphasis on design decisions within urban and regional planning

In this seminar, we will work together to examine the manners in which culture is spatialized—the ways that culture is produced and expressed spatially—and how the spaces around people reflect and potentially change culture as well as how our environment(s) *influence health and well-being*. Given that our society, like many others, is multicultural in nature, we will explore how the beliefs and behaviors among and between groups shape ways that these groups interact in a physical landscape with real implications for health and well-being. A variety of readings that address these issues together with fieldwork exercises and secondary research will have students actively engaging with the learning experiences necessary to allow for intercultural thinking and achievement of the stated outcomes.

I envision this seminar as an opportunity for both undergraduate and graduate students to explore a wide variety of human interpretations and uses of the environment together. The intent would be not to determine one correct way of perceiving or understanding what we will come to refer to as a “cultural landscape,” but to broaden the ability to read what we see in everyday environments. Thus, our primary aim would be to look beyond the immediate, taken-for-granted patterns of the environments to which we are exposed so that we might understand the development of everyday places in which people live and work—while gaining the insight necessary to propose practical solutions to human-environmental problems beginning right here in Huntington as our laboratory. Indeed, students will begin working immediately in the varied environments that surround the Marshall campus and further afield to explore the ideas and issues that we raise in class.

General Education Assessment

You are required to upload one graded assignment from this class into GEAR (the General Education Assessment Repository). Your grade for this assignment will be reduced until you complete the upload. Instructions to follow later in the syllabus.

Course Learning Outcomes	How Accomplished in this Course	How Evaluated in this Course
Students will be able to describe the basic practice of field research (in the social sciences) and provide illustrations of the broad scope of study and activities included within	Critical Analysis of Readings; Lecture; Discussion; Writing Assignments	Discussion; Fieldnotes; Ethnographic Mapping Project; College Town Assignment GRADUATE: Transect Project

<p>this methodology</p>		<p>Presentation</p>
<p>Students will be able to assess scholarly writing critically, using criteria for judging the quality of the work itself, techniques for presenting data, and the adequacy of evidence provided in support of claims</p>	<p>Critical Analysis of Readings; Lecture; Discussion; Writing Assignments</p>	<p>Discussion; Reading response Papers; Position Papers; College Town Assignment</p> <p>GRADUATE: Project Report; Project Presentation</p>
<p>Students will be able to develop answers to conceptual and practical questions that have been raised with respect to the relationship between humans and their natural and built environments</p>	<p>Critical Analysis of Readings; Lecture; Discussion; Writing Assignments</p>	<p>Discussion; Reading Responses; Position Papers; College Town Assignment</p> <p>GRADUATE: Fieldnotes; Project Draft; Project Report; Project Presentation</p>
<p>GRADUATE: Students will be able to plan and conduct a small-scale, fieldwork and secondary research project involving such activities as writing fieldnotes, analyzing qualitative and material data, visual documentation, and the use of library and/or archival sources</p>	<p>Critical Analysis of Readings; Lecture; Discussion; Writing Assignments</p>	<p>Discussion; Ethnographic Mapping Project; Fieldnotes; Project Proposal; Project Draft; Project Report; Project Presentation</p>
<p>GRADUATE: Students will be able to critically appraise and improve their writing through a series of projects leading to a refined and public expression of a fieldwork-based understanding of social and cultural phenomenon as expressed in landscapes</p>	<p>Critical Analysis of Readings; Lecture; Discussion; Writing Assignments</p>	<p>Discussion; Ethnographic Mapping Project; Reading Response Papers; Fieldnotes; Project Proposal; Project Draft; Project Presentation</p>
<p>MU "Intercultural Thinking" Assessment: <i>Students will evaluate generalizations about cultural groups, analyze how cultural beliefs might affect communication across cultures, evaluate how specific approaches to global issues will affect multiple cultural communities, and untangle competing economic, religious, social, or geographical interests of cultural groups in conflict.</i></p>	<p>Critical Analysis of Readings; Lecture; Discussion; Drafts of Writing Assignments</p>	<p>Discussion; Final Drafts of Writing Assignments; Ethnographic Mapping Project; Reading Response Papers; Position Papers</p>

REQUIRED READING [suggested reading order is as provided in the schedule for each week]

*There is **no** required textbook for this course. All readings—as listed in the included schedule and fully cited at the end of the Syllabus—are available as PDF files on the course website, which is hosted by MU Online’s Blackboard. It is my expectation that the funds that you have saved (generally \$100-200) not buying a textbook will be used to print copies of the readings. At any rate, you are expected to have the readings available for your reference during our class discussions (along with your notes). *This is an important part of your participation grade.**

A READING METHOD

One of the reasons there are regular written assignments in this course is that I expect students to read all of the required reading for each week. There will be approximately 30-50 pages/week of reading. **You will need to demonstrate that you are actively engaged with the readings through your written work, responses to questions, and contribution to class discussion.** It will necessarily be important for you comprehend the material and not simply “get through it” for class. I am offering the following advice for better comprehension. In the end, any additional time required will be rewarded. Please note that this reading method is very complementary to writing required position papers.

1. Look over the reading for the week. Scan it for the headings, accentuated items, tables or figures. Get a sense of what it is all about as well as how the material is put together. This will give you an appreciation of its breadth and depth as well as how things are interrelated. There is no need to mark up the pages just yet.
2. Now that you have this general sense, look over any summary material or study questions available in the reading or that I have provided for you. You should perform a thorough consideration of the reading’s core themes, concepts, issues, and terms. Read these summaries and questions slowly and carefully. You are deliberately building a framework into which you will place the details from your actual reading of the material. Think about what this means for you in light of what we’ve already read in earlier material. Write down any questions.
3. Next, carefully read the assigned reading for the week. Find ways of claiming “ownership” of the reading. Get into a dialog with it, i.e., a back and forth. Whenever you find something interesting or confusing, write down your reaction in the margins of the book (or a notebook). Summarize whole sections by writing, in a few words, what a group of passages means for you. In this process, you are making sense of and internalizing the reading by breaking it down to more manageable and personally meaningful.
4. Finally, revisit the summary material and any questions provided, as well as your own. Come to appreciate what you now know in light of having read the material. Identify those areas where you are still unclear. Go back over those sections where you remain fuzzy. Make additional notes as your understanding improves. Write down any outstanding questions and bring them with you to class so that we can consider some of these as a group.

MEANS OF ASSESSMENT

I. Critical Thinking Research & Writing [Higher-order CT skill; Formative; and Authentic Assessment]

NOTE: A revised draft in response to my comments and questions may be submitted to me for

consideration of a revised grade within three weeks of the due date for that assignment. You MUST turn in your original assignment (draft) with any revised draft. Do not discard your original draft. Note that there is already a First and Final Draft for the Transect Project.

Graduate students: Grad student written work must demonstrate a nuanced appreciation of the complexity of issues and the ability to both interpret and critique (as appropriate) both scholarly theories and policy decisions. Additional graduate requirements:

- Position Papers must be **MIN 1500 words** (generally six double-spaced pages).
- Reading Responses must be **MIN 1000 words** (generally four double-spaced pages). It will also be necessary to incorporate elements of additional graduate level readings (as detailed in the syllabus schedule) so as to reveal comprehension and application of that material to relevant problems introduced in the course.
- Peer Review through **responding to at least two other student papers** at the time of each assignment via the discussion tool on MU Blackboard. This should consist of at least a paragraph (approx 250 words) of commentary that reflects a careful reading of the material.
- The Transect is an **additional** assignment for graduate students.

A. One (1) Ethnographic “Mapping” Exercise – DUE * [As described below] **GEAR UPLOAD****

Part I. Etic Mapping. This assignment is based on instructions provided by Paul Kutsche (1998, Field Ethnography), in a reading that I will hand out in class. The assignment asks you to find a public space and describe BOTH graphically and in written form. Choose a site that is readily accessible to you. This site could become an element on your larger Cultural Landscape Transect project (**hint**: this class wants you to think ahead). Pay careful attention to details while being as “objective” as possible. Describe what you see as if you were seeing everything for the first time. You may wish to “make the familiar unfamiliar” by imagining that you are in another country (which might be true, or nearly true, for some students). As you choose descriptive words, think about why you are using them and avoid making unqualified judgments through your decisions. Explain yourself. For example, if you perceive what you see to be “busy,” describe the features that lead you to see it this way. The key is to **SHOW** not simply tell.

While Kutsche talks about mapping “a block,” you may select a variety of places. It should, however, be a site that is somehow “bounded,” making it a discrete place of social interaction and focused analytical consideration. I would suggest selecting an area that is not much bigger than a few city blocks, in any case. The map should be drawn roughly to scale. That is, you need not take out surveyor’s tools, but you should estimate distances, sizes, and relative positions. You could, for example, count the number of steps it takes to cross objects and distances between them. You can indicate features by using graphic codes. For example, +++++ could be used to indicate a fence. Include a *legend* as a list of graphical representations or icons and what each stands for. Estimate relative sizes of objects and draw them roughly to scale. Also, take into account their positions relative to one another. You can also number each building, for example, and use numerical codes as cross references in your written description.

Part II. Emic Mapping. The second part of this project entails working with a local informant in the site you have selected. Find someone who lives or works at this site (or

at least frequents the site on a very regular basis). This volunteer may be someone that you know. You will ask him/her to independently draw a map of the site from memory. Do not instruct her/him about how to map the site or show him/her your own map. Do not ask her/him to follow the instructions given here. This map is not meant to be detailed and "objective." This map should reflect the lived understanding of the space by someone who we might consider a "local." Be sure that he/she takes the job seriously and is willing to help you by making a real effort to provide a useful visual description of the place. If your informant thinks the task is silly, because you already know the place in question, explain that this does not matter as you've been assigned to do an exercise about how the world looks to people. While the person is working on the map, ask clarifying questions and take notes, but do not comment on or judge the quality of what you see.

Project: On the basis of your own observations, you'll produce a map along with a 2-3 page written description to accompany the map which describes, in detail, what you have represented graphically (use Kutsche reading for ideas). Include a copy of your informant's map along with your clarifying notes. In another 1-2 page analysis, consider ways in which your representation of the space is the same/different than your informant's representation. **Be prepared to informally present your findings in class.**

Repository (GEAR). Please note that your grade for this assignment will be cut by 10% if you do not complete the GEAR upload. Please see the "GEAR Guide" in on the course MUOnline/Blackboard site for further information. You will need to consult the instructions and upload your paper as requested. You will need to upload your paper to the GEAR repository at Marshall.

C. Two (2) Reading Response Papers – DUE * [Must follow Assignment Guide]**

During the course of the term, you will write two reading response papers on material specified in the "Course Schedule" in this syllabus. **Your paper must demonstrate a thorough understanding and application of the reading(s)** to the issue/point on which you establish your response.

D. One (1) College Town Assignment – DUE * [Must follow Assignment Guide]**

Working from geographer Blake Gumprecht's observations regarding the apparent distinctiveness of the American college town (reading in Week 02), you'll be examining Huntington in order to determine how well it expresses essential characteristics discussed by Gumprecht—among other things.

E. Four (4) Position Papers [Must follow Assignment Guide]] – DUE ***

During the course of the term, you will write four position papers (A **MINIMUM** of 750 words, i.e., not less than three **full** pages) on material specified in the "Course Schedule" in this syllabus. These papers will generally require you to respond to a set of readings by taking an arguable, supported position. There may be assigned topics, a set from which to choose topics, or (more typically) it will be open-ended.

- When writing your papers, **you must use to the Position Paper Guide** handed out in class and/or available on Blackboard for details on how to write a **position paper**.
- **Your position must demonstrate a thorough understanding and application of the reading(s)** to the issue on which you establish your thesis. The paper must not be merely topically relevant, rather, it needs to actively engage and make use of the readings.
- You must **incorporate readings** for the week(s) noted in the Schedule of classes, tying together your observations of points made in each into a coherent statement about the topic from your perspective. Do not provide me with loosely structured streams of consciousness or unsupported assertions—either you will be asked to rewrite the paper or I will not accept it. If you feel moved, you are free to stake out what might be a controversial position. I don't have to agree with it, I just need to find the argument coherent and supported.
- You need be prepared to defend yourself with support from the readings (or other sources that you might be using) in the paper and classroom discussion. If you need aid with a topic, please let me know.
- Include a **Works Cited** section (for sources that you will be *citing* in your paper) that includes all readings used. You are free and encouraged to use sources beyond those we use in the course.

GRADUATE: One (1) Cultural Landscape Transect – FINAL DUE * [Must follow Assignment Guide]**

This assignment is designed to encourage you to look at the interplay between human culture (as manifest in belief and practice) and the physical environment writ large. You are tasked with thinking broadly as well as deeply about place, culture, and community within the depths of the landscape(s) that you will encounter in conducting this assignment. You are to rely upon and, most importantly, to **demonstrate comprehension and application** of material presented in lecture, discussion, course readings while conducting independent research. You will employ your own objective as well as subjective analysis and evaluation in preparing the paper. You should think of your paper as an exercise in cultural, environmental, and historical field data collection and interpretation. It will consist of the following parts/elements:

- **Project Proposal.** Your proposal will provide the scope of your transect together with preliminary plans for how you will conduct your research together with initial observations based on your “trip” along the selected corridor. DUE: ***.
- **Fieldnote & Supporting Research Reviews (2 total).** This will consist of compiling your notes (and other resources) for my review. The intent is to be sure that you’re getting (or can get) what you need. Submit a COPIES to me—**not** your originals. DUE: *** and ***.
- **Project Draft.** Your draft should be most all content that you’ll ultimately need in the final report; however, this will still be a work and progress. It should be understood that the purpose of my review at this point is to correct any obvious deficiencies before you hand in your final report. DUE: ***.
- **Project Report.** This will be the final report completed in accordance with the instructions provided in the Assignment Handout and responding to any concerns

- raised in my review of your draft(s). DUE *** (paper copy & GEAR upload).
- **Project Report Charette/Discussion.** You are expected to demonstrate an ability to apply course concepts to a real world problem. That is to say, I want to see how you would speak to a particular issue that you encountered for which you can offer a potential contribution to public policy—particularly in light of the readings from the final weeks of the course that address what we might call “planning for environmental health.” I want to hear a thoughtful synthesis of both course material and your own work. DAYS: ***.

III. Class Participation & Reflection [Diagnostic and Formative assessment]

Everyone is expected to read the materials before class and to make a sustained effort to contribute to class conversations *each week*. You are expected to be engaged and to take on a good deal of responsibility for your success in the course by contributing to class sessions. Participation is a significant part of your grade and will be measured through BOTH in-class engagement with the material as well as outside class (as suggested in the Course Blog section below).

A) In Class Discussion

Use the following self-evaluation of your participation on an ongoing basis and adjust accordingly:

- a) Attendance and preparedness
 - a. Do I attend class every session and arrive on time consistently?
 - b. Have I both read and brought the required readings to class?
 - c. Have I prepared notes and questions on the readings?
- b) Participation during class
 - a. Do I take notes to facilitate use of points developed during class discussion?
 - b. Do I listen attentively and thoughtfully respond to others?
 - c. Do I regularly offer relevant comments?
- c) Integrating
 - a. Do I incorporate themes from one reading and class session to another?
 - b. Do I make (and share) helpful connections to coursework from my other classes?
 - c. Do I link (and share) course concepts to current events outside of class?
 - d. Do I demonstrate attentiveness in class through connections made in written assignments?

Class participation provides an opportunity to develop both speaking and listening skills, as well as for clarifying difficult concepts or assignments for our mutual benefit as a class. The evaluation of class participation is neither a simple measure of attendance nor an evaluation of the “correctness” of contributions—many issues that we confront in this course are complex and open to multiple interpretations. Evaluation of class participation is thus geared to reflect the **regular, careful preparation** of assigned reading material and the **consistent, enthusiastic attempt to share your understanding (and questions) with your peers and engage theirs in turn.** *Students finding it difficult to participate for any reason should see me as soon as possible.*

B) Course Blog

We will have a variety of “low stakes” writing to allow you to explore (in a limited way) individual elements or principles encountered in the course in an interactive way through an online blog (within MUOnline-Blackboard). These will be announced in class and my prompts (to which you should respond) will be posted to the blog. Some of these participatory mini-assignments will require limited fieldwork (e.g., spending ½-1 hour “looking around” town).

Grading of Participation

- A Outstanding Contributor:** Contributions in class are frequent and reflect exceptional preparation in nearly every class. Consistently volunteers comments/responses to questions and asks questions that assist the learning of the class as a whole. Class activities are always approached with enthusiasm and diligence. Attends every class session (may have 1 absence). If this person were not a member of the class, the quality of class as a whole would be *diminished significantly*.
- B Good Contributor:** Contributions in class are frequent and reflect thorough preparation in nearly every class. Often volunteers answers to questions. Frequently asks questions that assist the learning of the class as a whole. Class activities are nearly always approached with seriousness and diligence. Attends nearly every class session (may be absent 2 times). If this person were not a member of the class, the quality of the class sessions would be *diminished*.
- C Adequate (Average) Contributor:** Contributions in class are infrequent but reflect adequate preparation. Infrequently volunteers answers to questions. Occasionally asks questions, but they are generally appropriate and helpful to class. Class activities are usually approached with some care. May be absent from class 3-5 sessions. If this person were not a member of the class, the quality of discussion would be *diminished somewhat*.
- NC Non-Participant:** This person does not participate in any manner and has made no attempt to address difficulties with me. Absenteeism may be an ongoing a problem (e.g., more than 5 sessions). Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the class would be *unaffected*.
- NC Unsatisfactory Contributor:** Contributions in class may be frequent but reflect a lack of preparation or are disruptive of the academic environment. Class activities are approached without seriousness and in such a way as to be disruptive to the student’s colleagues. If this person were not a member of the class, valuable class time would be saved and the quality of the class would be noticeably *improved*.

Do not refrain from making a comment for fear of how it may affect your evaluation. This rubric evaluates participation over the span of a semester, not your response to any given question, or even your performance on a given day.

ADDITIONAL MATTERS & DETAILS

I. Conduct

Technology can be useful; however, it can also be a serious impediment to your ability to be present and engaged in the work at hand. Therefore, such devices as cell phones must be adjusted to a silent mode and should only be used in emergency. Laptops may be used in class for note taking and to reference digital copies of your notes, assignments, or readings **when approved by the instructor for this purpose**. Other uses are a distraction and will be considered poor academic conduct and *will result in a reduction in your participation grade*.

II. Late Assignments, Late Arrivals & Missed Classes

Unless I have an approved a university-valid, documented excuse, all assignments must be turned in before the due date and time in order to receive full credit for the assignment. Late assignments will be marked down. All excused absences must be documented as described at <http://www.marshall.edu/student-affairs/absence.htm>. You can find forms there for applying to Academic Affairs for an excused absence. *Only this office can grant approval*. More than one unexcused absence or consistently late arrivals to class *will result in a reduction in your grade*. Please talk to me if you have specific reasons.

III. Paper Assignments – Basic Requirements

All assigned papers should all be double spaced with one-inch margins. Always keep a (non-electronic) copy for yourself. Always title your work. This is a requirement. The title is an important part of the writer's task. It is the first impression the reader receives of your work. First impressions carry great weight. Be creative while also being clear about the topic of your paper.

Citations, References, & Plagiarism: The rules are straightforward here. You must cite your sources. In-text citations should conform to the author-date style, e.g., (Smith 2007:24), with the page(s) listed. For the references or “works cited” section, I expect the author(s) names, the date of publication, the title of the work, and the publisher. For internet-based resources, you must provide at least the author and/or the entity responsible for electronic publication of the material, the site name, the site URL, the date of publication and/or last update, and the date of your access to the material. **You must also provide a thorough consideration of the authenticity and reliability of the source.** This should be an indented, short paragraph located with the reference in the Works Cited. Book chapters and parts of larger works of any kind should include authorial/editorial information on both the part as well as the larger collection. Please make sure that you fulfill your responsibilities by giving credit where credit is due. It is not only about credit but also about demonstrating your ability to conduct research and to make a case by drawing on established work in the relevant literature.

I take this matter of scholarship very seriously. Failure to master correct citation makes you vulnerable to plagiarism, which is a serious offense treated according to MU standards of academic honesty. SEE: <http://www.marshall.edu/academic-affairs/Academic Dishonesty Policy.pdf>. You must be familiar with the university's policy concerning academic dishonesty. Be sure to understand the proper way to use and cite sources when writing your paper. You should review the information on plagiarism at the following help page <http://www.marshall.edu/muonline/plagiarism.asp>

IV. Assignment Weighting

Class Participation (including course blog) and Attendance Record – 15%

Ethnographic Mapping Assignment – 15%

College Town Assignment – 15%

Reading Response Papers – 15%

UNDERGRADUATE ONLY: Position Papers – 40%

GRADUATE ONLY: Cultural Landscape Transect Project [all parts collectively] – 40%

V. Updates to this Syllabus

This syllabus should be both accurate (e.g., in terms of dates) and complete (e.g., in terms of readings and assignments). However, I may need to **make corrections and/or adjustments** as the term proceeds. I will announce these in class, email, and post changes on MU Blackboard as necessary.

VI. University Policies

By enrolling in this course, you *acknowledge and agree to the University Policies listed below*. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

SCHEDULE

Readings are to be read in order listed within each week

WEEK OF ...	TOPIC	QUESTIONS	READINGS [see list at end for complete citations]	ASSIGNMENTS [Blog posts will be announced]
01	A Human Ecology	<ul style="list-style-type: none"> • What is culture? • What is environment? • What is design? • How do we "locate" culture? 	<ul style="list-style-type: none"> • Heskett 2002 (Chapters 01-03) • GRADUATE: Hammel 1990 ("Culture") • GRADUATE: Sewell 1999 ("Concepts of Culture") 	<u>DO THE READINGS</u>
02	Fieldwork	<ul style="list-style-type: none"> • How can we make the familiar, unfamiliar? • What are basic ethnographic fieldwork methods? 	<ul style="list-style-type: none"> • Stilgoe 1998 ("Beginnings," Outside Lies Magic, pp. 1-19) • Wolfinger 2002 ("Fieldnotes") • Kutsche, "Map of a 	<u>KEEP UP WITH THE READINGS,</u> Begin your Ethnographic

			<p>Block," pp. 15-26 [for Ethnographic Mapping assignment]</p> <ul style="list-style-type: none"> • GRADUATE: Low & Lawrence-Zuniga 2003 (Chapter 01) • GRADUATE: Sanjek ("Fieldnotes") 	Mapping assignment.
03		<ul style="list-style-type: none"> • Is Huntington a "college town?" 	<ul style="list-style-type: none"> • Gumprecht 2003 ("American College Town") 	Position Paper #1
04	Reading the Landscape	<ul style="list-style-type: none"> • What are design/environmental study methods? 	<ul style="list-style-type: none"> • Lewis 1979 ("Axioms for Reading the Landscape") • Mitchell 2008 ("New Axioms") 	Reading Response #1 [Week 04]
05	"Appalachian" Landscape?	<ul style="list-style-type: none"> • How have social scientists (and others) attempted to explain differences in Appalachia as a region when compared with other places in the United States? 	<ul style="list-style-type: none"> • Lewis 1999 ("Appalachian Culture") • GRADUATE: McHarg 1963 ("Man & Environment") • GRADUATE: Rappaport 1980 ("Cross-cultural aspects") • GRADUATE Lineham 1998 ("Social Ecology") 	Ethnographic Mapping
06	Space & Place	<ul style="list-style-type: none"> • How do humans experience the environments in which they live and work? • How do people make themselves at home in the world? • What significance do these environments have for individual and collective identity and/or health? 	<ul style="list-style-type: none"> • Ingold 2000 (Chapter 10) • Hoey 2007 ("Therapeutic Landscapes") • GRADUATE: Setha Low 2009 ("Anthropological Theory of Space and Place") • GRADUATE: Rodman 1990 ("Empowering Place") 	<p>Position Paper #2</p> <p>GRAD: Transect Project Proposal</p>
07	Contested Places	<ul style="list-style-type: none"> • How is space variously contested among and between groups? • To what extent can we interpret spatial practices in terms of 	<ul style="list-style-type: none"> • Bothwell 1998 ("Restoring Community") • Massey 2012 ("Occupying Wall Street") • Day 2003 ("New 	GRAD: Transect Project Notes Review, #1

		culturally-informed agendas of differentiation and/or resistance?	Urbanism") <ul style="list-style-type: none"> • GRADUATE: Lacy 2004 ("Black Spaces") • GRADUATE: Kushner 2005 ("New Urbanism") • GRADUATE: Hargrove 2009 ("Whiteness") 	
08	Deprivation & Displacement	<ul style="list-style-type: none"> • What are the potential effects of dramatic change in the relationship between humans and their particular, culturally-shaped environments? 	<ul style="list-style-type: none"> • Fried 2000 ("Continuities and Discontinuities") • Gaur and Patnaik 2011 ("Who is Healthy?") • GRADUATE: Kirsch 2001 ("Culture Loss," esp. pp. 167-178) • 	College Town Assignment
09	Cultural Conservation	<ul style="list-style-type: none"> • What is cultural heritage? • What are the issues surrounding heritage preservation or cultural conservation? 	<ul style="list-style-type: none"> • Hufford 1996 [selections from ed. volume]: <ul style="list-style-type: none"> ○ Hufford, "Introduction"*** ○ Mondale "Problematic Past"*** ○ Abrams, "Lost Frames"*** ○ Low, "Cultural Conservation"*** 	Position Paper #3
10	Design: Landscapes & Regions	<ul style="list-style-type: none"> • In what ways and for what non-subsistence reasons have humans purposefully shaped the abiotic and biotic environment? • What is the history of landscape planning in the United States and what can we learn about prevailing cultural values from it? 	<ul style="list-style-type: none"> • Black 2000 ("Organic Planning") • Talen 2002 ("Good City") • GRADUATE: Nassauer 1995 ("Culture and Changing Landscape") • GRADUATE: Anschuetz 2001 ("Archaeology of Landscapes") 	GRAD: Transect Project Notes Review, #2 (R)
11	Design: Buildings & Urban Environments	<ul style="list-style-type: none"> • What is the city? • As an environment, what does the city tell us about what it means to be human? 	<ul style="list-style-type: none"> • Kevin Lynch 1960 (Chapters 01 & 04) • GRADUATE: Setha Low 1996 ("Anthropology of Cities") 	Reading Response #2 [Weeks 10-11] (T)

		<ul style="list-style-type: none"> • How do we experience urban spaces? 		
12	Environmental Health	<ul style="list-style-type: none"> • How does the design of the environments in which we live and work affect human physical and mental health? 	<ul style="list-style-type: none"> • Frumkin 2003 ("Healthy Places") • Johnson 2008 ("Designing Health Places") • GRADUATE: Mittman 2005 ("Landscape & Disease") 	GRAD: Transect Project Draft (R)
13	Community Health by Design	<ul style="list-style-type: none"> • How can local communities effectively address environmental design challenges in order to improve overall health? 	<ul style="list-style-type: none"> • AIA Report 2012 ("Healthier Communities through Design")* 	Position Paper #3
Thanksgiving Break				
14		<ul style="list-style-type: none"> • What practical, policy implications emerge from your cultural landscape transect? • What appears to be the state of health of/in the cultural landscape in the Huntington area? 		GRAD: Project Charette/Discussion
15 Exam Week		Exam Day		GRAD: Project Charette/Discussion Final Transect Project Draft*

***GRAD: Transect Final Draft DUE 5 PM *** in the Department of Sociology & Anthropology office located at Smith Hall 727 (hours should be checked with Jami Hughes at 304-696-6700).**

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