

<p><b>Quest 1: IDS 2935</b>  <b>Ecological Urbanism Before Columbus</b>  <b>Fall 2019</b></p> <p>Time: T5, R 4-5  Quest 1 Theme: Nature and Culture  General Education:  Humanities, Writing (2,000 words), and International  Material and Supplies Fees: None</p>	<p>Instructor:  Timothy Murtha, PhD  Office Hours: T 10 – 11:30 (and by appointment)  Office: 389 Grinter  Phone: 352-294-3379  Email: <a href="mailto:tmurtha@ufl.edu">tmurtha@ufl.edu</a></p>
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**Course resources, information, announcements, updates, assignments, and discussions are available through the course canvas site ([www.elearning.ufl.edu](http://www.elearning.ufl.edu)).**

Course Description:

This interdisciplinary Quest1 course explores our place in the natural world through the lens of the first cities and first landscapes of the Americas. Relying on methods of the humanities and humanistic anthropology, the course emphasizes two perspectives on landscape as narrative. First, our landscapes are our unintentional cultural and natural autobiography, reflecting history and agency. Second, how we perceive, portray, design, and represent landscape reflects our values and beliefs.

Using cities and their landscape settings in the Americas before 1492 as our canvas, we will address core questions about culture and nature in this Quest 1 course. The course is explicitly focused on conceptions of nature, human interventions in the landscape, and how form, representations, and interpretations of cities and landscapes are used to express values like conservation, sustainability, and resilience. This is not a survey of the past or representations of the past, but a course designed to discuss a variety of topics, including, sustainability, ecological design, resilience, environmental degradation, resource extraction, deforestation, environmental justice, and especially urbanization through the lens of the past. Weekly topics and readings are organized by key cultural and natural themes.

Student Learning Outcomes:

1. Define, describe, and explain the concepts of “natural”, “urban”, “city”, and “landscape” as cultural and international concepts **(Content SLOs for Gen Ed H, Gen Ed N, and Quest 1).**
2. Identify, describe, and explain how the humanities and humanistic inquiry can help in navigating ideas about the natural and cultural world and their interactions **(Content SLOs for Gen Ed H and Quest 1).**
3. Identify ways in which city form, design, and landscape interventions reflect cross cultural values and natural conditions **(Content SLOs for Gen Ed H and Gen Ed N).**
4. Identify traditions and frameworks of humanistic inquiry into the cultural and natural world, especially as related to design and planning **(Critical Thinking SLO for Gen Ed H).**
5. Analyze and evaluate cultural considerations surrounding concepts such as sustainability and resilience (including ethics of resource use, power and authority, and environmental justice) **(Critical Thinking SLOs for Gen Ed H).**
6. Analyze, evaluate, and respond to questions about the cultural and natural context of early cities and landscapes and their place in the contemporary world **(Content SLOs for Gen Ed N; Critical Thinking and Communication SLOs for Gen Ed H, Gen Ed N, and Quest 1).**
7. Develop and respond to core questions about the human experience as it relates to international, relativistic cultural and natural perceptions and values **(Critical Thinking and Communication SLOs for Gen Ed H, Gen Ed N, and Quest 1).**
8. Develop and present ideas about culture and nature connecting the past to the contemporary world through writing and visual presentation **(Critical Thinking and Communication SLOs for Gen Ed H and Gen Ed N).**

2018-19 Undergraduate Catalog Objectives for General Education and Quest 1 Information:

*Quest 1 Description*

Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a

complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

### *Quest 1 Nature and Culture Description*

In general, Q1 Nature and Culture courses address the following questions: *Who are we in relation to the natural world? How have humans understood their role in the natural world and their responsibility to it? How do portrayals of nature reflect our values or self-understanding?*

Nature and Culture courses consider the ways humans see themselves and their place in the natural world. Topics may include conceptions of nature; how representations of the natural world have been used to express important values; humans in contrast to animals; human interventions in the landscape and the values that guide such designs; development, sustainability, and conservation; ideas about humanity's place in relationship to paradise, divine creation, or sacred dimensions of the natural world; and nature as a site for physically or spiritually healthy or harmful experiences.

### *Quest 1 SLOs:*

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

### *Humanities Description*

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

### *Humanities SLOs*

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

### *International Description*

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

### *International SLOs*

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world (Content).
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly contemporary world (Critical Thinking).

### *Writing Description*

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work **and earn a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum

grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

*Writing Evaluation*

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see attached).
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Required Texts:

All of the media for the course, including videos, readings and audio recordings are available through our Canvas course (see [www.elearning.ufl.edu](http://www.elearning.ufl.edu)) and some materials will also be available through the UF Libraries Course Reserves. Please let me know if you have any problems fully accessing and using the course canvas site.

Recommended Content Related Books:

Håkansson, N. T., & Widgren, M. (2016). *Landesque capital: The historical ecology of enduring landscape modifications*. London: Routledge.

Mann, Charles C. 2006. 1491 (Second Edition): *New Revelations of the Americas Before Columbus*. New York: Random House US. <http://public.eblib.com/choice/publicfullrecord.aspx?p=5336514>.

Marcus, Joyce and Jeremy A. Sabloff 2008. *The Ancient City: New Perspectives on Urbanism in the Old and New World*. School for Advanced Research, Santa Fe, New Mexico.

Smith, Monica L. 2003. *The Social Construction of Ancient Cities*. Smithsonian Institution, Washington D.C.

Recommended Writing Guide and Information about Citations:

Strunk, William, and Elwyn B. White. 2014. *The Elements of Style*. Pearson, Boston MA.

Citation Management Guide from UF Libraries: <http://guides.uflib.ufl.edu/citationsoftware>

Grades, Grading Distribution, and Grade Points:

Grades for the course will be calculated through evaluation of the following assignments:

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|--|-----|
| 1. Weekly discussion and reflection notes: | 15% |
| 2. City and Landscape Paper:               | 25% |
| 3. Reading Landscapes Paper:               | 25% |
| 4. Final Poster and Presentation:          | 30% |
| 5. Reflection Photo and Essay:             | 5%  |
| Total: 100%                                |     |

Final Grades will be assigned based on the following chart:

<b>A</b>	93-100	4.00		<b>C</b>	73-77	2.00
<b>A-</b>	90-93	3.67		<b>C-</b>	70-73	1.67
<b>B+</b>	87-90	3.33		<b>D+</b>	67-70	1.33
<b>B</b>	83-87	3.00		<b>D</b>	63-67	1.00
<b>B-</b>	80-83	2.67		<b>D-</b>	60-63	0.67
<b>C+</b>	77-80	2.33		<b>E</b>	0-60	0.00

Grade points are assigned based on University of Florida policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Assignments:

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**PLEASE NOTE: Assignments 2 and 3 listed below must be completed to fulfill the 2000 word Writing Requirement.**

1. Themed weekly discussion and reflection notes: Using the formatted document provided on our canvas site students will submit discussion questions and reflection statements based on the weekly readings and media assigned. These assignments are due each week by 5:00pm on Mondays beginning week 2.  
**SLOs 1,2,3,4,5,&6**
2. Pre-Columbian City and Landscape Paper (1000 to 1250 words): In this paper you will select, research, and describe a Pre-Columbian city and its associated landscape context. Additional guidelines for the paper are described in detail on our canvas site (contributes to Writing Requirement).  
**SLOs 1,2,3,&7**
3. Reading Landscapes Paper (1000 to 1250 words): Returning to the same geographical, cultural and temporal context for your city paper, you will research and write a paper that describes, discusses and evaluates what narrative(s) can be interpreted from your chosen landscape context. Additional guidelines for the paper are described in detail on our canvas site (contributes to Writing Requirement).  
**SLOs 1,2,3,&7**
4. Final Poster and Presentation: Each student will prepare and present a 24X36 poster that not only integrates the information from their two submitted assignments, but also addresses core questions of nature and culture through the lens of their selected city and landscape context. For example, students can focus on particular aspects of landscape interventions or urban design, such as reservoirs and irrigation canals. Moving beyond descriptions, students should question how these landscape interventions influence culture. Or students can focus on a particular natural element (e.g., water) and investigate how it is distributed or accessed through their chosen city and landscape context. Additional guidelines for the paper are described in detail on our canvas site.  
**SLOs 4,5,6,&8**
5. Reflection Photo and Essay: After week 10, all students must visit the Florida Museum of Natural History and spend time in the south Florida environment and people exhibit to fulfill the experiential element of the course. Spend time looking at the details of the exhibits, reading the panels, and the artifacts that are on display. Reflecting on the core questions posed in class students must submit a single photo and short essay (500 words) discussing how culture and nature are portrayed and perceived in parts of the exhibit or the exhibit as a whole. Students should reflect on whether or how the exhibit makes them consider their own place in the natural world. Additional guidelines for the essay are described on our canvas site. **PLEASE NOTE: This assignment does NOT contribute to the 2,000 word Writing Requirement.**  
**SLOs 7&8**

*\*\*\*Substitutions for visits to the museum, such as site visits to Shell Mound, St. Augustine, or other museums can be made, but must be approved by the end of class on Tuesday in week 10.*

## UF student honor code, original work, and plagiarism:

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UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.

Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately.

<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9> If you have any questions, please ask your instructor.

**Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.**

Attendance:

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Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations for students:

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Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online course evaluation by students:

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Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Important Student Wellness Resources:

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*U Matter, We Care:*

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:*

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.

*Sexual Assault Recovery Services (SARS)*

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Important Academic Resources:

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E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

<https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

## Weekly Course Schedule:

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### THE CITY (LA CIUDAD)

#### **Week 1: What is a city? What is urbanism?**

**Summary:** This week we start the course by exploring some basic (but honestly complicated) definitions of cities. One key aim is to begin to identify our own assumptions about cities, especially how cities, urban design, and planning relate to the natural world. Some questions we'll ask are: Are cities *natural*? and What is nature's place in cities?

**Readings:** Childe 1950; Smith, M.E. 2007

**Newspaper:** <https://www.nytimes.com/2018/09/27/science/maya-ruins-lidar.html>  
<https://news.nationalgeographic.com/2018/02/maya-laser-lidar-guatemala-pacunan/>

**Media:** None

**Assignments:** **Discussion and reflection notes – Poem or Song for the City**

#### **Week 2: Urbanism as a way of life**

**Summary:** Living in an era with the majority of humans living in cities, it is sometimes challenging to think about how urbanism influences our lives... even if we don't live in a city. This week we'll introduce ideas about urban life. We'll ask questions, such as: how do cities influence our identity? How do we interact and express ourselves in cities in ways that are unique to cities?

**Readings:** Smith 2003a, Ashmore 2002

**Newspaper:** None

**Media:** <http://www.bu.edu/research/articles/archaeology-teotihuacan-mexico/>

**Assignments:** **Discussion and reflection notes – Photo of urban life**

#### **Week 3 Low Density vs. High Density/Lowlands vs. Highlands**

**Summary:** As cities become larger and megalopolis emerge, should we question how we design and shape our settlements? Is there an inevitability to urbanization? Are vertical cities and high-density populations our global future? Are there alternative patterns of urbanization that we can creatively explore? While the following is a theme that filters through the entire semester, for the first time this week we will ask how our perceptions of cities today, influence our interpretations and representations of past cities?

**Readings:** Chase and Chase 2016; Murtha 2017

**Newspaper:** <https://www.nytimes.com/1993/01/05/science/mayans-had-a-middle-class-too.html> ;  
<https://www.nytimes.com/2000/12/19/science/in-maya-ruins-scholars-see-evidence-of-urban-sprawl.html>

**Media:** None

**Assignments:** **Discussion and reflection notes – Vertical or Horizontal**

#### **Week 4 Diversity and the City**

**Summary:** In our early explorations of city definitions (week 1) and urbanism as a way of life (week 2), we briefly introduced the idea of diversity and cities. This week we will explore diversity within cities, wrestling with what types of diversity we can identify and just how diversity influences identity and worldview. One key topic we'll discuss is how perceptions of natural diversity compare or contrast to conceptualizations and interpretations of diversity in cities.

**Readings:** Hirth 2008; Janusek and Blom 2006; Pyburn 2008

**Newspaper:** <http://hraf.yale.edu/featured-culture-aztecs-cosmology-and-ancient-rituals-in-ehraf/>

**Media:** None

**Assignments:** **Discussion and reflection notes – Diversity in Cities**

#### **Week 5 Power and the City**

**Summary:** Through built form, monumental architecture, public art, and public works, expressions of power and authority are common in cities. In this section we explore how power and authority are visible in cities? We end our section on la ciudad (the city) with discussions about expressions of power over nature in cities.

**Readings:** Yoffee 2005; Hutson et al. 2008; Magnoni et. al 2012.

**Newspaper:** <https://www.nytimes.com/2016/01/03/world/americas/untangling-an-accounting-tool-and-an-ancient-incan-mystery.html>

**Media:** <https://youtu.be/AmPyz1kCbOw>

Assignments: **Discussion and reflection notes – Top Down or Bottom Up; Pre-Columbian City and Landscape Paper DUE**

## **WATER (AGUA)**

### **Week 6 Water, Ideas, and Values**

Summary: Building on discussions of power, we begin this section on water by examining how water and landscape intersect. This is an opportunity to examine alternative worldviews centered on water. We will critically examine how the control of water is described and discussed in representations and interpretations of the past.

Readings: Scarborough 2003a

Newspaper: <https://www.sciencedaily.com/releases/2016/04/160408132503.htm>

Media: [https://youtu.be/Z04hCNe\\_OoA](https://youtu.be/Z04hCNe_OoA)

Assignments: Discussion and reflection notes – Clean Water

### **Week 7 Rain and Reservoirs**

Summary: Dealing with too little or too much rain is a persistent theme throughout human history. How was rain captured and managed in the past? How were landscapes designed to manage rainfall?

Readings: Scarborough et al. 2012; Erickson 2019

Newspaper: <https://green.blogs.nytimes.com/2012/07/16/a-mayan-water-system-with-lessons-for-today/>

<https://www.sciencedaily.com/releases/2010/05/100504155421.htm>

Media: None

Assignments: **Discussion and reflection notes – Keep It**

### **Week 8 Design, Drainage, and Irrigation**

Summary: Maintaining, managing, and designing landscape systems to redirect the flow of water influences control over the natural world, power in society, and perceptions of authority. What are some of the diverse ways culture is shaped by designing (or redesigning) the flow of water?

Readings: Scarborough 2003b

Newspaper: None

Media: <http://landandwaterrevisited.blogspot.com>

Assignments: **Discussion and reflection notes – Let It Go**

## **LAND + LANDSCAPE (TIERRA)**

### **Week 9 Land, Landscape, and Perception**

Summary: The next five weeks are focused on reading landscapes as narratives through the lenses of land (la tierra) and forest (la selva). For decades, perceptions of cultural evolution were overly influenced by a lack of research and understanding about landscape ecology in the Americas, especially across the lowlands. What do we now know about the human dimensions of lowland ecology? What does that tell us about the relationships between nature and culture?

Readings: Erickson 2006; Mann 2006a; Ashmore 2009

Newspaper: <https://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>

Media: <https://video.nationalgeographic.com/video/travel-source/unesco-world-heritage-sites/00000164-3776-d915-a76e-b7fe043c0000>

Assignments: **Discussion and reflection notes – City as Landscape**

### **Week 10 Landscape Design and Landesque Capital**

Summary: How do perceptions of landscape change as we tinker, design, and transform our environment?

Readings: Clement et al 2015; Erickson 2010

Newspaper: <https://www.newscientist.com/article/dn27945-myth-of-pristine-amazon-rainforest-busted-as-old-cities-reappear/>

Media: None

Assignments: **Discussion and reflection notes - Terraces; Reading Landscapes Paper**

**Week 11 Landscape Resilience and Sustainable Landscapes**

Summary: How are modern concepts like resilience and sustainability relevant to representations and interpretations of the past?

Readings: Heckenberger et al 2003; Robinson et al. 2018

Newspaper: <https://www.sciencedaily.com/releases/2018/05/180517081817.htm>

Media: None

Assignments: **Discussion and reflection notes – Sustainability vs. Resilience; Reflection Photo and Essay Open for Submission; Reading Landscape Paper Due.**

**FORESTS (LA SELVA)****Week 12 Forest and Fallow**

Summary: Forests and fallow landscapes offer critical perceptive windows into temporality, worldview, and society? How were forests perceived and portrayed in past cities and landscapes? What is wild? What is natural?

Readings: Schele and Freidel 1990; Ashmore 2009

Newspaper: None

Media: None

Assignments: **Discussion and reflection notes – Wild Cities**

**Week 13 A Place for Ruins**

Summary: Is there a place for cycling of the built environment as we discussed for forests? How were ruins perceived, managed, and curated in the past?

Readings: Ashmore and Sabloff 2002; Stanton and Magnoni 2008

Newspaper: None

Media: <https://youtu.be/FS1PX3WwMgI>

Assignments: **Discussion and reflection notes – Sacred Cities**

**FUTURE PAST (EL FUTURO PASADO)****Week 14 Climate Change, Disasters, and Past Landscapes**

Summary: Turning our attention from the past, we spend the next two weeks dreaming and imagining the future through the creative lens of the past. What do the narratives we've explored tell us about the future? How can they influence design and planning? What is collapse?

Readings: Kennett et al. 2012;

Newspaper: <https://www.nytimes.com/2016/04/17/travel/mexico-city-volcanos-aztec.html> ;

<https://news.nationalgeographic.com/news/2015/01/150127-maya-water-temple-drought-archaeology-science/>

<https://www.northwestern.edu/newscenter/stories/2007/02/apocalypto.html>

Media: <https://www.imdb.com/title/tt0472043/>

Assignments: **Discussion and reflection notes – Landscapes of Vulnerability; Student Online Course Evaluation**

**Week 15 Reflection and Poster Open House**

Readings: None

Newspaper: TBA

Media: <http://ihopenet.org/>

Assignments: **Discussion and reflection notes – Poster; Final Poster and Presentation; Reflection Photo and Essay (final due date)**



**General Writing Rubric: This will be used for all writing assignments.**

\*modified from UC Davis composition rubric

	<b>A: 90 – 100</b>	<b>B: 80 – 90</b>	<b>C: 70 – 80</b>	<b>D: 60 – 70</b>	<b>E: &lt; 60</b>
<b>Ideas (40pts)</b>	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. <b>(36-40)</b>	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. <b>(32-36)</b>	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. <b>(28-32)</b>	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. <b>(24-28)</b>	Does not respond to the assignment. Lacks central idea. <b>(0-24)</b>
<b>Organization and Coherence (30pts)</b>	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. <b>(27-30)</b>	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. <b>(24-27)</b>	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. <b>(21-24)</b>	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. <b>(18-21)</b>	No organization lacks coherence. <b>(0-18)</b>
<b>Support (10pts)</b>	Uses evidence appropriately and effectively. <b>(9-10)</b>	Begins to offer reasons to support paper's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. <b>(8-9)</b>	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. <b>(7-8)</b>	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. <b>(6-7)</b>	Uses irrelevant details or lacks supporting evidence. <b>(0-6)</b>
<b>Style (10pts)</b>	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. <b>(9-10)</b>	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. <b>(8-9)</b>	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. <b>(7-8)</b>	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. <b>(6-7)</b>	Awkward sentences throughout. Misuse of words. Inappropriate language. <b>(0-6)</b>
<b>Mechanics (10pts)</b>	Entirely free of spelling, punctuation, and grammatical errors. <b>(9-10)</b>	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. <b>(8-9)</b>	Several mechanical errors that interfere with meaning, but don't impede overall understanding. <b>(7-8)</b>	Many mechanical errors that challenge meaning. Hard to understand connections. <b>(6-7)</b>	Many mechanical errors making it impossible to understand. <b>(0-6)</b>

NOTE: INFORMATION BELOW NOT TO BE INCLUDED IN SYLLABUS  
COURSE APPROVAL SYSTEM INFORMATION

Please provide an explanation of how the General Education Objectives will be accomplished in the course.

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1. Evaluation of humanistic inquiries and methods of inquiries of culture and nature through the lens of landscape.
2. Evaluation of intercultural perspectives of place, landscape, and environment.
3. Critique of contemporary perspectives of the past.
4. Assessment of multiple perspectives, especially intercultural perspectives of humans and our environment.
5. Assessment of how intercultural values influence and shape ideas about our environment.
6. Evaluate the key challenges and opportunities facing global communities and the cultural systems that influence those communities.
7. Assessment of how past systems influence the contemporary world.

Explanation of Assessment:

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**Content:**

Students will be assessed for the following Content SLOs in this course:

Identify, describe, and explain the history, underlying theory and methodologies used in the course.

Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.

*Students will acquire a basic knowledge of the theory, ideas, practices, and methods that have influenced perceptions and interpretations about the cultural and natural dimensions of past landscapes. Students will also be able to identify, describe, and explain how deep history and culture influence modern cities and landscapes. Intercultural perspectives will be discussed. Achievement of this learning outcome will be assessed through weekly discussion and reflection notes, a final poster and presentation, and the reflection photo and essay.*

**Critical Thinking:**

Students will be assessed for the following Critical Thinking SLOs in this course:

Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly contemporary world.

*Students will complete two papers building analytical skills that: 1) investigate the idea of landscape from multiple perspectives and 2) reflect on landscapes as a means to study and understand how cultural systems and history influence our perceptions of the world. Achievement of this learning outcome will be assessed through the final poster and reflection essay. Reflecting on two papers, students will address core questions of nature and culture through the lens of their selected city and landscape context and produce a final poster for the course. Students will also critically analyze and examine a museum exhibit addressing key questions about culture and nature in the contemporary world through the lens of the past and produce a reflection essay.*

**Communication:**

Students will be assessed for the following Communication SLOs in this course:

Communicate knowledge, thoughts and reasoning clearly and effectively.

*Students will participate in themed weekly discussion and reflection notes. Each week students will submit discussion questions and reflection statements based on weekly readings and media assigned. Students will prepare two papers describing and reading landscapes. Achievement of this learning outcome will be assessed by the progression of weekly discussion questions and reflection notes and the final presentation accompanying the final poster.*