

SIGNATURE ROUTING LOG

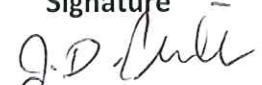



General Information:

Proposal Type: Course Program Other *new*
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GEO 161 Global Inequalities
 Proposal Contact Person Name: Sue Roberts Phone: 7 2399 Email: sueroberts@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|--|---------------|--|---|
| Geography Director of Undergraduate Studies | 6/8/2010 | Jonathan Phillips / 7 6950 / jdp@uky.edu |  |
| Geography, Chair (any cross-listing or affected) dpt, chair (any cross-listing or affected) dpt, chair | 6/8/2010 | Sue Roberts / 7 2399 / sueroberts@uky.edu |  |
| A&S Ed. Policy Cmte. | 9/21/10 | Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu |  |
| A&S Dean | 9/21/10 | Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu |  |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ² |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council | 10/26/2010 | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 5/18/2010
- b. Department/Division: Geography
- c. Contact person name: Sue Roberts Email: sueroberts@uky.edu Phone: 7-2399
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: GEO 161
- b. Full Title: Global Inequalities
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

2 Lecture _____ Laboratory¹ 1 Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: _____
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This course focuses on basic spatial patterns of wealth and poverty at the global scale, comparing places and regions. Contemporary trends are identified and viewed in their historical context. Inequalities in access to basic human needs -- food and water -- are investigated through case studies drawn from around the world. The highly unequal world we live in raises serious questions of justice and sustainability, and these are considered in this course. Fulfills General Education requirements for Global Citizenship.
- j. Prerequisites, if any: none
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 126
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Fulfills Gen Ed Global Dynamics requirement
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

University of Kentucky
Department of Geography

Fall 20XX

GEO 161.xxx GLOBAL INEQUALITIES

SYLLABUS

Class meetings: xx; xx

Instructor: Dr. Susan Roberts

Office: POT 1455

E-mail: sueroberts@uky.edu (preferred method of contact)

Phone: 859 257 2399

Office Hours: xx

Teaching Assistants: xx

Office: xx

E-mail: xx

Phone: xx

Office Hours: xx

Course Bulletin Description

This course focuses on basic spatial patterns of wealth and poverty at the global scale, comparing places and regions. Contemporary trends are identified and viewed in their historical context. Inequalities in access to basic human needs -- food and water -- are investigated through case studies drawn from around the world. The highly unequal world we live in raises serious questions of justice and sustainability, and these are considered in this course. Fulfills General Education requirements for Global Citizenship.

What is the course about?

This course is a human geographical investigation of the major issues facing people in the contemporary world. Specifically, the course first introduces the basic prevailing spatial patterns of wealth and poverty at a global scale, comparing places and regions. The building blocks (in terms of available data) are national economies, so the approach is cross-national by default. Second, these geographical patterns are put in their historical context. Contemporary trends are identified and then viewed in a much longer time frame. Third, the course will turn to a thematic approach, organized around key basic human needs. We consider first water, then food, health issues, housing, and the challenges of securing a livelihood.

The course may be taken to fulfill the Global Dynamics and Citizenship component of The University of Kentucky's General Education curriculum.

Course Goals

The highly uneven social and spatial patterns of access to these basic needs, and their extremely variable quality, are key framing observations. Questioning the processes that gave rise to, and sustain, such global disparities is embedded in the approach taken in this course.

Thus the goals of this course are to consider global patterns of inequality and the historical and contemporary processes that have given rise to, and sustain, these patterns. Overall, we will seek to avoid depictions of global processes that make them seem inevitable; instead we will investigate the many ways ordinary people work to secure the well-being of themselves and their families. In other words, the global and the local are treated as co-constitutive and the present patterns as highly contingent. In this way, students will learn how their own lives are caught up in wider patterns and processes, and imagine themselves as agents in a world that does not have to be the same in the future.

Learning Outcomes

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
4. Demonstrate an awareness of major elements of non-US cultures and societies, and its relationship to the 21st century context.
5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
6. Demonstrate an understanding of societal, cultural, and institutional change over time, cross-national and comparative issues and power and resistance.

What are the required texts?

Possible textbooks

Shepherd, Eric, Philip W. Porter, David Faust, and Richa Nagar, 2009. *A World Of Difference: Encountering and Contesting Development, Second Edition*. New York: Guilford Press.

Or

Williams, Glyn, Paula Meth, and Katie Willis, 2009. *New Geographies of the Global South*. New York: Routledge.

with

Atlas of Global Development, Second Edition: A Visual Guide to the World's Greatest Challenges. 2009. Washington DC: World Bank.

and

Population Reference Bureau, *2009World Population Data Sheet*. Available as downloadable pdf from <http://www.prb.org/Publications/Datasheets/2009/2009wpds.aspx>

Other readings and materials will be made available to students.

How is the course organized?

The course is organized into parts. The first part, which will take the first four weeks of the semester, concerns learning and analyzing basic global diversity and interconnection and how these features of our world have changed over time. The first midterm exam will cover this part of the course. Part Two of the course is organized thematically around basic human needs and comprises the major body of the course, taking up nine weeks of the semester. In this part, we will first investigate the significance of water to human life and the great differences in access to water and in water quality. We will also consider the ways in which different communities make decisions about water access and quality and the sorts of competing ideas about how such issues should be treated (should people have a right to clean water? Should water be a public good? and so on). Then we will proceed to the issue of food. First we will assess the complex and highly differentiated situation of people across the world regarding food production and consumption. Then we will proceed to examine salient issues impacting global food production and diverse peoples' well-being today, such as the rise of agrofuels (sugar cane, corn-ethanol, oil palm). To finish Part Two we will consider the issue of security as a basic human need. The connections between fear and violence on the one hand, and peoples' abilities to go about securing their lives and livelihoods will be discussed through case studies. The course ends with Part Three, which is a chance for students to bring together what they have learned, combining empirical and conceptual materials, through a small and defined research project (the final assignment – see below for details).

Course Policies (Standard required syllabus material)

If you have a documented *disability* that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257 2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Attendance simply **MUST** be a priority if you wish to do well in this class. Students are expected to attend ALL classes and to take notes.

Please turn all your technology off when you enter the classroom space, including your computer. Disruptions will not be tolerated in the classroom.

The Academic Ombud states that students are entitled to an excused absence for the purpose of observing their major *religious holidays* if the instructor is notified by the university deadline for this semester.

The only other excused absences are a documented serious illness, the documented illness or death of family member, and official documented University-related trips.

All work must be submitted on or before the deadline (day and time) specified for each. *Late work* will not be graded. In the case of an excused absence, make-up opportunities will be granted, provided adequate notice is provided and proper documentation is submitted.

The Academic Ombud is responsible for dealing with cases of *plagiarism* and *cheating*. Make sure you know how these offenses are defined and what the minimum punishment for either is. You will find this information in your copy of Students Rights and Responsibilities. Be warned that I take such offenses very seriously and have taken students who have plagiarized or cheated through the official prosecution procedures in the past.

If you are having problems with the course material or with an assignment, or you just seem to be getting behind with your work, PLEASE come and see me sooner rather than later. Don't wait until things get out of hand. If you cannot come to see me during my scheduled office hours, speak to me or our TA before or after class and we can arrange an appointment. Of course, if you are not having a particular problem but just want to chat about the course or any issues it raises for you, you are also welcome to come and see me during office hours. You can also reach me by phone at the office or by e-mail. I check my answering machine and e-mail fairly regularly.

How will students' learning/mastery of 'core competencies' be assessed?

Exams (60% of total course grade)

There will be three exams: two midterms and a final. The exams will, depending on the number of students in the course and the TA help assigned to the instructor, be a mix of short answer and multiple choice questions. They will not be cumulative. Rather, each will cover the material from one third of the semester. Each exam is worth 20% of the total course grade.

Note that students will be provided with a **midterm evaluation** based on course performance up until the midterm point following syllabus criteria.

Assignments (40 % of total course grade)

There will be **four short in-class and/or take-home assignments**, each worth 5% of the total course grade, accounting together for 20% of the total course grade. Learning outcomes and grading rubrics for each will be developed, made available to students and discussed in class.

The culminating **final assignment** is an assignment that connects students' more abstract learning to matters of practical importance and will be worth 20% of the total course grade. It directly relates to the learning outcome defined as "Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world."

For the final project, each student will complete a series of steps as part of researching an issue and organizing and presenting an argument based on their understanding of the issue. The deadlines for each step are staggered and students will be given timely feedback on each step they turn in. The argument will be presented at the end in the form of a letter to the relevant elected official.

Step one: Select an issue from a list (will be issues we have learned about in class). Conduct a basic search for further information on this issue. Submit a bibliography of 3-6 sources. (5%)

Learning objective: to identify and assess diverse informational sources on an issue of global significance. To select robust (reliable, trustworthy, complete, accurate) and appropriate (not too detailed, not too simple, etc) information.

Step two: Prepare a short (3 pages double spaced) informative report on the issue, using correct citation style. (5%)

Learning objective: To practice analytical skills, through the clear, well-organized, and concise presentation of the basic facts concerning a complex issue.

Step three: Prepare a very short statement (1 page double spaced) identifying action that could be taken regarding the issue. Be sure to specify what the overall goal is. This could be a policy measure, or a grassroots organizing effort – whichever the student deems most likely to be effective. It could be already existing, or more of an idea. Any sources should be cited. (5%)

Learning objective: To make connections between a particular issue and specific actions that could be taken to address the issue. This will be a chance for students to consider the nature of civic and political engagement.

Step four: Using the information gathered in the previous steps, write a letter to the relevant elected US official explaining what the issue is, why it is of concern, and giving a summary of ideas to improve the situation. The letter should be formatted and addressed correctly (instructions will be provided). It should be no more than three pages double spaced. (5%)

Learning objective: To craft a sound, well-researched and persuasive argument about action that could be taken in regards to a serious issue affecting people globally.

Each step of the assignment will be graded according to rubrics that will be developed to capture the learning objectives for each step. Feedback will be given to allow students to assess their performance and adjust accordingly.

For all exams and assignments a straightforward and consistent grading scheme will be employed wherein 90% or above is an A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and 59% or below is a failing grade. Students will be informed of their standing in terms of their grade before the official Midterm date for the semester.

Provisional Course Schedule

| | | | |
|--------------------|------------|------------------------|--|
| Week 1 | PART ONE | Global Patterns | |
| Week 2 | | | Assignment 1 |
| Week 3 | | Trends | |
| Week 4 | | | |
| Week 5 | | Basic Needs | First midterm exam |
| Week 6 | PART TWO | Water | Assignment 2 |
| Week 7 | | | |
| Week 8 | | | Assignment 3 |
| Week 9 | | Food | |
| Week 10 | | | Second midterm exam |
| Week 11 | | | Assignment 4 |
| Week 12 | | Security & livelihoods | |
| Week 13 | | | |
| Week 14 | PART THREE | Making the connections | |
| Week 15 | | | |
| Week 16 | | | Final step of Project due |
| <i>Finals week</i> | | | Final exam Date: Time: Duration: Location: |
| | | | |
| | | | |

General Education Course Submission Form

Date of Submission: 1 June 2010

1. Check which area(s) this course applies to.

| | | | |
|----------------------------------|--------------------------|-----------------------------------|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quant Reasoning – Math | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Quant Reasoning – Stat | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | Citizenship – USA | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Citizenship - Global | <input checked="" type="checkbox"/> |

2. Provide Course and Department Information.

Department: Geography

Course Prefix and Number: GEO 161 Credit hours: 3

Course Title: Global Inequalities (approved for F'10 an A&S 100 crs)

Expected Number of Students per Section: 126 Course Required for Majors in your Program? No

Prerequisite(s) for Course? none

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Sue Roberts Email: sueroberts@uky.edu

Office Address: 1457 POT Phone: 7-2399

3. In addition to this form, the following items must be submitted for consideration:

- A syllabus that conforms to the General Education Learning Outcomes, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) explaining how the course will address the General Education and Course Template Learning outcomes, and the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major component of an existing course, or a new course form for a new course.

Gen Ed approved

4. Signatures

Department Chair: [Signature] Date: 6/1/2010

Dean: Anna R. K. Bosch [Signature] Date: 9/21/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education