

SIGNATURE ROUTING LOG

General Information:

change

Proposal Type: Course Program Other

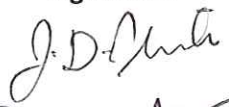



Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GEO 222 Cities of the World

Proposal Contact Person Name: Stan Brunn (on sabbatical 2010-11) so c/o Sue Roberts (Chair) Phone: 7 2119 Email: brunn@uky.edu/ 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	6/8/10	Jonathan Phillips / 7 6950 / jdp@uky.edu	
Geography, Chair (any cross-listing or affected) dpt, chair (any cross-listing or affected) dpt, chair	6/8/10	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	3/1/2011	Sharon Gill	
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.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 5/18/2010
- b. Department/Division: Geography
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change [OSC1] definition)
- e. Contact Person Name: Stan Brunn (on sabbatical 2010-11) so c/o Sue Roberts (Chair) Email: brunn@uky.edu sueroberts@uky.edu Phone: 7 2931
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: GEO 222 Proposed Prefix & Number: _____
- b. Full Title: Cities of the World Proposed Title: _____
- c. Current Transcript Title (if full title is more than 40 characters): _____
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|------------------|-------------------------------|-------------------------------------|------------------|--------------------|
| Current: | <u>3</u> Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
| Proposed: | <u>2</u> Lecture | _____ Laboratory | <u>1</u> Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

- g. Current number of credit hours: 3 Proposed number of credit hours: 3
- h. Currently, is this course repeatable for additional credit? YES NO
- Proposed to be 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. Current Course Description for Bulletin: Focuses on the historical development, contemporary character, and alternative futures of cities in both developing and developed regions. The spatial, social, economic, and political processes of major world cities are studied and contemporary urban problems are discussed. Fulfills USP disciplinary social science requirement.
- Proposed Course Description for Bulletin: Focuses on the historical development, contemporary character, and alternative futures of cities in both developing and developed regions. The spatial, social, economic, and political processes of major world cities are studied and contemporary urban problems are discussed. Fulfills Gen Ed Global Dynamics requirement.

- j. Current Prerequisites, if any: none
- Proposed Prerequisites, if any: none
- k. Current Distance Learning (DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop
- *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.
- l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both
- Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO
- Proposed to be taught off campus? YES NO
4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

No significant changes have been made. However, the course description for the bulletin has been modified to include the new General Education fulfillments. Additionally, the course has changed from a three-hour lecture format to a two-hour lecture and 1-hour discussion section in line with General Education program changes and to enhance student learning opportunities.

5. Course Relationship to Program(s).
- a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO
- If YES, identify the depts. and/or pgms: _____
- b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO
- If YES⁷, list the program(s) here: _____

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

6. Information to be Placed on Syllabus.

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

Spring 2010

Professor: S. D. Brunn

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Brunn@uky.edu phone: 257-6947 and 257-2932 (Geography Dept.)

Office hrs: 11-1150 MWF and T TH 1130-1 PM and by appt

Graduate Teaching Assistants: XXXX and XXXX

4 Miller Hallxxxx

Jidan.duan@uky.edu xxxx

Office hrs: xxxx

GEO 222 CITIES OF THE WORLD

Description of the Course

The purposes of this course are: (1) to introduce you to the geographer's perspective in looking at the diversities in today's urban world; (2) to familiarize you with concepts and terms that will help you understand features and problems in contemporary urbanization, that is, what is happening in diverse cities around the world, where, and why? (3) to provide you with a basic understanding of the major environmental, gender and human welfare issues facing urban citizens on the planet; (4) to discuss the ways in which diverse cities around the world are related to other cities in their region and connected to other urban areas through globalization; and (5) to consider notions of social and economic inequalities in diverse cities and also political empowerment and participation when pressing issues (such as social welfare and environmental degradation) arise.

GEO 222 and Student Learning Outcomes

The course satisfies the Global Dynamics requirement of the General Education curriculum. Specifically, GEO 222 will help you (a) to understand the richness of human diversity on the planet's cities and issues of inequality and injustices that exist; (b) to understand the difficulties of achieving civic responsibilities in cities and regions with rich multicultural diversities; (c) to provide insights into how individuals cope with ethnical and ethnic diversities in daily life and governing structures; (d) to develop an awareness of both the historical evolution of world cities and urbanization and the challenges facing them in the early 21st century; (e) to identify through comparative urban analyses some of the commonalities and continuities in a globalizing world, but also those uneven, irregular, and unpredictable events that also are part of contemporary world urban life; and (f) to gain a deeper understanding of citizen engagement and empowerment through class discussions and a project.

Required Textbook

S. D. Brunn, M. Hays-Mitchell, and D. J. Zeigler, eds., 2008. **Cities of the World: World Regional Urban Development**. Boulder: Rowman and Littlefield. 4th Edition.

Be sure you purchase the fourth edition; be sure to read the Preface and back cover materials.

The textbook discusses major cities and urbanization themes in eleven major regions. Each regional chapter addresses a set of similar themes: the evolution of urbanization, major representative cities and their key attributes; models of city structure (internal structure); current problems and solutions; and how that region fits into a larger world system. Be *very* familiar with the tabular information provided at the beginning of each chapter. At the conclusion of each chapter there are listed additional reference materials, including articles, books, and websites. Be sure to examine the urban data presented in the appendix. The first chapter presents an overview of world urbanization and the last chapter examines cities of the future and the future of cities. The editors and authors carefully prepared a volume that we believe will stimulate your interest in world regional urban geography as well as individual cities

Organization of the Course

The course is, like the text book, organized regionally. For each region and its cities there will be: (a) an introduction to how the region and its cities relate to the world urban system; (b) a discussion of the salient features of cities and the origins and evolution of urbanization in the region; and (c) a consideration of the major trends and a discussion of possible cities of the future that may emerge in the region. There are a number of concepts that are introduced in chapter one which surface in subsequent chapters. Be sure you know and study those concepts as they often appear in one form or another on exams.

There will be two lectures per week. During the lectures time will be devoted to providing you the major points I think are important in learning about cities and urbanization in major world regions. I will try to liven up the class with discussions about maps, photos, and personal experiences. There will be one recitation section per week. *Active learning* will take place in the form of in-class exercises, discussions and debates, and the recitation sections will also enable students to get feedback on their course work.

Check the course's Blackboard site and your email daily. I may communicate frequently in order to elaborate on points only briefly discussed in class, or to forward information from various listservs, for example.

Schedule

Below are the topics for each class. We will adhere to this schedule as much as possible. **Please bring your textbook to each lecture and to each recitation section**, as we will be looking at maps, charts, and photos, as well as specific paragraphs of the text.

Attending lectures and recitation section meetings, participating and taking good notes, studying them, and reading the text will help you remember the materials and prepare for the exams. Not all materials covered in lecture and section are in the text and not all materials on exams are covered in the text, hence you *must* attend all class meetings and take excellent notes.

- 13 Jan. – Introduction
- 15 Jan. – Preface and Introduction: Chapter 1
- 18 Jan. - Martin Luther King, Jr. National Holiday: a day to remember how he advanced all of us.
- 20 Jan. – Introduction: **Content Analysis Due**
- 22 Jan. – Introduction
- 25 Jan. – US and Canada: Chapter 2
- 27 Jan. – US and Canada
- 29 Jan. – US and Canada
- 1 Feb. – Central America & the Caribbean: Chapter 3
- 3 Feb. – Central America & the Caribbean
- 5 Feb. – South America: Chapter 4
- 8 Feb. – South America: Chapter 4
- 10 Feb. – South America: Chapter 4
- 12 Feb. – **First Midterm: Chapters 1-4**
- 15 Feb. – Europe: Chapter 5
- 17 Feb. – Europe
- 19 Feb. – Europe
- 22 Feb. – Europe
- 24 Feb. – Russia: Chapter 6
- 26 Feb. – Russia
- 1 Mar. – Russia
- 3 Mar. – Greater Middle East: Chapter 7
- 5 Mar. – Greater Middle East
- 8 Mar. – Greater Middle East
- 10 Mar.- Sub Saharan Africa: Chapter 8
- 12 Mar. – **Second Midterm: Chapters 5-7**

15-20 March: Spring Break
 22 Mar. – Sub Saharan Africa **Web Project Due**
 24 Mar. – Sub Saharan Africa
 26 Mar. – South Asia: Chapter 9
 29 Mar. – South Asia
 31 Mar. – South Asia
2 Apr. – Third Midterm: Chapters 8-9
 5 Apr. – Southeast Asia: Chapter 10
 7 Apr. – Southeast Asia
 9 Apr. – Southeast Asia
 12 Apr. – East Asia: Chapter 11
 14 Apr. – East Asia
 16 Apr. – East Asia **Blackboard Project Due**
19 Apr. – Fourth Midterm: Chapters 10-11
 21 Apr. – Australia & the Pacific: Chapter 12
 23 Apr. – Australia & the Pacific
 26 Apr. – Cities of the Future: Chapter 13
 28 Apr. – Cities of the Future
 30 Apr. - Final Words and Prefinal Grades Given
Final Exam: Chapters 1. 12-13

Final Exam date and time: XXX.

NOTE: This is the only time the final exam is given. In regards to other exams (midterms) during the term, there will be none given earlier or later.

Assessment

The learning of all students will be assessed in diverse ways. The course has four midterm exams, one final exam (optional), two short assignments, and one longer assignment.

Midterm Exams

The four “during the semester” or midterm exams will include materials discussed in class to that point of the term. The questions will be concepts and terms, matching, true-false, fill in the blank, multiple choice, and some map questions.

NOTE: Each midterm may include several current events questions about cities in the news, e.g., “what is happening where.” A good idea is to maintain some journal about places (cities) in the national and international news and significant environmental, political, cultural or economic events occurring in them. *My advice is to daily watch a national television news program, listen to an in depth radio news program (such as on NPR), or read a major regional or international newspaper, such as the Christian Science Monitor, New York International Herald Tribune, the New York Times (available on the Internet), or USA Today, for world events.* The campus newspaper does not cover world events. Reading a daily newspaper or watching a major news channel should be a practice you include as part of each and every day, if it is not already.

NOTE: No makeup exams will be given except for *officially excused* reasons (scheduled university athletic, debate, or music event); failure to take these exams, when scheduled and administered, will result in a grade of zero for that exam. The final exam will include lecture and text materials covered after the fourth exam. See note on the final exam below. Those with *officially excused* reasons will take either a written or oral exam. Unexcused absences include: expecting a great aunt to have a major operation at an unknown Friday in late November, going home to see your boyfriend, going home to vote (you can obtain an absentee ballot), getting laundry done, eating a good meal prepared by your dad, and expecting to be engaged on an yet unknown date. You need to plan your fall schedule now to ensure there are no conflicts with exam dates in this and other classes.

Content Analysis (Maps and Photo Assignment)

This short assignment is worth 20 points. It is due at the start of the recitation section meeting on XXXXX. You are required to examine the entire contents of the entire book and compile your list of “the 6 most innovative maps in the book” and “the 6 most insightful photographs” in the textbook. *You* make a decision on the criteria for what is an innovative map and what is an insightful photograph.

You include in your two pages (absolutely no more) single spaced-typed narrative the following: (a) what is an innovative map and an insightful photograph – you provide definitions, which may be different from some other student; (b) your choices for the 6 most insightful photos and 6 most innovative maps (rank them with 1 being highest), being sure to provide the title and page and subject of each choice in your narrative; and (c) what these maps and photographs mean to you as a budding and enterprising geography student. You will be graded on the criteria you use, the quality of your presentation, overall professional appearance, your own creativity, depth of your analysis, and overall effort. **Report is due 20 January.** Remember, only two typed pages. Your TA will read no paper that has more than two pages and that is not typed. Papers submitted after XXXX will automatically be deducted 5 points for each day late. Bring the typed report to the section meeting the day it is due. Do not send to the TA electronically.

Web Project

This second project is worth 20 points. It is due at the start of the recitation section meeting on XXXXX. All students will work individually on this project. The **Learning Outcome** of this assignment include the following: to be able to develop a *cross-national comparison* (of, in this case, cities). The paper also allows students to combine narrative and visual presentation styles. Following the second midterm you will be *assigned* two cities, one in the developed and one in the developing world (such as Cairo and Rome OR Karachi and Toronto), to read information on the web (accessed via Google) and learn about the cities as tourist destinations. The purpose of this assignment is to give you experience in actually planning a trip to two major world cities and to identify what are important sites to visit. These might be memorials, zoos, historical monuments, museums, etc.

Your report will include: (a) one paragraph (no more than one-half single spaced page) about the travel arrangements (costs, points of departure and arrival, etc.); (b) three pages of photos from the WWW about sites in the cities you are studying. For each photo, you need to provide why it is an important site. You should also include complete references documenting the sources of your photos and other information; and (c) a one paragraph (no more than one-half single spaced page) comparing the two cities in terms of their function as tourist destinations. You should present and discuss data regarding how many domestic and international tourists visit each year, the origins of the tourists, and note any issues facing the tourist industry in each of the two cities. You will be graded on the following criteria: neatness and organization, overall quality of the product, photos included and brief descriptions, accuracy of the information obtained, references used and recorded, and overall effort. **Paper is due 22 March.** Any paper coming in after the deadline will automatically be deducted 5 points each day it is late. Hand in the paper in person to your TA. We will not accept papers submitted electronically.

Major Project

This project is worth 75 points. It will be submitted via the course’s Blackboard website. It must be submitted via the Blackboard portal before XXAM on XXXXX. All students will work individually on this project. The **Learning Outcomes** of the project include: to learn about the nature of *social diversity* and about *inequality* in selected cities and to learn about the nature of urban *politics and civic engagement* in select cities of the world. For this assignment you will select *one world city in a developing world region*. Your choice of city will be submitted via email to your TA before class on XXXX. You will receive approval (or advice about alternate choices) via email. Once your choice of city is approved, you should begin the project. You are to compile information on your chosen city from a variety of sources, including your textbook and the web. You should find out about (a) the historical development of the city (including how this relates to major international currents such as colonialism, migrations, wars and so on); (b) the current size of the city (population) and the social and cultural diversity present in the city; (c) the political status and structure of the city’s formal government. How is the city governed? What is the nature of political and civic life in the city? (d) what empowerment (political, gender, environment, religious, etc.)

groups are active in the city and what are their objectives? And (e) what are a half dozen specific major issues (social, political, economic, and/or environmental facing the city.

You should then prepare a short (4 text (not graphics) pages single spaced, typed, maximum) report that describes and compares the two cities based on these three aspects of urban life. You should also include a page listing the sources of the information reported. Take care not to plagiarize. The report is due at the beginning of the recitation section on **16 April**. Papers submitted after that date will automatically be deducted 5 points for each day late. Bring the typed report to the section meeting the day it is due. Do not send to the TA electronically. Extra credit for using in your paper languages other than English.

Pre-final Grade and Final Exam

The final day of class, **30 April**, you will receive a pre-final term grade. This grade will be based on your performance to that point. All pre-final grades are final, that is, they will not be reconsidered nor negotiated. If you are satisfied with the pre-final grade, you will not have to take the final examination, which is administered during the final exam week. Note the times above for your final exam. If you show up for the final exam, you will take it, that is, you must remain in the room to take the exam. Keep in mind that if you take the final exam, your final grade may be lower, higher, or the same as the pre-final grade. *The final exam will include lecture and text materials from Chapters 1, 12, and 13.*

Evaluation

4 midterm exams (70 each)	280 points
Content Analysis (maps & graphics)	20
Web Project	20
Main Project	75
Final exam	<u>75</u>
TOTAL	470 points

NOTE: Grading will done on a curve, not on a 90% A, 80% B, 70% C, 60% D, and 50% E. Following each midterm, I will provide you a frequency of the scores and the A, B, C, etc. grades. I will also provide everyone a midterm grade. You will be able to see your grades on the course's Blackboard site. Information about grades will not be sent via email nor given over the phone.

Attendance

It is your responsibility, as a UK student, to attend each and every class *and* to be on time at the start of class. If you have an official university excused absence, let your TA know the date(s) well before the event. Note: most students who have poorly in my classes in the past have poor attendance.

Students are responsible for notifying me and the TA *in writing* of anticipated absences due to their observances of such holidays no later than the last day for adding a class. Please refer to the *Student Rights and Responsibilities* handbook for the University Policy on Major Religious Holidays

Disabilities

If you have a documented disability that requires academic accommodations, please see me and your TA 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.

Hints on doing very well in the class

- Write important information (dates and weeks or exams, quizzes, etc. in your weekly schedule book).
- Watch television news daily or read a daily newspaper, not the campus paper, for world news, as discussed above.

- Be on time. Persistent tardiness is inexcusable, unprofessional, and will negatively affect your grade. Public explanations for tardiness may be required.
- Attend each class period.
- Turn in assignments on time, not even one day late.
- Read lightly the appropriate chapter before we discuss it, especially the materials at the end.
- Review notes before coming to class or before lecture starts.
- Contribute positively to class discussions; I hope to get to know all students.
- Maintain a positive attitude and interest in the subject.
- Ask intelligent questions. Try answering those questions at the end of each chapter.
- Bring your text to class every day.
- Prepare ahead of time (begin at the very least a week) for midterm exams.
- Come to class alert and be there on time.
- Study GEO 222 notes or text on a regular schedule *every* day, e.g. 30 minutes (longer when reading the chapters) at a minimum.
- Study the “boxes” of concepts, vignettes, terms, and summary information in each chapter.
- You will be rewarded for your hard work!!

Professional and Classroom Decorum

- During class time: no eating or drinking anything, sleeping, snoring, flirting or harassing.
- Harassment (sexual, verbal, physical) of any kind is unacceptable student behavior, nor is intolerance of those with different views. You may be asked to leave if your behavior disrupts the classroom learning atmosphere.
- No reading of newspapers, magazines, novels, or other texts or notes from other classes. You will be asked to leave the class.
- No use of laptop computers, television sets, Blackberrys, cassette recorders, Walkmen, iPods, or beepers; also no use of cellular phones, either for sending or receiving messages for yourself or anyone else in class or elsewhere. *Turn them off as soon as you enter the room and before class starts.* If you use them and the go off when class is in session, you may be excused from the class that day and asked to make a public apology to class members at the start of the next class. (Yes, I have enforced this policy in the past.)
- No conversations with friends, colleagues, or those sitting next to you; class time is for learning, not conversations; should you disrupt the class, you may be asked to leave.
- Civility, politeness, and respect for others and others’ views are expected.

Note: Plagiarism is a definite “no no” in an academic environment; penalties can be severe. Consult appropriate sections in the *Student Rights and Responsibilities* document. Advice: best not to cheat or give the appearance of using others’ work. Penalties can be very serious. (Yes, I have reported students who cheated to the office of the Ombud and also dismissed students from class for inappropriate and unacceptable behavior.) Further Note: We now have sophisticated programs to detect plagiarism, so beware.

College and University Classes: How Different from high school

- Expect to do much more reading AND re-reading, writing, and critical thinking.
- Professors assume you are able to undertake the work, as you met the entrance requirements.
- Professors may know little or nothing about your high school achievements or backgrounds and some (probably most) may not wish to know. University education is a different level of learning and expectations.
- Many professors expect you to spend at least 2 hours for each hour in class for each course, not just 4-6 hours per week for all classes.
- Professors (all, I hope) want you to succeed; they care about your learning to adjust and seeking excellence. They will likely not seek you out and say “what can I do to help you?” The decision to obtain help is yours.
- Many classes will be very demanding, not only in reading materials, but outside assignments.

- Frequent discussion and exposure to controversial subjects, some which you may not have had discussions on previously at home, with friends, or in school. Expect sometimes to be uncomfortable.
- Attendance may be required in some classes, strictly optional in others.
- The first five or six weeks are very critical in first-term success. A disciplined regimen is crucial and getting one established quickly is important.
- You are on your own; professors are seldom there to encourage or cajole you; they see their role as one to impart subject matter, sharpen your critical learning skills, and develop your reading, writing, and analytical skills. Whether you succeed is largely your own decision.

Final Note

I have taught this class many times in the past thirty years at UK and enjoy it, perhaps I have even taught some of your parents or brothers and sisters. It is one of my favorite classes, not only because I enjoy studying world cities, but also visiting them. Your text is one that I have enjoyed editing with junior and senior scholars in the previous editions. All authors are regional specialists who also enjoy sharing with you their enthusiasm for studying cities and regional urban processes and patterns. Once you have completed this course, you should/will be a better/wiser global citizen, traveler, and geographer. Please talk with me or the TA if you have any questions about assignments. I am here not only to help you learn and appreciate geography, but to ensure your years at the University of Kentucky are pleasant. I hope you will finish the course and want to take more geography classes. I especially hope you will become a more intelligent, globally aware, caring, and planetary citizen.

General Education Course Submission FormDate of Submission: 1 June 2010**1. Check which area(s) this course applies to.**Inquiry – Arts & Creativity Composition & Communications - II Inquiry – Humanities Quant Reasoning – Math Inquiry – Nat/Math/Phys Sci Quant Reasoning – Stat Inquiry – Social Sciences Citizenship – USA Composition & Communications - I Citizenship - Global **2. Provide Course and Department Information.**Department: GeographyCourse Prefix and Number: GEO 222Credit hours: 3Course Title: Cities of the WorldExpected Number of Students per Section: 126 Course Required for Majors in your Program? NoPrerequisite(s) for Course? NoneThis request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Stan Brunn*Email: brunn@uky.eduOffice Address: 1457 POTPhone: 7-2931**3. In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. SignaturesDepartment Chair: Date: 6/1/2010Dean: Anna R. K. BoschDate: 9/21/10

College Deans: Submit all approved proposals electronically to:

Sharon Gill Sharon.Gill@uky.edu

Office of Undergraduate Education

*please note Dr. Brunn is on sabbatical 2010-11; please contact Sue Roberts (Chair)

GEO 222 Required Narrative (revised Feb 7 2011)

a. how the course addresses the learning outcomes of one of the four areas of General Education

The course directly addresses the learning outcomes of the “Global Dynamics” requirement. There do not appear to be any separately specified learning outcomes for area IV Citizenship, so please see below.

b. how the course addresses the learning outcomes identified in the appropriate course template

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 at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
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 at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance

The course directly addresses **learning outcome #1**. The course concerns the diverse features of cities around the world. The way cities have evolved, are organized, function, and are understood by their inhabitants varies and this variation is a theme throughout the course.

Urban areas are sites of complex problems and as such demand on-going societal efforts to address them. The governance and regulation of urban life and the role of various social groups in such efforts, again vary globally. In addition, the course considers what urban futures are desirable and likely. The course will examine these aspects of urban geography as it considers cities of the major world regions in turn, thus addressing #2 and 3. The assignment (Major Project – see syllabus) reinforces these themes.

#4: since the treatment is in part regional, the majority of the course is on regions other than North America.

#5: the course begins with an examination of the world urban system (stressing inter-urban linkages) and then moves to regional approach for which the global system provides the context in this way addressing the concern to connect local and global.

#6 All of these four learning outcomes will be addressed, though perhaps c most centrally. The second assignment directly addresses this (see syllabus).

c. evidence of active engagement of students in the course

The course will be run with weekly discussion sections (with 21 students maximum in each). These are structured to enable an array of formats to engage students. There will be a variety of interactive sessions, ranging from discussion of a particular reading to debates to role playing exercises. It may be possible to use skype or other VOIP systems to hold conversations between students and people in far away locations. This has been piloted in other introductory Geography courses.

d. general description of the type of assignment(s) that can be extracted from the course for assessment of the General Education program.

The final assignment (Major Project – see syllabus) will be worth at least 15% of the course grade as specified in the Guidelines for Course Designers for this requirement. This will be a paper on a selected city—one that brings together a variety of information from different kinds of sources and expects the student to engage in a critical analysis of that city's social *diversity*, economic *inequality*, and its *political life* (formal and informal) presented in a clear and well-written format. Complete details, including the grading rubric will be given to students ahead of time.