

## SIGNATURE ROUTING LOG

**General Information:**

*change*

Proposal Type: Course  Program  Other

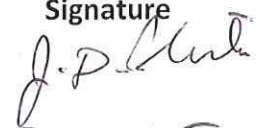
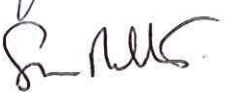


Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): GEO 255 Geography of the Global Economy

Proposal Contact Person Name: Michael Samers/ Andy Wood Phone: 7 6966/ 7 1744 Email: michael.samers@uky.edu & awood6@email.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 <sup>2</sup>
Undergraduate Council	4/1/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.04.04 08:37:51 -0400</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval			University Senate Approval

Comments:

\_\_\_\_\_

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> 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  Minor<sup>1</sup> (place cursor here for minor change [OSC1] definition)
- e. Contact Person Name: M. Samers & A. Wood Email: michael.samers@uky.edu & awood6@email.uky.edu Phone: 7 2931
- f. Requested Effective Date:  Semester Following Approval OR  Specific Term<sup>2</sup>: \_\_\_\_\_

**2. Designation and Description of Proposed Course.**

- a. Current Prefix and Number: GEO 255 Proposed Prefix & Number: \_\_\_\_\_
- b. Full Title: Geography of the Global Economy Proposed Title: Same
- 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 Currently<sup>3</sup> Cross-listed with (Prefix & Number): \_\_\_\_\_  
 Proposed –  ADD<sup>3</sup> Cross-listing (Prefix & Number): \_\_\_\_\_  
 Proposed –  REMOVE<sup>3,4</sup> Cross-listing (Prefix & Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.

Current:	<u>3</u> Lecture	_____ Laboratory <sup>5</sup>	_____ 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

<sup>1</sup> 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.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> 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

Proposed Grading System:  Letter (A, B, C, etc.)  Pass/Fail

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:

This course reviews the globalization of the world economy as a historical process with specific local, regional, and national outcomes. It introduces students to the factors and dynamics of ongoing globalization of the economy.

Proposed Course Description for Bulletin:

This course reviews the globalization of the world economy as a historical process with specific local, regional, and national outcomes. It introduces students to the factors and dynamics of ongoing globalization of the economy. Fulfills General Education requirements for Global Citizenship.

j. Current Prerequisites, if any: none

Proposed Prerequisites, if any: none

k. Current Distance Learning (DL) Status:  N/A  Already approved for DL\*  Please Add<sup>6</sup>  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 fulfillment of General Education requirements. Additionally, the course will change its format from a three-hour lecture to a two-hour lecture and 1-hour recitation session to incorporate General Education program changes and enhance students' 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 requirement<sup>7</sup> for ANY program? YES  NO

If YES<sup>7</sup>, list the program(s) here: \_\_\_\_\_

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> 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.)

**GEO 255**  
**Geography of the Global Economy**

Fall 2010  
Lectures on Tuesdays and Thursdays, 9:30 to 10:20 am  
CB 114

And Discussion Sections 001-004 (see below for definite and possible cancellations)

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**Principal Instructor:** Dr. Michael Samers

**Address:** Department of Geography, 1467 Patterson Office Tower

**Email:** [michael.samers@uky.edu](mailto:michael.samers@uky.edu) (for short questions)

**Office Phone:** 257-6966 (for longer questions)

**Office Hours** Wed/Thurs. 11-12 (for longer questions). During these office hours, an appointment is not necessary, but recommended. If you wish to see me outside my office hours, please make an appointment.

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**Teaching Assistants**

Taylor Shelton

Office Hours: Miller Hall 3, T/TH, 10:30-11:30  
Phone: 257-3947  
E-mail: [jtshel4@uky.edu](mailto:jtshel4@uky.edu)

Sarah Watson

Office Hours: 1422 Patterson Office Tower T, 10:30-11:30 a.m; Wednesdays, 1:30-3:00pm.  
Phone: 257-6956  
E-mail: [sarahwatson@uky.edu](mailto:sarahwatson@uky.edu)

**Discussion sections**

Section 001: F, 10-10:50, Dickey Hall, Rm. 129-DH (Taylor Shelton)  
Section 002: F, 11-11:50, Enoch Grehan Journalism Bldg, Rm. 115-EGJ (Taylor Shelton)  
Section 003: F, 1-1:50, F Paul Anderson Tower, Rm, 267-FPAT (Taylor Shelton) [MAY BE CANCELLED]

Section 004: F, 10-10:50, Whitehall Classroom Building, Rm. 215 (Sarah Watson)

~~Section 005: F, 11:00-11:50 a.m., Dickey Hall, Rm. 127-DH (Sarah Watson) [CANCELLED]~~

~~Section 006: F, 1-1:50 pm., Dickey Hall, Rm. 127-DH (Sarah Watson) [CANCELLED]~~

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THIS SYLLABUS IS SUBJECT TO CHANGE. YOU WILL BE INFORMED IN WRITING OF ANY CHANGES. PLEASE READ THE FOLLOWING CAREFULLY AND NOTIFY ME OF ANY ERRORS

### **Course description**

Over the past fifty years the world's economies have undergone significant transformation and restructuring. Many agricultural and manufacturing jobs in the wealthier countries have either disappeared or have been relocated to poorer countries. New types of industries and sectors (bio-technology, robotics, and software) have been created in both wealthier and poorer countries. These changes have created a global economy in which certain cities or regions of poorer countries are increasingly involved in high-tech manufacturing, and advanced producer services (e.g. Brazil, China, and India; United Arab Emirates). The wealthier economies have seen substantial rises in unemployment over the last few years, with a dramatically uneven geography of employment and wealth, as even jobs in high technology and advanced producer services are being eliminated, 'out-sourced' or created anew in poorer countries.

The circulation of seemingly unending waste from especially richer to poorer countries occurs in parallel with World Bank and IMF-led austerity measures, while Islamic banking and finance rises in the Gulf States and Malaysia. Countries around the world are subject to rapid fluctuations in petroleum and energy prices, while capricious commodity markets hurt some farmers and allow others to prosper. Huge ocean-going container ships move finished products from Asia eastward and westward, while around the world trillions of dollars flow instantaneously through such financial centers as Chicago, Hong Kong, London, New York, Paris, Singapore, Toronto, and Tokyo.

The goal of this course is to introduce students to the dynamics of these processes and provide them with the conceptual and theoretical tools to understand the ever-changing nature and geography of global economic activity. This course reviews the globalization of the world economy as a historical process with specific local, regional, and national outcomes. It provides the basis for understanding the internal and external economic interactions of both richer and poorer countries.

### **Required course text/readings**

The course's major text is Knox, Agnew and McCarthy. 2008 (5<sup>th</sup> edition). *The Geography of the World Economy*. Hodder Arnold Publication (available at the UK Bookstore).

Supplemental readings will be provided throughout the semester in either lectures and/or the discussion sections. You will not need to purchase these, and most will be available on-line,

either directly on the internet, or in Blackboard. **However, the course lectures will NOT appear on Blackboard.**

### **Course goals and objectives**

- To explore the history of economic globalization through an explanation of different ‘phases’ of economic globalization and to identify some of the principal processes that led to these different phases
- To analyze and explain the basic patterns of global economic activity (spatial divisions of labor) in terms of agriculture, production, finance, services, trade, and the effects of all of these on employment during the first decade of the twenty-first century
- To identify some of the principal actors, institutions, and processes that leads to this uneven pattern, both within and outside the United States, using concepts and arguments drawn from economic geography and cognate disciplines. The emphasis will be on demonstrating the complex links between economic activity (agriculture, manufacturing, and services) in the US and elsewhere
- To provide the critical insight and evidence sufficient to allow for the evaluation of the particular advantages and disadvantages of economic globalization in terms of employment especially
- To enhance students’ writing and presentation skills for the purposes of producing well-written, coherent, and visually expressive assignments relating to the course material through individual and group assignments
- To enhance students’ oral communication skills for presenting orally in a clear, coherent, visually stimulating and engaging manner relating to the course material. The emphasis will be on ensuring both individual effort and group work.

### **Student learning outcomes**

During and by the end of the course, you should

- Be able to explain and critically analyze the different historical phases of economic globalization and to be able to identify some of the principal processes that led to these different ‘phases’
- Be able to describe and critically assess the changing patterns of the global economy (spatial divisions of labor) in the first decade of the twenty-first century
- Be able to identify some of the principal processes and major actors and institutions that leads to this uneven pattern of economic activity (agriculture, finance, manufacturing, production, and services) both within and outside the United States, using concepts and arguments drawn from economic geography and cognate disciplines
- Demonstrate an ability to critically evaluate the outcomes of economic globalization in terms of employment especially
- Be able to produce well-written, clear, coherent, and visually expressive assignments relating to the course material through individual and group assignments
- Be able to present orally in a clear, coherent, visually stimulating and engaging manner relating to the course material, and be able to work effectively in a group setting



## Grading

Your grade for this class is based on a number of different exams or assignments throughout the semester. Each assignment contributes to your final grade as follows:

1. Two exams, one mid-term exam (worth 15%) and one final, comprehensive exam (25%) (The exams will therefore be worth 40% in total)

The **mid-term exam** will cover all material covered in the lectures (including material from the book, and any other supplemental readings) from the beginning of the semester through the last class before the mid-term.

The **final exam** will be comprehensive (covering the whole semester) and will take place in **CB 114 at 10:30 December 14 (note time change)**. Both exams will contain multiple choice, and short answer and/or essay questions.

2. A group-based writing, visual, and oral project (worth a total of 40%, including an oral presentation worth 10% and 5% for a project proposal). Please note that half of your grade will be based on your individual contribution (identified beforehand), and the other half on the group's final product (including the oral component). You will be given a rubric for peer-reviewing each other's contribution to the final project during and end of the project.

The project is likely to consist of a number of different subject options (we will provide these at a later date), and include a number of ways of addressing these subjects, among them:

a) A term paper-style project of a minimum of 12 written pages (Times New Roman, 12 point, 1 ½ spaced). This must be accompanied by ample visual material, such as maps, photographs, tables, figures, and/or an interactive accompanying CD. In the former case, it would be preferable if software was used to create such visual material, but is NOT mandatory

b) A video or documentary film (using a hand-held video or software such as 'Movie-Maker'). In this case, the images would have to be of high quality, and be appropriately tied to the accompanying voice or textual narrative.

c) Creating a very high quality 'poster' or 'wall board' which would include similar textual and visual material, as in Option 1.

d) We may provide other options as the semester proceeds, as well as further detail about what should be included in the projects/oral presentations



3. Two writing assignments (each worth 5%, for a total of 10%). These will be short assignments of a minimum of 4 pages and a maximum of 5 (Times New Roman, 12 pt., 1 ½ spaced), well-written, coherent, polished, and with appropriate referencing. The assignments will cover either material presented in the lecture or discussion sections. The precise topics will be announced at a later stage
4. Participation in discussions (10%). This entails active listening, responding to questions, and contributing to discussions in a thoughtful and reasoned manner. It will also include contributing to any written micro-assignments in the discussion.

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**Hard copies of the assignments are due in the discussion sections**, unless instructed by the Professor or TAs. Please do **not** submit an electronic version of your assignment (these will not count) unless instructed by the Professor or Teaching Assistants. While late assignments are acceptable (except in the case of an oral presentation), **late penalties are as follows:** for every day late (including weekends), 5 points will be deducted from every assignment.

Final grades will be based on a standard scale, *i.e.*, A=90-100%; B=80-89%; C=70-79%; D=60-69%; E=less than 60%.

NOTE: Midterm grades will be posted by \_\_\_\_\_ and will be based on the criteria in the syllabus.

### Summary of due dates

Assessment	Value	Due Date
Written Assignment	5%	September 17
Midterm	15%	October 7
Project proposal	5%	October 15
Written Assignment	5%	November 12
Project oral presentation	10%	TBA
Project	25%	December 3
Final	25%	December 14, 10:30 a.m.
Participation	10%	
<b>Total</b>	<b>100%</b>	

### Course Policies

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#### Attendance

I do NOT take attendance in lectures. Nevertheless, you will not do well in the course without regular attendance at lectures. The lectures cover key ideas that will appear in exams and other assignments, so if you want to do well in the course, **attend all the lectures!** Remember, it is **your** responsibility to keep up with the course by attending class regularly.

If you miss one or more of the lectures, and have an **excused** absence (please see below), I am happy to review the lecture's basic content with you during my office hours. Alternatively, you may wish to obtain the class notes from another student.

However, attendance in **discussion sections** IS MANDATORY. If you cannot attend a discussion section, please let your respective TA know at least 48 hours in advance. Excused absences are defined by the University regulations S.R. 5.2.4.2 as

- a. Serious illness;
- b. Illness or death of family member;
- c. University-related trips;
- d. Major religious holidays;
- e. Other circumstances you find to be "reasonable cause for nonattendance".

The professor or TAs have the right to request 'appropriate verification' when you claim an excused absence because of illness or death in the family. Students anticipating an absence for a major religious holiday are responsible for notifying either Professor or their respective TA in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

If you have missed a discussion because you are ill, then you must provide a doctor's notice to the TA. Each unexcused absence from a discussion section will result in lowering your final grade by 5 points. Each five minutes that you are late for a discussion section you will be deducted by 1 point. The same is true if you leave early without written permission at least 48 hours in advance from the relevant class assignment and/or participation on that day. In the case of an excused absence from a lecture or a discussion section, the relevant TA or Dr. Michael Samers will provide you with the opportunity to make up missed work.

### **Academic Integrity, Cheating and Plagiarism**

Cheating and plagiarism are absolutely unacceptable, and may be grounds for receiving a failing grade and possible dismissal from the University (See <http://www.uky.edu/Ombud/> for penalties for the above offenses)

#### **Cheating**

According to the University, "Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

#### **Plagiarism\***

Part II of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or

otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. For more on this, see <http://www.uky.edu/USC/New/SenateRulesMain.htm>

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or similar. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done (*whether in draft or final form*), it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic.

A link to a paper "Plagiarism: What is it?" may be found at the Ombud web site or can be accessed at <http://www.uky.edu/Ombud/Plagiarism.pdf>.

See also the Companion Website "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html). The site includes brief quizzes on related topics.

\*Please note that this discussion is itself 'plagiarized' from the UK Obudsman website

## **CLASS DECORUM AND EXPECTATIONS**

Students should at all times be respectful of fellow students, the professor or teaching assistant(s), and the University of Kentucky. Some basic reminders:

1. Talking and whispering during class is disrespectful to the professor and fellow students and makes it more difficult for those who want to learn to do so
2. Put away your reading material (other than perhaps readings necessary for the lecture/course)

3. Turn off all cell phones, pagers, Blackberries, I-phones, I-pods, and other disruptive devices
  4. Show up on time. Late arrivals (and unnecessary) early departures are rude and disruptive.
  5. Be attentive to and respectful of other students' contributions to class discussions. Discussion must not include attacks of a personal nature, including denigrating another on the basis of skin color, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.
  6. It is assumed that students are familiar with the issues of plagiarism and cheating (see section above)
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### **STUDENTS WITH SPECIAL NEEDS/DISABILITIES**

Reasonable accommodation will be provided for students with physical and/or learning disabilities. Any student with a disability who is taking this course and needs classroom or exam accommodations should inform me, and also contact the Disability Resource Center, 257-2754, Room 2 Alumni Gym.

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### **LECTURE OUTLINE (*SUBJECT TO CHANGE*)**

#### **WEEK I (Aug. 26/31) Chapter 1, Introduction to the course, and the changing world economy**

Studying Economic Geography  
Economic Organization and Spatial Change  
Spatial Divisions of Labor

#### **WEEK 2 (Sept. 2/9) Chapter 2, Global patterns and trends**

What 'Economic Development' Means  
International Patterns of Resources and Population  
International Patterns of Industry and Finance  
Interpretations of International Inequality

#### **WEEK 3 (Sept. 14/16) Film (TBA) and Chapter 3, The geographical dynamics of the world economy**

The History of the World Economy



States and the World Economy  
'Market Access' and the Regional Motors of the New World Economy

*Written assignment due in Discussion section (September 17)*

**WEEK 4 (Sept 21/23), Chapter 3 continued, and Chapter 4, Pre-industrial foundations**

Beginnings  
Summary: Emerging Imperatives of Economic Organization  
The Emergence of the European World-System

**WEEK 5 (Sept 28/30), Chapter 5, Evolution of the industrial core regions**

The Industrial Revolution and Spatial Change  
Machinofacture and the Spread of Industrialization in Europe  
Fordism and North American Industrialization  
The Soviet Attempt to Join the Core  
Japanese Industrialization  
The Emergence of Organized Capitalism  
Principles of Economic Geography: Lessons from the Industrial Era

**WEEK 6 (Oct. 5/7) Chapter 6, The globalization of production systems**

The Transition to Advanced Capitalism  
Patterns and Processes of Globalization

*Mid-Term exam! (October 7)*

**WEEK 7 (Oct. 12/14) Chapter 7, The spatial reorganization of the core economies**

A New Context for Urban and Regional Change  
Spatial Reorganization of the Core Economies  
Consolidation and Agglomeration  
Old Industrial Spaces  
New Industrial Spaces  
Regional Inequality in Core Economies

*Project proposal due in discussion (October 15)*

**WEEK 8 (Oct 19/21) Chapter 8, The dynamics of interdependence: transformation of the periphery**

Colonial Economies and the Transformation of Space  
Economic Mechanisms of Enmeshment and Maintenance in the Colonial World Economy

The Influence of Colonial Administration on Interdependence  
Mechanisms of Cultural Integration  
The Changing Global Context of Interdependence  
Alternative Models of Development

**WEEK 9 (Oct. 26/28) Film (TBA) and Chapter 9, Agriculture: the primary concern?**

Agriculture in the Periphery  
Land, Labor, and Capital  
Rural Land Reform  
The Capitalization of Agriculture  
Science and Technology in Agriculture

**WEEK 10 (Nov. 2, 4) Chapter 10, Industrialization: the path to progress**

National and Global Stimuli to Industrialization  
The Limits of Industrialization in the Periphery  
The Geography of Industrialization in the Periphery  
Profiles of Peripheral Industrialization

*No discussion section with Taylor Shelton on November 5*

**WEEK 11 (Nov. 9, 11), Chapter 11, Services: going global?**

Defining and theorizing services  
National and global stimuli to the growth of services  
Services outsourcing: benefits and drawbacks for all  
Limits to service export growth in the semi-periphery and periphery?  
Geography of services  
Variety in the internationalization of services

*Written assignment due in discussion (November 12)*

**WEEK 12 (Nov. 19) Chapter 12, International and supranational institutionalized integration**

Economic Change and the New Geopolitics  
International and Supranational Institutionalized Integration  
Spatial Outcomes of Economic Integration

**WEEK 13 (Nov. 23, 25) No class, Thanksgiving Break**

**WEEK 14 (Nov. 30, Dec. 2) Chapter 12 continued, and Chapter 13, The reassertion of the local in the age of the global: regions and localities within the world economy**

Regionalism and Regional Policy  
Nationalist Separatism  
Grassroots Reactions

*Group project due in Discussion section (December 3)*

**Week 15 (Dec. 7, 9) Chapter 13 continued, and Summary/Exam Review**

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## **FINAL EXAM**

The final exam will take place on December 14, at 10:30 a.m. (note change of time from regular class schedule!). The exam will take place in the usual place, CB 114

## **GEO 255 2010**

### **Project guidelines**

#### **Basic description of the project and assessment value**

This is a group-based writing, visual, and oral project (worth a total of 40%, including an oral presentation worth 10% and 5% for a project proposal). Please note that half of your grade will be based on your individual contribution (identified beforehand), and the other half on the group's final product (including the oral component). You will be given a rubric for peer-reviewing each other's contribution to the final project during and end of the project.

#### **Project proposal (due October 15)**

The project proposal should be one-page in length (Times New Roman, 1 ½ spaced); describe the project in as much detail as possible, and briefly explain who is likely to undertake which part of the project.

#### **Project format options**

You have the choice of 3 format options (below), although I will also accept other project formats that you might have, subject to my approval.

a) A term paper-style project of a minimum of 12 written pages (Times New Roman, 12 point, 1 ½ spaced). This must be accompanied by ample visual material, such as maps, photographs, tables, figures, and/or an interactive accompanying CD. In the former case, it would be preferable if software was used to create such visual material, but is NOT mandatory

b) A video or documentary film (using a hand-held video or software such as 'Movie-Maker'). In this case, the images would have to be of high quality, and be appropriately tied to the accompanying voice or textual narrative.

c) Creating a very high quality 'poster' or 'wall board' which would include similar textual and visual material, as in Option 1.

#### **Some project ideas**

These are just ideas; please feel free to develop your own with my approval

1) Consider any major commodity or service (which is the subject of academic research) such as aluminum, arms/weapons, legal services, oil or oranges. These are just some of hundreds of examples. Once you identify a good or service, analyze the economic geography of its 'production' and trade. Where is this commodity or service produced? Who produces it (firms



and workers)? In what ways is the product or service transformed over time? Who trades it and why?

2) Given Kentucky or Lexington's position in the international division of labor, analyze Kentucky or Lexington's economy (e.g. what are its major employers; which economic development strategies has it pursued? What economic development strategies might it pursue that it hasn't already? What are some of the advantages and disadvantages of existing and proposed strategies?

3) Explain the history and geography of the international financial system since the 'gold standard', and discuss the implications of this system for the fortunes of one African, Asian, or Latin American country.

4) Choose one African, Asian, or Latin American country and analyze its changing position in the international division of labor since 1945

5) Analyze the development of one of the following 'regional motors of the global economy' since 1945 (e.g. Abu Dhabi/Dubai/UAE; Bangalore, India; the 'Third Italy'; the 'Bristol-Oxford-London-Cambridge Axis'; Hong-Kong-Schenzen/Guangdong Province; Shanghai, Singapore and its surrounding islands; southern Germany/Baden-Württemberg/Munich-Stuttgart; Nice-Sophia Antipolis; southwestern suburbs of Paris – Massy/Palaiseau/Saclay; Toulouse). You may also choose another region outside the United States.

6) Analyze how difficulties of obtaining fuel or water constrain one sub-national region outside the United States.

7) Discuss the tensions between one country outside the United States and the policies of the WTO or the IMF

### **Further project requirements**

Your project should have a clear argument or set of arguments that you demonstrate with evidence throughout the project – whatever form it takes.

I place a great deal of emphasis on effective writing, so plenty of time should be taken to write careful and engaging prose. Please spell-check your work and edit it for appropriate grammar. Additionally, your project must include (even if it's a movie) a proper bibliography. If you have questions about how to do a bibliography properly, please ask Taylor or myself.

The project should rely chiefly on academic references. Your references should consist of at least 8 academic articles and at least 2 books. You are more than welcome to use as many sources as you wish but that is the minimum. The academic articles should come from one or more of the following journals and most of them are available on-line at UK through Web of Knowledge, Google Scholar, or a similar searchable database.

*Annals of the Association of American Geographers*  
*Antipode*  
*Bulletin of Latin American Research*  
*Cambridge Journal of Economics*  
*Development Studies*  
*Economic Geography*  
*Economy and Society*  
*Entrepreneurship and Regional Development*  
*Environment and Planning A*  
*European Planning Studies*  
*Geoforum*  
*Global Networks*  
*Growth and Change*  
*International Development Planning Review*  
*International Journal of Urban and Regional Research*  
*Journal of Economic Geography*  
*Journal of Latin American Studies*  
*New Political Economy*  
*Politics and Society*  
*Population and Development Review*  
*Progress in Human Geography*  
*Regional Studies*  
*Review of African Political Economy*  
*Review of International Political Economy*  
*Singapore Journal of Tropical Geography*  
*Tijdschrift voor economische en sociale geografie*  
*Transactions of the Institute of British Geographers*  
*Urban Studies*  
*World Development*

Chances are, most of the academic articles that you will be interested in for the purposes of this project will come from one of the above journals but if you see a key article from another journal not listed above, feel free to use it, but please let me know beforehand so I can approve of the journal from which it comes. In addition to the minimum requirement for academic sources indicated above, you may also use other sources, such as the *Economist*, the *New York Times*, the *Wall Street Journal*, the *Washington Post*, or similar magazines and newspaper articles.

## Further guidelines in terms of the different project format options

You have the choice of 3 format options (below), although I will also accept other project formats that you might have, subject to my approval beforehand.

a) A term paper-style project of a minimum of 12 written pages (Times New Roman, 12 point, 1 ½ spaced). This must be accompanied by ample visual material, such as maps, photographs, tables, figures, and/or an interactive accompanying CD. In the former case, it would be preferable if software was used to create such visual material, but is NOT mandatory. **The term paper should be analytical in nature, rather than simply descriptive. It should have an opening argument and ‘angle’ which you can demonstrate through evidence that you obtain from secondary sources (whether it concerns data or other material from books and journal articles). If for example, you have chosen to do question 4 about the international division of labor, I do not simply want a descriptive discussion of ‘this happened, then that happened since 1945’, although clearly such description should and will be part of your discussion. It is important to recognize that the suggested topics that I provided in the initial guidelines are very broad, and it is up to you whether you wish to remain broad or to narrow your response as you deem appropriate.**

b) A video or documentary film (using a hand-held video or software such as ‘Movie-Maker’). In this case, the images would have to be of high quality, and be appropriately tied to the accompanying voice or textual narrative. **Like the term paper above, I am looking for an analytical documentary with an argument or ‘angle’ that provides the necessary (voice and/or textual) accompaniment to the images. Please make the film around 15 minutes in length. The film should be in a form presentable to the entire class.**

c) Creating a very high quality ‘poster’ or ‘wall board’ which would include similar textual and visual material, as in Option 1. **There is no required size for the poster/wall board. However, it will have to be of sufficient size though to produce a project that is similar in length, effort, and quality to Option 1. The poster or wall board should be in a format that it is readable from a few feet away (a font larger than 12 pt. may be necessary) and attachable to a wall, stand, or similar. Again, it should be in a format and style which is presentable to the entire class.**

If you still remain unclear about what is required by these projects, or have any related questions about the project, please see me.

**General Education Course Submission Form**

**Date 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: Geography

Course Prefix and Number: GEO 255

Credit hours: 3

Course Title: Geography of the Global Economy

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: Michael Samers / Andrew Wood

Email: Michael.samers@uky.edu /  
awood6@email.uky.edu

Office Address: 1457 POT

Phone: 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. 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](mailto:Sharon.Gill@uky.edu)

Office of Undergraduate Education



## GEO 255 Required Narratives

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**. How people make a living varies across the globe. The way economic life is organized and is understood by people also varies. So even though there may be something we can call “the global economy” the way people around the world engage in making their livelihoods is immensely diverse. Needless to say, people also face different options in this – some struggle to keep body and soul together while others suffer the ill-effects of over-consumption. Inequality is a key feature of the global economy and its geography as it will be studied in this course. This also relates to **#5**.

Fair trade coffee is one simple example among several, of a commodity that has appeared in direct response to the ethical responsibilities that come along with participation in globalized trade flows. This and related issues are discussed directly in the course. This relates to **#2 and #3** as numerous examples will be used to prod students to consider the implications of living in a globalized, and highly inequitable and unsustainable world economy.

**Learning outcome #4** is addressed in as much as that the course explores the globalization of the world economy as a historical process with specific local, regional, and national outcomes. Understandings of non-US societies will be addressed within historical and 21<sup>st</sup> century contexts through discussions of the globalization of the economy.

**Learning outcome #6** Of these learning outcomes a, c, and d will be directly dealt with, whereas b is dealt with in terms of politics of markets – engagement in economic life and its regulation as a form of indirect civic engagement.

*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 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 specified facet of the world economy—one that brings together a variety of information from different kinds of sources and expects the student to engage in a critical geographical analysis presented in a clear and well-written format. Complete details, including the grading rubric will be given to students ahead of time.



**Course Review Form**  
**Global Dynamics**

Course Name: *GED 255*

College: *Arts + Sciences*

For Review Committee Use Only

Accept

Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

*Week 3 - 'history of world economy'*  
*pg. 12 - narrative*

*week 2 - international inequality*  
*week 7 - regional inequality in core economies*

Brief Description:

*The course appears to have this goal as the primary objective; however this is not that thoroughly presented in the syllabus or narrative. ~~mentioned~~*

- Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

*Weeks 11-13 - geopolitics, regionalism, separatism + grass roots*  
*page 12 - narrative*

Brief Description:

*The narrative lists 'fair trade coffee' as an example that will be presented in class that addresses this objective. (+ the next)*

*It is hard to extract specifics from what has been provided.*

- Course activities which enable students to 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.

Date/location on syllabus of assignment:

*Recitations + throughout syllabus.*

Brief Description:

*Same <sup>as</sup> above. I believe this will happen in the class based on content presented in syllabus, but the narrative leaves you 'figuring most of this out on your own.'*

- Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

*throughout the course based on weekly content in syllabus.  
narrative, page 12*

Brief Description:

*This seems to be a central text of the course.*

- Course activities which enable students to 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 mutually shape one another.

Date/location on syllabus of assignment:

*throughout the course based on weekly content in syllabus.  
page 12 - narrative*

Brief Description:

*Again, seems to be a central text of the course.*

- Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:
- social, cultural, and institutional change;
  - civic engagement;
  - regional, national or cross-national comparisons;
  - power and resistance.

*which of these isn't clear*

Date/location on syllabus of such evidence:

*page 12 of the narrative*

Brief description:

*Recitation sections including discussion of reading, debates, & role playing exercises. Some mention of using Skype to have conversations about class topics w/ people in other countries (far away locations?).*



- An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Page 13 - narrative + pg. 2 of syllabus (Research paper - 15%)

Brief description:

a paper worth 15% of grade covering a specific facet of world economy  
- not very clearly defined, no example rubric or assignment provided.

- The non-US focus constitutes at least 50% of the course. Hard to say if it's 50% or more, but it looks likely based on the syllabus.

Brief Description:

Week 2 is mostly international in focus.

Week 4 - European focus

+ 5 - Europe, Soviet, + Japan

Week 10 - Global focus

- 13

- Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Page 13 - narrative

Brief description:

Says the paper will require students to 'bring together a variety of information from different kinds of sources.'  
This is quite vague.

Reviewer Comments:

There is not a lot of detail presented in this application, so the reviewer is left filling in blanks + relying that the intention is to meet the criteria. It seems like this course is a good fit for 'Global Dynamics - Citizenship' based on the weekly syllabus of topics covered. Example research assignments, more detail on recitations, + clearer direct connections between syllabus + Global Dynamics objectives would have strengthened the proposal.

**Course Review Form  
Global Dynamics**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** GEO 255, Samers, Wood, Zook, Roberts

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:  
\_\_\_\_\_

Brief Description:

It seems that the "human diversity" of the SLO is not the same as the "diversity" described in the narrative.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:  
\_\_\_\_\_

Brief Description:

It seems hard to conclude that students would figure out their own personal roles in this global set of connected dilemmas without a more personalized point of entry.

Course activities which enable students to 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.

Date/location on syllabus of assignment:  
\_\_\_\_\_

Brief Description:

The tone of the syllabus seems to present the historical and contemporary situations of the geography of economics as a recounting of how things have been and how things are and how things will be without pushing them to engage at least a few of the remarkable ethical dilemmas involved in this area.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:  
\_\_\_\_\_

Brief Description:

The research paper might address this SLO; however, the syllabus does not give us (or students) enough detail to try to understand whether or not it might do so. Perhaps more importantly, the paper's scale is regional, rather than societal or cultural, making it seem more likely that paper's approaches will be politicized rather than incorporating some personal elements.

Course activities which enable students to 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 mutually shape one another.

Date/location on syllabus of assignment:

Brief Description:

Just a nod is given to this SLO (#5) in the narrative. It is possible that the course may accomplish this worthy outcome; however, the wayfinding is not at all obvious to this observer.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

Brief description:

I agree that the course will significantly address both items a and c (not so sure about d). But the expectation is for at least two of the four, so this SLO should be considered as met.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Brief description:

The syllabus says that details about this paper will be provided to students during the semester. Perhaps that is okay with your students (mine wouldn't like it); however, in order to get this course through general education approval, I believe that you will have to provide a significant level of detail on the paper expectations within your syllabus.

The non-US focus constitutes at least 50% of the course.

Brief Description:  
Certainly.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:  
\_\_\_\_\_

Brief description:

The most significant issue here is that the paper is left almost totally without description. Hence, it is not possible for me to ascertain whether or not appropriate measures will be taken to ensure that students are making progress toward information literacy.

Reviewer Comments:

Having reviewed a considerable number of courses for the global dynamics area, I believe that this one is going to need a significant amount of work to qualify for that Gen Ed credit. The appearance is that the course is presented here pretty much as it currently exists, and the narrative is intended to explain how the course could come into compliance with student learning outcomes for Gen Ed. Unfortunately, the expectation is that the course syllabus itself demonstrate how that will be accomplished.

## Area Expert's Comments

Course: GEO 255

Submitted By: Samers, Wood, Zook, Roberts

Area Expert: Grabau

This form is intended to provide a record of the review process. It will not accompany every General Education submission going forward, but is available if the Area Expert (AE) wants to use it. For example, if a course is going forward with only very minor corrections to be made at some later point, that could be made clear on this form. Likewise, if a set of reviews were very different in their recommendations, the AE may want to record her/his opinions on the breaking of the tie.

Comments: Reviewer #1 was generally unimpressed with the connections made between the course syllabus and the student learning outcomes (SLOs) for the global dynamics area. In general, the appended narrative made a relatively modest case that the course could/would accomplish the intended outcomes. Reviewer #2 was somewhat more charitable (if that's the appropriate word), concluding that the course would likely meet the criteria, but that the syllabus itself provided relatively indirect connections with the SLOs.

AE: I battled for weeks to get a second review of this course; I believe now that the reviewers' reluctance to complete the task was because it is truly difficult to see how the syllabus itself provides evidence that the course will meet the intended SLOs. So, in the end, I myself served as Reviewer #1 (true). I believe that your team can make this work, and I believe that the University's students will be well-served by your course. However, significant revisions (e.g., providing details about how the writing assignment may help students accomplish SLO #4 as well as the information literacy requirement) will be needed. Please review both reviewers' comments and then submit a revised course syllabus. Certainly, I would be glad to visit with you about this—in person, if you would find that helpful. Note also that both Sue Roberts (GEO 260) and Lynn Phillips (GEO 160) have successfully revised their syllabi to make approval by GEOC seem likely—they may have additional insights for steps you may wish to take. Finally, very few details on the weekly break-out sessions are provided (as far as I can tell, they are not even mentioned in the syllabus). That may be an essential element in making an argument for TA support for the course.

Additional AE Comments—this instructional team has made extensive revisions in their course syllabus; I believe those revisions address all of the concerns raised in the review of this course. I recommend approval.