

SIGNATURE ROUTING LOG

General Information:

change

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GEO 260 Geographies of Development in the Global South (was Third World Development)

Proposal Contact Person Name: Sue Roberts Phone: 7 2399 Email: sueroberts@uky.edu

INSTRUCTIONS:

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

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Geography Director of Undergraduate Studies	6/8/10	Jonathan Phillips / 7 6950 / jdp@uky.edu	<i>J. D. Phillips</i>
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	<i>Sue Roberts</i>
A&S Ed. Policy Cmte.	9/21/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	<i>J. Badagliacco</i>
A&S Dean	9/21/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	<i>A. Bosch</i>

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	2/15/2011		
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: Sue Roberts Email: sueroberts@uky.edu Phone: 7 2399
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: GEO 260 Proposed Prefix & Number: _____
- b. Full Title: Third World Development Proposed Title: Geographies of Development in the Global South
- 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: 3 Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study _____
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
_____ Seminar _____ Studio _____ Other – Please explain: _____

Proposed: 2 Lecture _____ Laboratory _____ 1 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

- g. Current number of credit hours: 3 Proposed number of credit hours: 3

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

- 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: The course focuses on characteristics of developing countries as well as solution strategies to development problems and conditions. Cultural distinctions, traditions, and institutions are recognized as keys to development condition and progress. Selected theories show how cultural variations in language and religion may be used to explain development. Numerous case studies are discussed, including Indonesia, China, India, Brazil, Kenya, and Zimbabwe

Proposed Course Description for Bulletin: The course focuses on differences between the richer global north and the poorer global south --sometimes referred to as the "Third World". The basic global patterns of "development" are studied and the various explanations for development or lack thereof are examined critically. Differences between regions of the global south are investigated through selected case studies from Latin America, Asia, and Africa. Fulfills the 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:

Significant changes are not being made to the course. However, the course description for the bulletin has been modified to reflect changes in disciplinary approaches and to include General Education requirement fulfillment. Additionally, the course is proposed to change from being taught in a three-hour lecture format to a two-hour lecture/1-hour discussion section to incorporate 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

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

COURSE CHANGE FORM

If YES⁷, list the program(s) here: _____

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.)

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

GEO 260 – 001 THIRD WORLD DEVELOPMENT
SYLLABUS

INSTRUCTOR **Dr. Susan Roberts, Department of Geography**
1471 Patterson Office Tower
Phone: 257 2399; E-mail: sueroberts@uky.edu
OFFICE HOURS: Fridays, 9 AM to 12 noon.

ASSISTANT **Mr. Jon Otto, Department of Geography**
1418 Patterson Office Tower
Phone: 257 6992; E-mail: jon.otto@uky.edu
OFFICE HOURS: Mondays, 2 to 4 PM.

CLASS MEETINGS **Every Monday, Wednesday, and Friday, 1:00 to 1:50**
PM, Classroom Building, Room 238.

REQUIRED TEXTS

Glyn Williams, Paula Meth, and Katie Willis (2009) *Geographies of Developing Areas: the Global South in a Changing World*. New York: Routledge

2009 World Population Data Sheet. Washington DC: Population Reference Bureau.
(Available for purchase or as a free download at
<http://www.prb.org/Publications/Datasheets/2009/2009wpds.aspx>)

You may find it useful to consult an atlas. *Goode's World Atlas* (Rand McNally, 22nd edition) is a good quality affordable atlas that I would recommend.

Additional material will be made available throughout the semester.

COURSE WEBSITE Available at <https://elearning.uky.edu/> via Blackboard.
Login required.

STUDENT LEARNING OUTCOMES

The course is structured so as to offer students a chance to build upon the knowledge gained through previous Geography courses by focusing on “Third World” development. The aims of the course are to enable students to:

- discuss knowledgeably the ways global space is commonly divided and people are categorized (as “Third World” for example) and the many issues such representational schemes raise;

- understand basic global patterns of difference and inequality (economic, political, cultural etc.,) and the major characteristics of the “Third World” in broad historical context;
- learn and critically appraise the most important varieties of development theory -- including contemporary critiques of development itself;
- critically and analytically investigate selected salient everyday issues facing people in the “Third World” today.

COURSE STRUCTURE

To fulfill the objectives outlined above, the course has been designed around the following questions, posed in sequence through the semester:

- What is the “Third World”? Where is it? What is it like? How is it different from here?
- How did the “Third World” get to be like that? How is it changing?
- How can this situation be explained? What is meant by “development”? What are the major theories of development that have been put forward? Are they any good? How can we assess them?
- What are some of the critical issues facing people in the “Third World” today? What is everyday life like for people? How can everyday life be studied? What are the connections between the everyday lives of people in the “Third World” and our own everyday lives?

As you no doubt suspect, these are big questions. They raise a series of very complicated and important issues about how global patterns of inequality have arisen and are maintained and/or changed. Struggles over defining, controlling, and participating in “development” exist around the world. Right here in the US we read in local and national newspapers about urban renewal strategies designed to develop derelict downtowns, rural development policies aimed at bringing development to depressed parts of rural America, and so on. While our focus this semester will be on development in the so-called “Third World” you will see that development is not a “Third World” problem -- it is pervasive way of identifying and acting upon a range of “problems”.

In asking these questions we should not expect to be able to look in our books and always come up with one neat, correct, perfect answer. The world is just too messy to allow that. However, don’t give up -- we will see that there are ways to ask questions, ways to find and assess information, ways of thinking through such information and its implications, that can help us see much more clearly the issues raised by the questions.

We will employ a variety of strategies to address these questions about “Third World” development. Class meetings will be varied and will include lectures, discussions, group and individual projects, reports, and role-playing. In addition, students will undertake writing assignments, each designed to enable students to practice specific analytic and presentational skills.

ASSESSMENT

Students will be assessed in different ways throughout the semester.

Examinations

There will be two midterm examinations. Each will cover material from preceding classes, readings and assignments. Each exam will contain a mix of types of questions including fill-in-the-blank, short answer and essay questions. Each midterm exam is worth 25% of the total course grade. The Final Examination will also be worth 25%. It will take place at the officially designated date/time: Wednesday May 5th, at 1:00 PM in our regular classroom.

Quiz

An unannounced in-class Map Quiz, worth 5% will be given sometime at the beginning of a class before February 15th.

Assignments

The remaining 20% of the total course grade is to be accounted for by two assignments, one worth 5% and the other worth 15%. One will be due and graded before the midterm grades are calculated. The other will be due later in the semester (see the provisional schedule). Instructions for each assignment and the criteria for grading will be handed out and discussed in class before each assignment is due.

Grading will be on a regular scale with 90% and above being an A, 80-89.9% being a B, 70-79.9 being a C, 60-69.9 being a D, and less than 60% being a failing grade (E).

Your grades will be available on the course's Blackboard site.

INFORMATION AND ADVICE

- Attendance simply **MUST** be a priority if you wish to do well in this class. Students are expected to attend ALL classes, to pay attention, and to take notes. It is not permitted to use a laptop or netbook during class. If you are disturbing or distracting others by chatting, making a noise, text-messaging, web-surfing or whatever, I will ask you to stop the behavior. If you continue I will insist that you leave the class. In general, I will seek to ensure a classroom in which everyone is respected and everyone can learn effectively.
- Friday March 12, 2010 is the last day to withdraw from the University or reduce course load. Students can withdraw after this date only for urgent non-academic reasons.
- The Academic Ombud states that "Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class." Other absences considered "excusable" under University policy (see <http://www.uky.edu/Ombud/policies.php>) will need to be verified. Without such documentation there will be no make-up exams or assignments given. Any assigned work must be submitted before the specified deadline in order to be eligible for a grade. Late work will not be graded.
- The Academic Ombud is responsible for dealing with cases of *plagiarism* and *cheating*. Make sure you know how these offenses are defined and what the minimum punishment for either is. The Ombud has a website that includes a useful document

titled *Plagiarism: What is it?* See: <http://www.uky.edu/Ombud/Plagiarism.pdf> that explains the university's definition of plagiarism. The Ombud's website also contains information on the official rules regarding academic offenses (including plagiarism): <http://www.uky.edu/Ombud/policies.php>. Be warned that I take such offenses VERY seriously and have taken students through the official prosecution procedures in the past.

- If you have a documented disability that requires academic accommodations, please let me know as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754; jkarnes@email.uky.edu).
- If you are having problems with the course material or with an assignment, or you just seem to be getting behind with your work, PLEASE come and see me or Mr. Otto sooner rather than later. Don't wait until things get out of hand. If you cannot come to see me or Mr. Otto during our scheduled office hours, speak to one of us before or after class and we can arrange an appointment. Of course, if you are not having a particular problem but just want to chat about the course or any issues it raises for you, you are also welcome to come and see either of us during office hours. You can also reach us by phone at the office or by e-mail. I check my answering machine and both of us check our e-mail fairly regularly.

- **PROVISIONAL SCHEDULE**

Part One: Basic Global Patterns and Processes (Basic reading: WMW, Chs. 1-5; PRB)

Map Quiz (5%) (To be given in class, unannounced, sometime before February 15th)

Wed Jan 13	Introduction to course	
Fri Jan 15	Labels and terms; representation	WMW, Ch. 1
Mon Jan 18	<i>No Class – Martin Luther King Day</i>	
Wed Jan 20	Labels and terms; representation (cont.)	WMW, Ch. 2
Fri Jan 22	Labels and terms; representation (cont.)	
Mon Jan 25	Basic global patterns – using different sorts of data	PRB
Wed Jan 27	Basic global patterns (cont.)	PRB
Fri Jan 29	Basic global patterns (cont.)	PRB
Mon Feb 1	Recent trends - political	WMW, Ch. 3
Wed Feb 3	Recent trends -political (cont.)	
Fri Feb 5	Recent trends -political (cont.)	
	<i>First Assignment due (5%)</i>	
Mon Feb 8	Recent trends- economic	WMW, Ch. 4
Wed Feb 10	Recent trends – economic (cont.)	
Fri Feb 12	Recent trends – economic (cont.)	
Mon Feb 15	Recent trends - social	WMW, Ch. 5
Wed Feb 17	Recent trends – social (cont.)	
Fri Feb 19	FIRST MID TERM EXAM (25%)	

Part Two: Explaining Patterns & Processes: Development Theories (Basic reading: WMW Chs. 9-11)

Mon Feb 22	Exam review and intro Jamaican case study
Wed Feb 24	Life and Debt (movie) Part One
Fri Feb 26	Life and Debt (movie) Part Two
Mon Mar 1	Debt, tourism, and options for small island economies (In class debate)
Wed Mar 3	Intro Sri Lankan case study
Fri Mar 5	Sri Lanka continued
Mon Mar 8	Explaining development – Development theories intro <i>(Midterm of 2010 Spring Semester)</i>
Wed Mar 10	Modernization Theories
Fri Mar 12	Dependency Theories
<i>Mar 15, 17, 19 No Classes -- SPRING BREAK</i>	
Mon Mar 22	Comparing theories
Wed Mar 24	Alternative Development
Fri Mar 26	Neoliberal realities and anti-development
Mon Mar 29	neoliberalism continued
Wed Mar 31	SECOND MID TERM EXAM (25%)

Part Three: Everyday Geographies of the “Global South” (Basic reading: WMW, Chs. 6-8)

Mon Apr 5	Exam review and intro Chiapas case study
Wed Apr 7	Anti-neoliberalism and autonomy movements in Chiapas
Fri Apr 9	Discussion of assignment and prep for Skype call
Mon Apr 12	Skype call with persons in Chiapas
Wed Apr 14	Basic needs : Water
Fri Apr 16	Global water situation
Mon Apr 19	Water quality : case study, arsenic in Bangladesh
Wed Apr 21	Water access: case study, South Africa <i>second assignment due (15%)</i>
Fri Apr 23	Sanitation issues and the Millenium Development Goals
Mon Apr 26	Basic Need : Food
Wed Apr 28	Global hunger, situation and causes
Fri Apr 30	Hunger continued and course wrap-up; Last day of classes
Wed May 5	<i>Final Examination</i>

NB: All deadlines are strict. If you want your work to be eligible for a grade it must be handed in at the beginning of class on the date it is due and no later.

Notes on the assignments

The first assignment (worth 5%) will entail finding, evaluating, and discussing some basic information on a particular country of the global south. Specifically, different sorts of data/information and representations will be examined. This will include data presented in the form of narratives, statistics (such as in the required PRB data sheet), maps, graphs, and images (including photographs). The categories for the assignment will be structured but the student will select the country and select the data and sources they examine (though a range of suggested references will be made available and discussed). There will be attention paid to how to evaluate different data sources as well as how to interpret different sorts of data (primarily economic, social and demographic).

The second assignment (worth 15%) will entail students building on the first assignment with an examination of an issue related to one of the two basic needs addressed in the course (water or food) in the country they selected for the first assignment. This is a more traditional research paper format and detailed instructions for format, scope, and citation will be handed out in advance and discussed in class. It will be this assignment that will be submitted via Blackboard to fulfill the SACS requirement for assessment purpose.

General Education Course Submission Form**Date of Submission:** 1 June 2010**1. Check which area(s) this course applies to.**

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

2. Provide Course and Department Information.Department: GeographyCourse Prefix and Number: GEO 260 Credit hours: 3Course Title: Geographies of Development in the Global South (formerly: Third World Development)Expected 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: Sue Roberts Email: sueroberts@uky.eduOffice Address: 1457 POT Phone: 7-2399**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. Bosch  Date: 9/21/10

College Deans: Submit all approved proposals electronically to:

Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

GEO 260 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**. Development has been understood in a variety of ways, but an important facet of most understandings of the term is centered on “closing the gap” between rich and poor around the world – in other words, on “issues of equality”. Diversity, is of course, another major theme in understanding development since how development is defined varies culturally and this course explores these variations.

In terms of **learning outcomes #2**, development has become, since 1945, a major global “industry” with a plethora of institutions involved in the doing of development. The US government, many NGOs based in the US and a host of grassroots groups connect, directly and indirectly, people in Kentucky to development efforts globally. As such, students in the class are already involved in some form in development and (even if only through their tax dollars) and the ethics of the entire development enterprise will be examined in part from this perspective. Moreover, through everyday practices (most obviously consumption) we are all already participating in a “diverse, multiethnic, multilingual world community” so this course attempts to explain how this is the case and what it might mean in terms of making choices. The course invites students to reflect upon the responsibilities that come once we understand how global inequality arose and how it is sustained (addressing **#2 and #3**). **Learning outcome #4** will not be addressed via one case study – but through the use of several mini-case studies

selected to illustrate and explore the key themes in the course. These cases are selected from the major regions of the global south, with the specific cases depending on the topic and the instructor's own research and expertise. **Learning outcomes #5 and #6** are central themes of the whole course. Scale (the definition of, and relation between 'global', 'regional' and 'local' spaces and their inhabitants) is a very important concept in geography. Particular attention is given to movement across scales, and connections between the global north and the global south – the so-called developed and developing worlds.

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