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:	10/18/2011
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[1]	(place cursor here for minor change[OSC1] definition)	
e.	Contact Person Name:	Matthew Zook	Email: zook@uky.edu	Phone:	510-410-1410
f.	Requested Effective Date:	☒ Semester Following Approval	OR ☐ Specific Term[2]:		

2.	**Designation and Description of Proposed Course.**				
a.	**Current Prefix and Number:** GEO509		*Proposed Prefix & Number*:	*GEO509*	
b.	**Full Title:** APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS		*Proposed Title*:	*WORKSHOP IN GEOSPATIAL TECHNOLOGIES*	
c.	**Current Transcript Title** (if full title is more than 40 characters):				
c.	*Proposed Transcript Title (if full title is more than 40 characters)*:		*WORKSHOP IN GEOSPATIAL TECHNOLOGIES*		
d.	**Current Cross-listing:** ☒ N/A	OR	Currently[3] Cross-listed with (Prefix & Number):		
	Proposed – ☐ *ADD[3] 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 hours[5] for each meeting pattern type.**

Current:	3 Lecture	___ Laboratory[5]	___ Recitation	___ Discussion	___ Indep. Study
	___ Clinical	___ Colloquium	___ Practicum	___ Research	___ Residency
	___ Seminar	___ Studio	___ Other – Please explain:	___	
Proposed:	*3 Lecture*	___ *Laboratory*	___ *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*	

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[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.*)

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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:**	An extension of GEO 409G, this course covers GISs in greater detail. Material common to GISs will be covered in lecture, and students choose between becoming familiar with several GISs or making intensive use of one or two systems. Actual data will be used and actual spatial issues or problems will be addressed. The student will be responsible for data procurement and input, analysis design, and output production, including maps.
	Proposed Course Description for Bulletin:	*This course focuses on the development of applied GIS skills and follows a participatory workshop model with intensive, hands-on collaboration with community partners. The course covers a full range of collaborative GIS: working with team members and project partners to identify project goals, acquiring and preparing spatial data for GIS analyses, communicating with clients to assess progress, managing spatial data, and producing necessary maps and analyses.*

j.	**Current Prerequisites, if any:**	An introductory GIS course (e.g. GEO 409G) or permission of instructor.
	Proposed Prerequisites, if any:	*GEO 309 or GEO 609 or consent of instructor*

k.	Current Distance Learning(DL) Status:	☒ N/A	☐ Already approved for DL*	☐ *Please Add[6]*	☐ *Please Drop*

*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> 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:

This course change is designed to take a general course description and make it much more specific as part of an ongoing revision of our GIS program. While the current course description is broad enough that the new course description would fit within it, we wish to make the course more targeted as a means to better "brand" this class. While in some ways this fits into the "minor" course change definition (as the basic goal of the course remains the same) it is a change in the emphasis of the course and thus seems to fit the major course change as laid out in this form.

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: _____

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b.	**Will modifying this course result in a new requirement[7] for ANY program?**	YES ☐ NO ☒
	If YES[7], list the program(s) here: _____	

6.	**Information to be Placed on Syllabus.**		
a.	☐	Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 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*.)

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

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: <u>GEO 509</u>

Proposal Contact Person Name: <u>Matthew Zook</u>   Phone: <u>510-410-1410</u>   Email: <u>zook@uky.edu</u>

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
Chair, Geography	10/17/11	Sue Roberts / 7-2399 / sueroberts@uky.edu	
DUS, Geography	10/17/11	Tad Mutersbaugh / 7-1316 / mutersba@uky.edu	
DGS, Geography	10/17/11	Michael Samers / 7-6966 / michael.samers@uky.edu	
College of A&S	11/08/11	Anna Bosch, Assoc. Dean / 7-6689 / bosch@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council	2/8/2012	Sharon Gill	
Graduate Council	3/9/12	Dr. Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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

Geography 509, Section 001
WORKSHOP IN GEOSPATIAL TECHNOLOGIES

Matthew W. Wilson, PhD

POT 1469   Lecture/lab: TTh 12:30-1:45, CB313
859.257.8851

matthew.w.wilson@uky.edu   Office hours: TTh 10:00-10:50 (and by appointment)
    Email is the best way to contact me
(dept. office) 859.257.2931

Bulletin Course Description

This course focuses on the development of applied GIS skills and follows a participatory workshop model with intensive, hands-on collaboration with community partners. The course covers a full range of collaborative GIS: working with team members and project partners to identify project goals, acquiring and preparing spatial data for GIS analyses, communicating with clients to assess progress, managing spatial data, and producing necessary maps and analyses.

Prereqs: GEO 309 or GEO 609 or consent of instructor

I. Course Description

Geographic information technologies continue to drive the representation and management of complex as well as everyday spatial information. As a result, increasing numbers of for-profit and non-profit organizations have recognized the need to transform their information into a spatial format. The demand for collaborative and participatory skills in the use of these mapping tools has, of course, been furthered by this general trend. Therefore, the goal for this course is that each student will become an independent and effective GIS user while developing their collaborative skills in the use of GIS for spatial analysis and representation. To meet this goal, this course follows a participatory workshop model, drawing on Elwood (2009) -- an intensive, hands-on experience in which student teams use GIS in collaboration with community partners. These partnerships will involve students in a full range of collaborative GIS: working with team members and project partners to identify project goals, acquiring and preparing spatial data for GIS analyses, communicating with clients to assess progress, managing spatial data, and producing necessary maps and analyses. The lecture, reading, and seminar discussion components of the course will focus on topics important to collaborative development -- to be prepared to implement, manage, and apply in a variety of research and applications areas, and in multiple geographical and institutional contexts.

II.   Course Goals

The goals of this course are as follows:
- To provide students with a project based experience in applying GiS and other geospatial technologies to a real world situation;
- Further develop the "human" side of GIS rather than just the technical side; and
- Expose students to the wide range of problems, adaptations and trade-offs that are inherent in any GIS application.

III.   Learning Objectives

This course will expose students to the technical, critical, and collaborative skills necessary to analyze the consequences of human/environment interactions within a geographic information system. The workshop model will allow students to develop and apply these skills in partnership with community organizations. At the end of the class students shall be able to:

- Perform basic analytic operations in a GIS, including data query, buffer, overlay, and reclassification in order to address specific sets of real world GIS questions;
- Explain the full range of steps and tasks necessary to solve a real world GIS question;
- Critically analyze cartographic and GIS applications to assess some of their potential social and political implications;
- Apply skills in problem definition, database definition and interface construction to lead to successful GIS applications, and
- Explain the ethical challenges facing GIS practitioner working in a diversity of institutional, geographical, and political contexts.

IV.   Format

This course will be composed of lecture and laboratory sessions. Lecture sessions will be discussion based, and will cover the majority of the conceptual material. Lecture is not duplicative of the required texts. There will be assigned readings, and part of students' assessments will be based on their contributions to in-class discussions. In laboratory sessions, students will be expected to work constructively with their fellow classmates and community partners in the use of ArcGIS software.

V.   Required Texts

The required readings for this class are contained within a reading packet, available for download at http://matthew-w-wilson.com.

VI.   Assignments, Activities, and Grading

Assessment Overview.
Students will be assessed in this course using a variety of methods. Attendance and participation in class activities will greatly improve students' abilities to master the lecture and laboratory material. Assessment is distributed in the following ways, for a total of 400 points or 100 percent:

- Midterm Exam (50 points or 12.5%)
- Quiz 1 (15 points or 3.75%)
- Quiz 2 (15 points or 3.75%)
- Journal exercise (35 points or 8.75%)
- Comprehensive-lab (35 points or 8.75%)
- Needs assessment report (60 points or 15%)
- Progress report (60 points or 15%)
- Class participation (20 points or 5%)
- Portfolio (100 points or 25%)
- Presentation (10 points or 2.5%)

Grades for all assignments will be available via the University of Kentucky Blackboard system.

Final grades for **undergraduates** 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%.

Final grades for **graduate students** will be based on a standard scale, i.e., A=90-100%; B=80-89%; C=70-79%; E=less than 70%. (note, graduate students cannot receive a "D" grade)

Midterm Grade (for 100-400 level courses, and for undergraduates in 500 level courses)
        Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Final Exam Information (Date, time, location, other information TBD)

In addition the work assignments for undergraduates and graduate students will different with graduate students expected to complete more work and at a higher level. Details about these different expectations are outlined below.

Examination and quizzes.
One written exam will be held at a mid-point of the semester. During the second half of the semester, two short-answer quizzes will be held. The exam and quizzes will focus on the lecture material and assigned readings. The best preparation for these evaluations will be to attend class and engage in class discussions.

Journal exercise.
During the semester, we will be reading selections from the GIS & Society tradition. Each week, members of the class will be asked to lead discussion of a particular reading in conjunction with the themes of the course. **Undergraduates will be expected to do this once during the semester, while graduate students will lead discussion twice a semester.**

In preparation for this, students will be asked to complete a review of their assigned journal article, to be turned in on the day they lead discussion. The journal article review should be **two pages double-spaced (for undergraduates) and three pages for graduates**, and should answer the following four questions, in their own words: what key concepts are needed to understand this article?, what is the argument of the article?, what evidence is provided to support this argument?, and what is the significance of this article? Title each of these four sections accordingly.

Comprehensive-laboratory exercise.
To jump-start the laboratory activities, students will be asked to complete one comprehensive-laboratory exercise. This exercise will draw on competencies from an introductory GIS course, and will prepare students for designing and implementing the collaborative project.

Needs assessment report.
As a team, students will produce a report assessing the needs for the project and the steps required to implement the project. The report will have five main sections: project background information, description of the project goals and objectives, data acquisition and development steps, list of maps and analyses, and a series of steps or work tasks to be completed. Further details about the specifications of this report will be discussed in class.

Graduate students will act as team leaders in producing this report while undergraduates will be team members. The expectations of work is commensurately more for graduate students, *e.g.,* they should be prepared to produce 50 percent more than their undergraduate counterparts.

Progress report.
As a team, students will produce a progress report with the following: description of the tasks completed, description of any problems that need resolved, summary of mid-project meeting with community partners, explanation of any changes to project goals, and preliminary maps or outline of database design. The progress report will be included as part of the project portfolio that will be delivered to the project partners. Further details about the specifications of this report will be discussed in class.

Again, graduate students will act as team leaders in producing this report while undergraduates will be team members. The expectations of work is commensurately more for graduate students, e.g., they should be prepared to produce 50 percent more than their undergraduate counterparts.

Class participation.
While attendance will not be graded, students are expected to participate in class discussions. Throughout the semester, short in-class assignments will be given and will contribute to your class participation evaluation at the completion of the course.

Portfolio.
As a team, students will produce a project portfolio that will be shared with their community partners. In addition to a project summary and a project conclusion, the portfolio will include a revised draft of the needs assessment, the mid-project progress report, the data dictionary, the final maps and other outputs, and the digital files (CD-ROM, DVD-ROM, or iLocker). Student partners and community partners will evaluate member contributions. Further details about the specifications of the portfolio will be discussed in class.

Graduate students will act as team leaders in producing this portfolio while undergraduates will be team members. The expectations of work is commensurately more for graduate students, *e.g.,* they should be prepared to produce 50 percent more than their undergraduate counterparts.

Presentation.
As a team, students will produce a presentation that will be delivered during our scheduled final exam time. Project partners and others from the university community will be invited to attend. Further details about the specifications of this presentation will be discussed in class.

VII.   Important Notices

Prepare for this course.
Review the course syllabus carefully, paying special attention to due dates and assignment instructions. In addition to a final project, there are four major laboratory deliverables in this course and each one builds off the previous, so attendance and participation are crucial. If you have

questions about course expectations as overviewed by this syllabus, please contact me as soon as possible.

Attendance and excused absences
Attendance is not taken nor required, however, note that:
- the majority of your grade depends on your preparation for, and engagement in, class discussions and group work;
- your success in completing the exercises, projects, and exams largely depends on how well you understand the material that we will cover in lecture and in discussion sections;
- throughout the semester, I may assign work to be completed and handed in during class or at our next meeting; you will be responsible for submitting these for credit even if you do not attend class; and
- in the event of an absence, you should consult the syllabus regarding what material or deadlines you may have missed.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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 in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Be in contact.
You are responsible for checking your UKY email account; the class listserv is what I will use to send communications outside class. Email is the best way to contact me (place 'GEO109' in the subject heading). Please allow at least 24 hours for a response by email during weekdays. I will not necessarily respond to emails over the weekends.

Be a resource for others.
I strongly encourage you to exchange contact information with classmates, in order to retrieve notes and information that you may have missed.

Get help.
This course is based on a progression of lectures and mapping assignments. If you are having difficulty with any course material, please contact me. There are also other resources which you should find useful:
1. GIS and Cartography Labs
   5 Miller Hall
   http://www.uky.edu/AS/Geography/CartLab/

2. The University Writing Center:
   http://www.uky.edu/AS/English/wc/
3. Map Collections, Science Library
   410C King Library
   http://libguides.uky.edu/maps
4. Stress Management Workshops
   Frazee Hall
   http://www.uky.edu/StudentAffairs/Counseling/
5. On reading an academic journal article:
   http://www.brockport.edu/sociology/journal.html

Meet deadlines.
Meeting deadlines is an important professional practice. Consult the course schedule, below, for the due dates of the course assignments and instructions on how to submit them. A 10-percent deduction will be applied to the final score of your assignment for submissions after the deadline on the same calendar day, with an additional 10-percent deduction for each additional calendar day the assignment is late. If the assignment is not delivered by the next class meeting, the assignment will not be accepted.

Be honest.
This course, if successful, will expose you to a variety of concepts and techniques. You are expected to draw upon these various ideas, but you must be transparent and honest about your use of these ideas. Please get help if you're uncertain about this expectation! Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the *Code of Student Rights and Responsibilities*. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she 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. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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

a. Silence all mobile devices.
b. Show up on time. Late arrivals (and unnecessary) early departures are rude and disruptive.
c. Put away your reading material (other than perhaps readings necessary for the lecture/course).
d. 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.
e. 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.

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

VIII.   Schedule
Subject to change.

Week	Tuesday	Thursday
1: Jan. 12	- - -	Read Crampton 2009. 6. Course/Lab introduction 7. Projects introduction 8. CL introduction 9. Work on CL
2: Jan. 17 & 19	1. Project partner presentations 2. Group signup 3. Preliminary group meetings	Read Chrisman 1999. Read Henry-Nickie *et al.* 2008. 1. Work on CL/projects 2. **CL DUE** end of class

Week	Tuesday	Thursday
3: Jan. 24 & 26	Read Merrick 2003. Read Parker 2006. 1. GIS management 2. Grassroots GIS: USA	Work on projects
4: Jan. 31 & Feb. 2	Read Weiner and Harris 2003. Read Williams and Dunn 2003. 1. Grassroots GIS: International 2. Needs assessments	1. Work on projects 2. Discuss NAR requirements
5: Feb. 7 & 9	Read Wong and Chua 2001/2004. Read Rattray 2006. 1. System requirements and design 2. Web-based PPGIS	1. Work on projects 2. **NAR DUE** end of class
6: Feb. 14 & 16	Read Haklay *etal.* 2008. Read Goodchild 2007. 1. Data acquisition 2. Data models 3. Neogeography	Work on projects
7: Feb. 21 & 23	Read Knigge and Cope 2006. Read Wilson 2009. 1. GIS implementation 2. Cost/benefit analysis 3. Qualitative GIS	Review Week 1 through Week 7
8: Feb. 28 & Mar. 1	CLASS WILL NOT MEET Work on projects.	**Midterm EXAM**
9: Mar. 6 & 8	Continue work on projects	Continue work on projects
10: Mar. 13 & 15	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS
11: Mar. 20 & 22	Read Crampton 1995. Read Esnard 1998. 1. Ethics in GIS practice	1. Work on projects 2. **PR DUE** end of class
12: Mar. 27 & 29	Read O'Sullivan 2006. Read Wilson *etal.* 2009. 1. Critical GIS	**1. Quiz 1** 2. Work on projects

Week	Tuesday	Thursday
13: Apr. 3 & 5	Read Elwood 2009. Read Schlossberg and Wyss 2007. 1. PPGIS and the University 2. Discuss portfolio requirements	**1. Quiz 2** 2. Work on portfolio
14: Apr. 10 & 12	Continue work on portfolio	Continue work on portfolio
15: Apr. 17 & 19	Work on portfolio/presentation	Work on portfolio/presentation
16: Apr. 24 & 26	Work on portfolio/presentation	Clean up digital files

Final Meeting: ?, May ?, ? pm to ? pm.

For this final meeting, your team will be presenting and your project partners will be invited. Please bring two copies of your project portfolio and your collaborative-process evaluation form. Have a great summer!

IX.   References

Chrisman, Nicholas R. 1999. What does 'GIS' mean? *Transactions in GIS* 3 (2):175-186.

Crampton, Jeremy W. 1995. The Ethics of GIS. *Cartography and Geographic Information Systems* 22 (1):84-89.

Crampton, Jeremy W. 2009. Cartography: maps 2.0. *Progress in Human Geography* 33 (1):91-100.

Elwood, Sarah A. 2009. Integrating participatory action research and GIS education: Negotiating methodologies, politics and technologies. *Journal of Geography in Higher Education* 33 (1):51-65.

Esnard, Ann-Margaret. 1998. Cities, GIS, and Ethics. *Journal of Urban Technology* 5 (3):33-45.

Goodchild, Michael F. 2007. Citizens as sensors: the world of volunteered geography. *GeoJournal* 69:211-221.

Haklay, Mordechai, Alex Singleton, and Chris Parker. 2008. Web Mapping 2.0: The Neogeography of the GeoWeb. *Geography Compass* 2 (6):2011-2039.

Henry-Nickie, Makada, Haydar Kurban, Rodney D. Green, and Janet A. Phoenix. 2008. Leveling the playing field: Enabling community-based organizations to utilize geographic information systems for effective advocacy. *URISA Journal* 20 (2):33-41.

Knigge, LaDona, and Meghan Cope. 2006. Grounded visualization: integrating the analysis of qualitative and quantitative data through grounded theory and visualization. *Environment and Planning A* 38:2021-2037.

Merrick, Meg. 2003. Reflections on PPGIS: A view from the trenches. *URISA Journal* 15 (APA II):33-39.

O'Sullivan, David. 2006. Geographical information science: critical GIS. *Progress in Human Geography* 30 (6):783-791.

Parker, Brenda. 2006. Constructing Community Through Maps? Power and Praxis in Community Mapping. *The Professional Geographer* 58 (4):470-484.

Rattray, Nicholas. 2006. A user-centered model for community-based web-GIS. *URISA Journal* 18 (2):25-34.

Schlossberg, Marc, and Darren Wyss. 2007. Teaching by doing: PPGIS and classroom-based service learning. *URISA Journal* 19 (1):13-22.

Weiner, Daniel, and Trevor M. Harris. 2003. Community-integrated GIS for Land Reform in South Africa. *URISA Journal* 15 (APA II):61-73.

Williams, Craig, and Christine E. Dunn. 2003. GIS in Participatory Research: Assessing the Impact of Landmines on Communities in North-west Cambodia. *Transactions in GIS* 7 (3):393-410.

Wilson, Matthew W. 2009. Towards a genealogy of qualitative GIS. In *Qualitative GIS: A Mixed Methods Approach*, edited by M. Cope and S. A. Elwood. London: Sage. p. 156-170.

Wilson, Matthew W., Barbara S. Poore, Francis Harvey, Mei-Po Kwan, David O'Sullivan, Marianna Pavlovskaya, Nadine Schuurman, and Eric Sheppard. 2009. Theory, Practice, and History in Critical GIS: Reports on an AAG Panel Session. *Cartographica* 44 (1):5-16.

Wong, Sidney, and Yang Liang Chua. 2001/2004. Data Intermediation and Beyond: Issues for Web-Based PPGIS. *Cartographica* 38 (3/4):63-80.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she 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. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.