# SIGNATURE ROUTING LOG

## General Information:

Proposal Type:   Course ☒   Program ☐   Other ☐

Proposal Name[1] (course prefix & number, pgm major & degree, etc.):   GEO 164 (new, gen ed c-gd)

Proposal Contact Person Name:   Matt Zook   Phone: 7-8334   Email: zook@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:

rec'd 12/15/10

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|---|---|---|---|
| Geography, DUS | 12/14/10 | Jonathan Phillips / 7-6950 / jdp@uky.edu | J. D. Chili |
| Geography, Chair | 11/17/2010 | Susan Roberts / 7-2931 / sueroberts@uky.edu | Sue Roberts |
| | | / / | |
| | | / / | |
| A&S Ed. Policy Cmte. | 12/07/10 | Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu | JMBadagliacco |
| A&S Dean | | Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu | ARBosch |

GEOC 12/16/10

## External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision[2] |
|---|---|---|---|
| Undergraduate Council | | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:
_____

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[1] Proposal name used here must match name entered on corresponding course or program form.
[2] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# NEW COURSE FORM

1. **General Information.**

   a. Submitted by the College of: Arts and Sciences      Today's Date: 11/17/2010

   b. Department/Division: Geography

   c. Contact person name: Matt Zook    Email: zook@uky.edu    Phone: 7 8334

   d. Requested Effective Date: ☒ Semester following approval   OR   ☐ Specific Term/Year[1]: _____

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

   a. Prefix and Number: GEO 164

   b. Full Title: : iWorlds: Global Information Geographies

   c. Transcript Title (if full title is more than 40 characters): _____

   d. To be Cross-Listed[2] with (Prefix and Number): _____

   e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

   | 2 Lecture | _____ Laboratory[1] | 1 Recitation | _____ Discussion | _____ Indep. Study |
   |---|---|---|---|---|
   | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
   | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |

   f. Identify a grading system: ☒ Letter (A, B, C, etc.)    ☐ Pass/Fail

   g. Number of credits: 3

   h. Is this course repeatable for additional credit?     YES ☐   NO ☒

      If YES: Maximum number of credit hours: _____

      If YES: Will this course allow multiple registrations during the same semester?    YES ☐   NO ☐

   i. Course Description for Bulletin:

   This course examines the ways that existing and emerging information technologies are helping to transform places and the way in which the world interacts. It covers the intertwining of society and technology and how different cultures produce distinct technologies and use similar technologies in unique ways. Of particular focus will be the history and evolution of mapping technologies to present days systems such as global positioning systems (GPS), geographic information systems (GIS) and the geoweb. In addition the course will introduce the spatial implications of information technologies and contemporary debates on digital divides, surveillance and privacy, proximity and distance, democracy, and relationships between virtual, real-world and hybridized communities. Fulfills the Global Dynamics Requirement of General Education.

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

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

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

# NEW COURSE FORM

 **j.** Prerequisites, if any:  none

 **k.** Will this course also be offered through Distance Learning?  YES[4] ☐  NO ☒

 **l.** Supplementary teaching component, if any: ☐ Community-Based Experience  ☐ Service Learning  ☐ Both

**3.** **Will this course be taught off campus?**  YES ☐  NO ☒

**4.** **Frequency of Course Offering.**

 **a.** Course will be offered (check all that apply):  ☐ Fall  ☒ Spring  ☐ Summer

 **b.** Will the course be offered every year?  YES ☒  NO ☐

  If NO, explain:  _____

**5.** **Are facilities and personnel necessary for the proposed new course available?**  YES ☒  NO ☐

  If NO, explain:  _____

**6.** **What enrollment (per section per semester) may reasonably be expected?**  126

**7.** **Anticipated Student Demand.**

 **a.** Will this course serve students primarily within the degree program?  YES ☐  NO ☒

 **b.** Will it be of interest to a significant number of students outside the degree pgm?  YES ☒  NO ☐

  If YES, explain:    Will be taken to satisfy the Gen Ed Global Dynamics Requirement

**8.** **Check the category most applicable to this course:**

 ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

 ☒ Relatively New – Now Being Widely Established

 ☐ Not Yet Found in Many (or Any) Other Universities

**9.** **Course Relationship to Program(s).**

 **a.** Is this course part of a proposed new program?  YES ☐  NO ☒

  If YES, name the proposed new program:  _____

 **b.** Will this course be a new requirement[5] for ANY program?  YES ☐  NO ☒

  If YES[5], list affected programs:  _____

**10.** **Information to be Placed on Syllabus.**

 **a.** Is the course 400G or 500?  YES ☐  NO ☒

  If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

 **b.** ☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from *10.a* above) are attached.

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

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

# NEW COURSE FORM

# General Education Course Approval Cover Sheet

## Date of Submission  11/17/2010

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

| | | | |
|---|---|---|---|
| Inquiry – Arts & Creativity | ☐ | Composition & Communications - II | ☐ |
| Inquiry – Humanities | ☐ | Quantitative Foundations | ☐ |
| Inquiry – Nat/Math/Phys Sci | ☐ | Statistical Inferential Reasoning | ☐ |
| Inquiry – Social Sciences | ☐ | U.S. Citizenship, Community, Diversity | ☐ |
| Composition & Communications - I | ☐ | Global Dynamics | ☒ |

### 2.  Provide Course and Department Information.

Department:  Geography

Course Prefix and Number:  GEO 164     Credit hours:  003

Course Title:  iWorlds: Global Information Geographies

Expected # of Students per Calendar Yr:  126

Course Required for Majors in your Program (check one)?  Yes ☐  No ☒

Prerequisite(s) for Course?  none

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

Departmental Contact Information

Name:  Prof. Matt Zook          Email:  zook@uky.edu

Office Address:  1457 P.O.T.     Phone:  7 8334

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

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form.  See the Gen Ed website http://www.uky.edu/gened/forms.html for these forms.  Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- 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: _~7ulles_____  Date: _11/17/10_____

Dean: ___Anna R. K. Bosch___ ARKBosch  Date: _12/7/10_____

**All proposals are to be submitted from the College Dean's Office**
**Submission is by way of the General Education website http://www.uky.edu/gened**

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

**Course:** iWorlds: Global Information Geographies

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:
Week3 - From Local Industrial Revolution to Global Internet Revolution
Week4 - The Origin of the Internet: The Embedded Production of a Global Network
Week8 – The Global Digital Divide
Week9 – Efforts at Censorship Around the World

Brief Description:
Will focus on how the creation of any technology such as the Internet is embedded in the culture and society from which it emerges. We will explore the mutually dependent role of technology and society. We will discuss the diveristy and geography of information systems with examination of how the use any technology is put to, depends upon socially constructed values. Will discuss issues of the digital divide and uneven Internet censorship around the world. In every week we will emphasize the differences between the information geographies of countries through an ongoing series of case studies.

☒ 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:
Week2 – Humans, the Internet and the Environment
Week10 – Global Citizens and Nosy States
Week12 – Virtual and Synthetic Worlds

Brief Description:
We will consider how the Internet differentially connects to various parts of the world, in some cases with fat fiber pipes, in others with slow dialup. We will consider the changing linguistics of the Internet from where English was the linga franca to the current situation in which other languages are more widely used. We will compare wikipedia entries for the same topic in various languages (using online translation services) to see how the topic gets treated differently depending upon the linguistic group that is doing the talking. We will explore the various roles that people play in online synthetic worlds including "Chinese Gold Miners" who play WoW simply to aquire virutal coins to sell for hard currency. We will compare how state level policies impact the use and design of devices, e.g., Blackberry and the UAE.

☒ 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:
Week2 – Humans, the Internet and the Environment
Week5 – The Power of Maps
Week7 – Code in the Global Web
Week11 – Innovation and Control

Brief Description:
We will explore how the Internet and mobile technologies depend directly on the exploitation of certain elements (rare earch and Coltan mining) whose extraction has serious environmental and political implications for the places they are exacted from. We will introduce the ideas of critical cartography and how maps both reveal and conceal and the role of power in shaping what is shown. We will consider the role of code or software in shaping what get seen on the web via ranking and spend considerable time deconstruction the mechanism of Google pagerank which determines the top spots for search results. We will extend this example to spatial search results in which physical distance is combined with pagerank to make hybrid visibility of geocoded data. We will also consider how international agreements such as WIPO and WTO shape the use and distribution of content and information. Particularly important are cosiderations on what this means for creativity and control in cultural activities.

☒ 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$^{st}$ 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:
Week9 – Efforts at Censorship Around the World
Week14 – Augmented Urban Realities
Week13 – Mobile Information Space

Brief Description:
The major case study example for censorship and filtering of the Internet will focus on China and the class. This is the major element of Chinese online experience and we will explore the implications of this on topics like Tibet and other human rights issues in China. The course will also focus on the role of mobile communications in countries with a particular focus on Estonia which has both declared the Internet to be a human right as well as making many activities (including voting) possible to complete online. We will specifically examine how data on mobility can shed light on issues of ethnic segregation (Russian vs. Estonian speakers) and how these issues are manifest in the events (and resulting documentation) after the 2007 riots (known as Bronze Night) which ultimately led to the so called 1$^{st}$ cyberwar.

☒ 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:
Week1 – Global Spaces and Local Places
Week6 – The Global Geoweb

Brief Description:
The first week of this course will lay out the basic argument of how the local connects to the global (and vice versa) but this will be a constant refrain throughout the semester (as outlined in previous

sections). In addition the course will examine the ways in which content is created (or not) for various places around the world and how this material is highly unevenly distributed. Students will be assigned specific small cities in the periphery of the world and ask to research what material is available on it. How much of it is derived from the actual place and how much of it comes from people on the outside talking about it. We will also explore how global pop culture trends originate and are prepetuated (with a great deal of help by media companies) to particular localities.

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

Date/location on syllabus of such evidence:
Week10 – Global Citizens and Nosy States
Week5 – The Power of Maps
Week7 – Code in the Global Web

Brief description:
POWER AND RESISTANCE: Censorship and state power will be talked about extensively in this class. We will examine how social groups try to resist state power (e.g., so called Twitter revolutions) and how successful this is as a strategy. SOCIAL, CULTURAL AND INSTITUTIONAL CHANGE: We will discuss how intellectual property rights and copyright has evolved in relationship to digital media and the current arguments about Digital Millennium Copyright Act (DMCA), copyleft and commons based systems. The goal will be to highlight the two directions that cultural control may go into.

☒ 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:
Week 15 - Semester Project Due

Brief description:
A group-based writing, visual, and oral project (worth a total of 35%, 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 will 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

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

Brief Description:
We cover case studies from Finland, Estonia, the U.A.E., South Korea, Australia, China, Japan, Germany, virtual worlds and gaming worlds such as Second Life and Worlds of Warcraft. These cases studies will be throught the semester as outlined in the syllabus.

☐ 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:
Every Week and the semester project

Brief description:
Students will be set assignments every week that will ask them to explore the variety of information sources on the Internet and libraries. Examples include searches for mis-leading and incorrect data in Wikipedia, compariing sources from a variety of countries on the same news topic, and in depth comparisions between the material available via various search engines (google.com vs. google.cn) and the data available in various countries.

Reviewer Comments:

# University Senate Syllabi Guidelines

*6/50 16/ new ed. C-60 gen ed.*

## General Course Information

- ☑ Full and accurate title of the course.
- ☑ Departmental and college prefix.
- ☑ Course prefix, number and section number.
- ☑ Scheduled meeting day(s), time and place.

## Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- ☑ Instructor name.
- ☑ Contact information for teaching/graduate assistant, etc.
- ☑ Preferred method for reaching instructor.
- ☑ Office phone number.
- ☑ Office address.
- ☑ UK email address.
- ☑ Times of regularly scheduled office hours and if prior appointment is required.

## Course Description

- ☑ Reasonably detailed overview of the course.
- ☑ Student learning outcomes.
- ☑ Course goals/objectives.
- ☑ Required materials (textbook, lab materials, etc.).
- ☑ Outline of the content, which must conform to the Bulletin description.
- ☑ Summary description of the components that contribute to the determination of course grade.
- ☑ Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- ☑ Final examination information: date, time, duration and location.
- ☑ For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- NA ☐ For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- ☑ Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- ☑ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- ☑ Policy on academic accommodations due to disability. Standard language is below:

  > 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.

## Course Policies

- ☑ Attendance.
- ☑ Excused absences.
- ☑ Make-up opportunities.
- ☑ Verification of absences.
- ☑ Submission of assignments.
- ☑ Academic integrity, cheating & plagiarism.
- ☑ Classroom behavior, decorum and civility.
- NA ☐ Professional preparations.
- NA ☐ Group work & student collaboration.

**GEO 16x: iWorlds: Global Information Geographies**
Spring 2011
MWF. – 10:00 to 10:50 pm
CB 233

**Instructor: Dr. Matthew Zook**
POT 1475
257-8334
zook@uky.edu
Office Hours: Mon/Wed 3 to 5:00 pm


**Teaching Assistant**
Name: TBA; Office; Email; Phone; Office Hours□

## Course Description

This course examines the ways that existing and emerging information technologies are helping to transform places and the way in which the world interacts. It covers the intertwining of society and technology and how different cultures produce distinct technologies and use similar technologies in unique ways. Of particular focus will be the history and evolution of mapping technologies to present days systems such as global positioning systems (GPS), geographic information systems (GIS) and the geoweb. In addition the course will introduce the spatial implications of information technologies and contemporary debates on digital divides, surveillance and privacy, proximity and distance, democracy, and relationships between virtual, real-world and hybridized communities.

This course examines the ways that existing and emerging information technologies are transforming places and spaces and shaping the ways that world interacts

The first part of the course focuses on how the history of geography in a context of technological change. While technological change in general will be reviewed the main emphasis will be on information technologies. **(Two weeks)**

The second part of the course focuses on the history of technology. In particular the course will review how different societies produce different technologies and use similar technologies in different ways. The main emphasis will be on information technologies. **(Two weeks)**

The third part of the course focuses on the technology of geography. We will review the centuries old technologies of maps and cartographic projection as well as modern geospatial technologies such as technologies such as global positioning systems (GPS), geographic information systems (GIS) and the geoweb. **(Three weeks)**

The fourth part of the course focuses on the geography of technology. In particular we will focus on the spatial implications of new technologies such as cell phones, GPS, social networking websites, and Google Earth. This includes contemporary debates surrounding issues such as surveillance and privacy, digital democracy, and relationships between virtual and real-world communities. **(Seven weeks)**

## Course goals and objectives

- To explore the history of information technology
- To analyze and explain the basic patterns of global information activity during the first decade of the twenty-first century

- To identify some of the principal actors, institutions, and processes that leads to this uneven global pattern of information use.
- To provide the critical insight and evidence sufficient to allow for the evaluation of the particular advantages and disadvantages of information globalization
- Apply concepts of space, place, and scale as they apply to both the real and virtual worlds.
- Learn to think critically about maps, mapping, and information technology.
- Identify the social and spatial impacts of existing and emerging geospatial and information technologies.
- Evaluate contemporary debates related to surveillance, individual autonomy, freedom, democracy and community.
- 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

- Demonstrate a grasp of the history and shaping influence of the diversity of information spaces and digital divides in this world.
- Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual online world community.
- Demonstrate an awareness of how individual and collective decision making and civic responsibilities (such as peer production) often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
- Demonstrate an awareness of major elements of the diversity of online culture and its relationship to the 21st century context..
- Demonstrate an understanding of how local characteristics and issues (including economic, cultural, social, political and religious) of individuals and communities are linked and mutually transformed to global neworked characteristics.
- Demonstrate an understanding of how the technology of information have (1) affected societal, cultural, and institutional change over time (and in so doing have changed as well) and (2) altered the ways in which power and resistance are exercised.

## Text/Readings

The main book for this class is Castells, Manuel 2001. *Internet Galaxy*. Oxford University

Additional readings will be drawn from articles and books. Readings marked with a "*" indicate required readings. The other readings for students interesting in pursuing a topic in more depth and can be used when working on the semester project.

Online Materials

Course materials (readings, assignments, exams, etc.) will be posted via the course blog. No hard copies will be made available. It is your responsibility to check the course blog

The URL for the blog is XXXXXXXXXXXXXXXX

## Grading

Overall Structure

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%.

Final grades are constructed as follows:

1. Two exams (1st=20%; 2nd=20%)
    a. Exam 1 – Occurs on the Wednesday of Week 7
    b. Exam 2 – Occurs on the Wednesday of Week 12
2. Four Mini-Projects (5 % each for a total of 20 %)
    a. Project 1 – Due on the Wednesday of Week 4
    b. Project 2 – Due on the Wednesday of Week 6
    c. Project 3 – Due on the Wednesday of Week 9
    d. Project 4 – Due on the Wednesday of Week 11
3. Weekly reading checks (10 at 1% each for a total of 10 %)
4. Class participation (5 %)
5. Semester Project (35 % divided as indicated below)
    a. Project proposal (5 %)
    b. Oral presentations to take place in Week 15 (10 %)
    c. Final projects due on the last day in class (20%)

Exams

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.

**THERE IS NO FINAL EXAM**

Mini-projects

There will be four mini-projects (each worth 5 percent of your grade). Generally these will involve a set of tasks to complete and a 3-5 page memo. Due dates are outlined in the schedule. Although these are subject to change I have tentatively identified them as follows:

- Project1 – Tracing the Technology of the Internet
- Project2 – Mapping the Global Geoweb
- Project3 – Access, Privacy and Surveillance around the World
- Project4 – Controlling a Global Network

Weekly reading check

In order to make for better class discussion you are expected to turn weekly reactions to the readings every Monday (14 in all) as noted on the reading schedule. The two lowest scores will be dropped but I strongly encourage you to turn them all in. No late assignments accepted. Typed, double spaced. At least ½ a page and no more than 1 page (150 to 300 words).

## Semester Project

A group-based writing, visual, and oral project (worth a total of 35%, 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 will 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

## Late Assignments

While late assignments are acceptable (except in the case of an oral presentation) 10 percent will be deducted from every assignment for every day late (including weekends).

**Weekly Schedule**

Readings marked with a "*" indicate required readings. The other readings for students interesting in pursuing a topic in more depth such as when working on the semester project.

#### **** HISTORY OF GEOGRAPHY *****

<u>Week1 – Global Spaces and Local Places</u>
Selected Readings from the Handbook of Human Geography

* Knox, Paul and Marston, Sallie. 2004. Places and Regions in Global Context. Ch. 1, p. 1-21.

* Cresswell, Tim. 2009. Place: A Short Introduction. Ch. 1 – Introduction: Defining Place

<u>Week2 – Humans, the Internet and the Environment</u>
Selected Readings from the Handbook of Human Geography

* Knox, Paul and Marson, Sallie. 2004. Places and Regions in Global Context. Chapter 9, pp. 374-382.

* Banerjee, Tridib. 2001. "The Future of Public Space: Beyond Invented Streets and Reinvented Places." Journal of the American Planning Association 67:1, 9-24.

* Mantz, Jeffrey. 2008. "Improvisational economies: Coltan production in the eastern Congo." *Social Anthropology* 16:1, 34-50.

* E-waste: An assessment of global production and environmental impacts. *Science of the Total Environment*, 408, pp. 183-191.

#### **** HISTORY OF TECHNOLOGY *****

<u>Week3 - From Local Industrial Revolution to Global Internet Revolution</u>

* Castells, Manuel 2001. "The Network is the Message." Chapter in *Internet Galaxy.* Oxford University Press, pp.1-8.

* Heilbroner, Robert L. 1967. "Do Machines Make History?" <u>Technology and Culture</u> 8 (July): 335-345.

Stephen H. Cutcliffe and Terry S. Reynolds (eds.), Technology in American Context, <u>Technology and American History.</u> University of Chicago Press, 1997, pp.5-26.

* Cowan, Ruth Schwartz, 1997. "The "Industrial Revolution" in the Home: Household Technology and Social Change in the 20$^{th}$ Century. In Cutcliffe and Reynolds (eds.), <u>Technology and American History.</u> University of Chicago Press, pp. 321-344.

David, Paul A. David 1985. "Clio and the Economics of QWERTY." American Economic Review 75: 332-337.

<u>Week4 - The Origin of the Internet: The Embedded Production of a Global Network</u>
* Castells, Manuel, 2001. "Lessons from the History of the Internet." Chapter 1 in *Internet Galaxy*. Oxford University Press, pp. 9-35

* Arthur, Brian. 2002. "Is the Information Revolution Dead?" <u>Business 2.0.</u> March.

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**\*\*\*\* TECHNOLOGY OF GEOGRAPHY \*\*\*\*\***

<u>Week5 – The Power of Maps</u>
* Krygier, John and Denis Wood. 2005. Making Maps: A Visual Guide to Map Design for GIS. Ch. 1 – What is a Map?

* Monmonier, Mark. 1996. How to Lie With Maps. Ch. 3 – Map Generalizations: Little White Lies and Lots of Them.

* Wood, Denis. 1992. The Power of Maps. Introduction and Ch. 1 – Maps Work By Serving

Harley, JB. 1989. Deconstructing the Map. *Cartographica* pp. 1-20.

<u>Week6 – The Global Geoweb</u>
* Ratliff, Evan. 2007. "The Whole Earth, Cataloged: How Google Maps is Changing the Way We See the World." Wired, 15:7

* Sterling, Bruce. 2007. "Dispatches from the Hyperlocal Future." Wired, 15:7.

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* Crampton, J. 2008. Cartography: maps 2.0. *Progress in Human Geography*. pp. 1–10

Elwood, S. 2008a: Volunteered geographic information: future research directions motivated by critical, participatory, and feminist GIS. GeoJournal 72, 173-183.

* Zook, M. and M. Graham. (2007). The Creative Reconstruction of the Internet: Google and the Privatization of Cyberspace and DigiPlace. *GeoForum*.

<u>Week7 – Code in the Global Web</u>
* Castells, Manuel, 2001. "The Hypertext Beyond Convergence" Chapter 1 in *Internet Galaxy*. Oxford University Press, pp. 188-206

Manovich, Lev. 2008. *When Software Takes Command.* http://lab.softwarestudies.com/2008/11/softbook.html

* Kitchin and Dodge. 2010. *Global Code/Space* Introduction, pp. 2-17

<u>Week8 – The Global Digital Divide</u>
* Castells, Manuel 2001. "The Digital Divide in Global Perspective." Chapter in *Internet Galaxy*. Oxford University Press, pp.247-274.
* Crutcher, M. and M. Zook. (2009). Placemarks and Waterlines: Racialized Cyberscapes in Post Katrina Google Earth. *GeoForum*. 40(4). 523-534

Atkinson, John, et al. 2008. "Exploring the Digital Divide in an Australian Regional City: a case study of Albury." Australian Geographer 39:4, 479-493

2010 UN report on IT and Development


<u>Week9 – Efforts at Censorship Around the World</u>
Focusing on China, Saudi Arabia and the U.S.

http://www.chillingeffects.org/

http://opennet.net/

John Perry Barlow, A Declaration of the Independence of Cyberspace,
http://homes.eff.org/~barlow/Declaration-Final.html

* Goldsmith & Wu, *Who Controls the Internet*, pp: 13-27; 49-85;

Lawrence Lessig, *Code 2.0,* Prefaces to the 1st and 2nd Editions, Chapters 1 & 2; ix-28
*Available online at http://codev2.cc/*

Jonathan Zittrain, *The Future of the Internet — and How to Stop IT*
http://futureoftheinternet.org/static/ZittrainTheFutureoftheInternet.pdf (Intro, Chapters 1, 2 – p. 1-35)

Wikileaks http://www.nytimes.com/2010/04/07/world/07wikileaks.html


<u>Week10 – Global Citizens and Nosy States</u>
Cases from U.S., U.A.E. and India

* Castells, Manuel 2001. "Privacy and Liberty in Cyberspace" Chapter in *Internet Galaxy*. Oxford University Press, pp.168-187.

* Sarah Elwood and Agnieszka Leszczynski. 2010. Privacy, reconsidered: New representations, data practices, and the geoweb. *GeoForum* forthcoming.

Panagakos, Anastasia. 2003. "Downloading new identities: ethnicity, technology, and media in the global Greek village." *Identities*, 10:2, 201-219.

Monmonier, Mark. 2002. Spying with Maps: Surveillance Technologies and the Future of Privacy. Ch. 1- Maps that Watch and Epilogue- Locational Privacy as a Basic Right

Week11 – Innovation and Control

Looking and global institutions of control like, ICANN, WIPO

* Castells, Manuel 2001. "Computer Networks, Civil Society and the State" Chapter in *Internet Galaxy*. Oxford University Press, pp.137-167.

* Jonathan Zittrain, The Future of the Internet and How to Stop It, http://futureoftheinternet.org/static/ZittrainTheFutureoftheInternet.pdf (Ch. 4 – pp. 63-88)

Introna and Nissenbaum 'Shaping the Web: Why the Politics of Search Engines Matters' (*The Information Society*, 16(3):1-17, 2000)

Tim Wu, Network Neutrality FAQ, http://www.timwu.org/network_neutrality.html

Google Plan Disillusions Some Allies

http://www.nytimes.com/2010/08/16/technology/16google.html?pagewanted=print

Google and Verizon in Talks on Web Priority http://www.nytimes.com/2010/08/05/technology/05secret.html?hp=&pagewanted=print

Carlson M, 2006, "Tapping into TiVo: Digital video recorders and the transition from schedules to surveillance in television", *New Media & Society* 8(1): 97-115

Charette R N, 2005, "Why software fails", *IEEE Spectrum* 42(9): 42-49


Week12 – Virtual and Synthetic Worlds

* Castells, Manuel 2001. "Virtual Communities or Network Society" Chapter in *Internet Galaxy*. Oxford University Press, pp.116-136.

* Gilmore, A. 2010. China's New Gold Farm. *Journal of Virtual World Research*. Vol 2(4).

* Li F, Papagiannidis S, Bourlakis M, 2010, "Living in 'multiple spaces': extending our socioeconomic environment through virtual worlds" Environment and Planning D 28(3) 425 – 446

Schroeder, Ralph. 200. Being There Together and the Future of Connected Presence. *Presence: Teleoperators and Virtual Environments* 2006 15:4, 438-454

Mitham, N.. 2010. Virtual Goods: Good for Business? *Journal of Virtual World Research*. Vol 2(4).

Kieger, S.. 2010. An Exploration of Entrepreneurship in Massively Multiplayer Online Role-Playing Games: Second Life® and Entropia Universe. *Journal of Virtual World Research*. Vol 2(4).


Week13 – Mobile Information Space

Comparison between US, Finland, Korea and Japan

* Schwanen, T., and M.-P. Kwan. 2008. The Internet, mobile phone and space-time constraints. *Geoforum* 39 (3):1362-1377.

Martin Dodge. 2010. Code/Space. Urbis Research Forum Review Vol.1, Issue 2

* Dobson J E, Fisher P F, 2003, "Geoslavery"', *IEEE Technology and Society Magazine,* Spring 47-52 https://www.msu.edu/~kg/874/geoslavery.pdf

* Townsend, Anthony. 2007. "Seoul: birth of a broadband metropolis." *Environment and Planning B* 34, 396-413

Week14 – Augmented Urban Realities

Case Studies from Estonia and Germany

\* Jonathan Zittrain, Lost in the Cloud http://www.nytimes.com/2009/07/20/opinion/20zittrain.html

Mummidi, L. and Krumm, J. (2008). Discovering points of interest from users' map annotations. *GeoJournal* 72(3-4), 215-27

\* Collins, C., and Nitins, T. (2009). Bringing the Internet down to earth: emerging spaces of locative media. Record of the Communications Policy & Research Forum November 19-20, 2009. (See PDF page 146--)

Ishikawa, T., Murasawa, K., and Okabe, A. (2009). Wayfinding and art viewing by users of a mobile system and guidebook. Journal of Location Based Services 3(4): 277-93.


Week15 – Student Presentations

Students will present semester group projects in their discussion sessions

## Attendance policy

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.

Excused absences

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. Zook will provide you with the opportunity to make up missed work.

Make-up Policies

If a student is forced to miss class for an excused absence (see UK Student Code Part II section 5.2.4.2), please provide 1 week prior notice to allow for possible flexibility in rescheduling course work. If a student misses a test date without properly excused absence no credit will be given for the missed test. Similarly, assignments handed in after a due date without reasonable cause will incur penalties (-10% per day). The instructor reserve the right to request appropriate verification for absences.

## 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. The site includes brief quizzes on related topics.

## Academic accommodations due to disability
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.

## 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:

- 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
- Put away your reading material (other than perhaps readings necessary for the lecture/course)

- Turn off all cell phones, pagers, Blackberries, I-phones, I-pods, and other disruptive devices
- Show up on time. Late arrivals (and unnecessary) early departures are rude and disruptive.
- 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.
- It is assumed that students are familiar with the issues of plagiarism and cheating (see section above)