

**Geography 130: Developing Countries
Spring 2018**

LEFRAK 2205

M & W 11:00 a.m. – 11:50 a.m.

(for discussion times, check testudo)

Instructor: Ronald W. Luna

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Office: 2181J Lefrak Hall

Office Hours: By appointment

Class website: www.elms.umd.edu for class materials

Teaching Assistants:

Head TA: Rachel Lamb

Email: rachlamb@umd.edu

Sections: 104, 105, 110

Office hours: Wednesdays, 1:00-3:00pm

Office: LeFrak 1113

TA: Carrie Lewey

Email: clewey@terpmail.umd.edu

Sections: 106, 108

Office Hours: Wednesdays, 1:00-3:00pm

Office: LeFrak 1113

TA: Shannon Corrigan

Email: shannon.n.corrigan@gmail.com

Sections: 101, 102

Office hours: Thursdays, 12:00-1:00pm or by appt.

Office: LeFrak 1113

TA: Libby Truitt

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Sections: 103

Office Hours: Wednesdays, 10:00-11:00am

Office: LeFrak 1113

TA: Vanessa Reyes

Email: vreyes233@yahoo.com

Sections: 107

Office Hours: Mondays, 3:30-4:30pm

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TA: Ashley Mangold

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Sections: 109

Office Hours: Thursdays, 1:00-2:00pm

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Course Goals

You have chosen this course as part of the new GenEd Distributive Studies - History and Social Sciences (DSHS) and Scholarship in Practice (DSSP) category. This course will also satisfy the CORE Behavioral and Social Science (SB) and Diversity (D) categories. An introduction to the geographic characteristics of the development problems and prospects of developing countries. Spatial distribution of poverty, employment, migration and urban growth, agricultural productivity, rural development, policies and international trade. Portraits of selected developing countries.

In this course you will actively learn about cultural diversity by studying developing countries from different points of view. To help you understand different perspectives, especially the perspectives of people in developing countries, you will participate in a variety of activities in both the large group setting and your discussion groups. Your readings and video assignments will provide the basis for role plays in the exercises which will highlight different cultural perspectives. You will also learn about how geographers, as social scientists, study spatial human and environmental relationships. In your groups you will work with different kinds of data used by social scientists.

The objective of this course is to make you aware of the importance of a geographic perspective in understanding the human condition. Major topics associated with the subfields in geography will be introduced while exploring the impacts of environment, culture, and location on developing countries in the local and global context. Developing countries provide a “real world” context in which to understand the different perspectives of cultures and the process of cultural change as it is influenced by how people perceive and organize their territory.

Learning Outcomes

Upon completion of a *History and Social Sciences* course:

- Students will demonstrate knowledge on the fundamental concepts and ideas of Geography relating to developing countries
- Students will demonstrate critical thinking in evaluating causal arguments in the Developing World by analyzing major theories and the surrounding human and physical contexts in which they take place over time.
- Students will understand how culture evolves spatially and temporally and the impact these evolutions have on individuals’ perceptions, actions, values and ethnic identity
- Students will be able to analyze contemporary issues such as population, urbanization, globalization, gender, ethnic conflict and migration in order to develop their own policies for social change.

Upon completion of a *Scholarship in Practice* course:

- Demonstrate an ability to select, critically evaluate, and apply relevant theories and concepts to scholarship in Geographical Sciences in all individual and group assignments.
- Articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting by group projects and weekly discussions.
- Demonstrate an ability to critique existing applications of scholarship in order to learn from past success and failures through research papers and group projects.
- Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions by weekly discussion, research papers and group projects.
- Effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined) by creating a YouTube video of their group research paper.

Breakdown of the class activities and assignments.

Planning and Preparing	Critiquing and Revising						
Foundational Papers	Individual papers (Legacy and Gender) facilitate knowledge acquisition on development topics. Students will receive feedback from the instructor on ways to improve their analysis for the group paper and project.						
In-class group activities	<p>Each week, groups will work with and report on a different data set, building skills and accumulating knowledge which they can apply and incorporate into their final group projects and reports. Students will receive in-class feedback from the instructor when they report their results at the end of the session.</p> <table border="1" data-bbox="521 1367 1330 1482"> <tr> <td>Activities 1-5</td> <td>Lead to Foundation Paper - Legacy</td> </tr> <tr> <td>Activities 6-10</td> <td>Lead to Foundation Paper - Gender</td> </tr> <tr> <td>Legacy & Gender Paper</td> <td>Lead to Final Group Project and Paper</td> </tr> </table>	Activities 1-5	Lead to Foundation Paper - Legacy	Activities 6-10	Lead to Foundation Paper - Gender	Legacy & Gender Paper	Lead to Final Group Project and Paper
Activities 1-5	Lead to Foundation Paper - Legacy						
Activities 6-10	Lead to Foundation Paper - Gender						
Legacy & Gender Paper	Lead to Final Group Project and Paper						
Out of class group meetings	Regular group meetings outside of class. Students will be examining various databases and analyzing data. Regular group meetings will allow them to share and critique their work, and make revisions.						
In-class group planning session	Students will meet with their groups to continue planning, provide brief reports to the instructor and obtain feedback.						

Course Videos: Several short documentaries and/or TED Talks will be posted on ELMS for your review. Material from these required videos will be used to inform discussion activities and may be included on exams. Students are expected to

watch the assigned video before attending discussion. All videos will be made available by the Monday of the week they are due.

Email: If you send an email to the Instructor or T.A. regarding GEOG 130 please put in the subject **GEOG 130** for a quick response. We aim to answer most email within a 24-hour period during the work week. **Do not use Canvas to communicate with the instructor.**

Review University policies for Undergraduate Students issues listed below:
<http://www.ugst.umd.edu/courserelatedpolicies.html>

Students with special needs - I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form, which was updated in the Fall 2016 semester. Only written DSS documentation of the accommodation will be considered. **This form must be presented to me no later than Wednesday, February 7, 2018. I am not able to accommodate students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UM's DSS Office after February 7, 2018.**

Disruptive Students: Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants, or myself will be subject to being referred to the Office of Student Conduct or to Campus Police. You are expected to adhere to the "Code of Student Conduct."

Religious Observance: By **February 7, 2018**, students must provide me, in writing, a request for a make up exam for an exam date on this syllabus that you are unable to make due to a specific religious observance (specify) on a specific date. Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are NOT made for travel to and from the religious observance."

Attendance: Attendance is strongly advised at the lecture since questions on the exams will come from lecture material, films, group exercises, and reading assignments.

Discussion: There will be discussion every week and it is mandatory. If you do not attend, it is at your own risk. There will be class activities throughout the semester that will be rewarded with various participation points. **You have to be in class and participate in a positive manner to receive the points.** Your TA will set specific expectations regarding how participation points are earned in discussion. Again, if you are not present, arrive late, leave early, or do not participate, do not expect to receive full points. **All participation grades must be contested within one week of their posting.**

In my class, the student is responsible to email me PRIOR to class to inform me that you will not be able to attend due to illness or injury, and thus will miss the class participation/homework/exam/paper deadline. On the very next class session that you are in attendance, you must present me with a self-signed note for missing one single lecture/recitation/laboratory. This note must include the date of illness and a statement that the information you have provided is true. You must also state that if your absence is found to be false, you understand that you will be referred to the Office of Student Conduct. The statement must be signed and dated. Do understand that only one self-signed note for one absence will be allowed. For consecutive absences or a major assignment/exam, I will require a Health Center or medical doctor's health excuse. If you do not inform me or if you do not present me with timely documentation, 0 points will be given to you for class participation/homework/exam/paper. Note: In the case that you are unable to get a written medical excuse, you may ask your provider for a copy of your medical notes for the specific visit(s) in question.

Please review the University policy regarding attendance policies:
<http://www.ugst.umd.edu/courserelatedpolicies.html>

Attendance at lecture is ***strongly suggested. You are expected to take an active part in all class exercises. The philosophy of this course is based on *interactive learning, so be prepared to participate, learn, and think.****

College sponsored events: If you must miss class for a **college-sponsored** event, please furnish written documentation of the event.

Grading: There will be two exams, a final exam, two individual papers, a group project, and weekly discussion activities related to the weekly lectures. You are bound by the Honor Code for all course assignments and exams. The number of points possible for each assignment is located at the end of the syllabus. *Most written work will be due and handed in online via the course website; however, your individual TA may have different preferences. Check with your TA about expectations regarding method of turning in assignments.*

As a rule, **points will be deducted from class assignment/papers/projects returned in late at a rate of 10 points per day. No class assignments/papers/projects will be accepted after a week of the due date and will NOT be accepted via email unless prior arrangements were made with your TA.** If you need to turn in an assignment early or late please turn it in to my mailbox located in 2181J Lefrak Hall and have the secretary stamp your assignment. General guidelines for written assignments will be outlined below, and expectations for each assignment will be clearly stated at the time the assignments are given and displayed in the course web site.

University of Maryland Procedures for Review of alleged Arbitrary and Capricious Grading—Undergraduate Students
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-120B.pdf>

Graded Assignments: These fall into one of two categories (individual or group). For all group assignments, only your group leader should submit the assignment.

Individual

Foundational Paper #1 Legacy Paper – 50 points

Foundational Paper #2 Gender Paper – 50 points

Discussion Participation – 100 points

Examination #1 – 100 points

Examination #2 – 100 points

Examination #3 – 100 points

Group

Final Paper: Development Plan - 50 points

Group Planning Report – 10 points

Background Paper – 20 points

Feedback Report – 10 points

Video Presentation 40 points

Total: 630 Points

Grading Plus/Minus Grading:

All assignments will be given a numerical grade on a 100-point scale. At the end of the semester, your overall numerical grade will be calculated based on points earned with relative assignment weights applied. It will then be converted to a letter grade using the following scale.

100-93 = A

92-90 = A-

89-87 = B+

86-83 = B

82-80 = B-

79-77 = C+

76-73 = C

72-70 = C-

69-67 = D+

66-63 = D

62-60 = D-
59-0 = F

All grades will be determined by the above method. **There will be no extra credit assignments.**

Academic integrity: Academic dishonesty is a serious offence that can result in suspension or expulsion from the University of Maryland. All assignments should be **your own work**. Since there are several writing assignments, plagiarism would not be tolerated.

Please refer to the following website to determine how the University of Maryland defines plagiarism:
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>

All assignments must be cited properly, especially when using direct quotations, paraphrasing, or using ideas that are not your own and come from another author (Including websites!!!!).

Guidelines for written assignments: You have several written assignments for this course. All assignments will be uploaded on ELMS unless you are given explicit instructions by your section TA to the contrary. Specific expectations and materials for each assignment will be provided in discussion; however, these are the **general** guidelines to follow:

- All assignments must be typed using double-spaced, 12-point font, Times New Roman, and one-inch margins. Number each of your assignment pages and don't forget to include a cover sheet.
- A cover sheet for each assignment should contain your: first/last name, section number, and assignment title (including, at the very least, the primary country you are writing about and general topic). For example, your title might be something like: "Impacts of Gender on Education in Burundi." If this is a group assignment, you must include all group members' names on the cover page.
- Follow the guidelines for each assignment's page length. Your TA will clarify page minimums and maximums.
- Assignments will be graded on the stated criteria posted to ELMS. While spelling, grammar, punctuation, word choice, sentence style, etc. are not necessarily specific categories, your TA reserves the right to deduct points if your paper is not written to college level. We strongly encourage you to visit the Writing Center in 1205 Tawes Hall if writing is not your strongest skill. You can find more information at:
<http://www.english.umd.edu/academics/writingcenter>.
- You may turn in assignments as late up to one week following the due date but you will be penalized 10 points per day. Once the due time passes, the assignment is late regardless of your reason. If you have an emergency, please communicate with your TA in a timely fashion to prevent any penalties.
- Each assignment must adhere to proper citation format (either MLA or APA) and include both parenthetical and bibliographic references.

Please Note: There are older editions of the textbook floating around and sometimes our instructions deviate from listed requirements in the text. Please pay careful attention to what your TA covers in discussion regarding assignment content and format. When this differs from the text, the instructions your TA has provided supersede those of the text.

Effective: January 24, 2018

This schedule is subject to change. Please regularly check the ELMS site and listen in lecture/discussion for course announcements.

Week 1: What is a “Developing” Country?			
W	1.24	Lecture 1: Introduction	
Th	1.26	No Discussion: Review Activity 1 independently	
F	1.27		
Week 2: The Legacies of Colonization I			
M	1.29	Lecture 2: How do you define a <i>developing</i> country?	
W	1.31	Lecture 3: Legacy of colonization in Latin America	
Th	2.1	Discussion: Activity 2 – Defining <i>developing</i> and <i>development</i>	Participation 1
F	2.2		
Week 3: The Legacies of Colonization II			
M	2.5	Lecture 4: Legacy of colonization in Asia	
W	2.7	Lecture 5: Legacy of colonization in Africa	
Th	2.8	Discussion: Activity 3 – Latin America and Caribbean	Participation 2
F	2.9		
Week 4: Population Dynamics and Characteristics I			
M	2.12	Lecture 6: Population	
W	2.14	Lecture 6: Population	
Th	2.15	Discussion: Activity 4 – Africa	Participation 3
F	2.16		
Week 5: Population Dynamics and Characteristics II			
M	2.19	Lecture 6: Population	
W	2.21	EXAMINATION 1: Lectures 1-6	Exam 1 (in class)
Th	2.22	Discussion: Research session in McKeldin Library Thursday Sections 101, 107, 108 meet in McK Rm. 6101 Thursday Sections 102, 109 meet in McK Rm. 6107 All Friday Sections meet in McK Rm. 6103	Participation 4
F	2.23		
Week 6: Poverty and Urbanization			
M	2.26	Lecture 7a: Poverty	
W	2.28	Lecture 7b: Urbanization	
Th	3.1	Discussion: Activity 6 – Urbanization	Participation 5 Legacy Paper (ELMS, Fri. midnight)
F	3.2		
Week 7: Migration			
M	3.5	Lecture 8: Migration	
W	3.7	Lecture 8: Migration	
Th	3.8	Discussion: Activity 7 – Migration	Participation 6
F	3.9		
Week 8: Health			
M	3.12	Lecture 9: Health	
W	3.14	Lecture 9: Health	
Th	3.15	Discussion: Activities 8 & 9 – Health, Education and Gender	Participation 7
F	3.16		
SPRING BREAK: MARCH 19 –MARCH 25			
Week 9: Gender			
M	3.26	Lecture 10: Gender	
W	3.28	Lecture 10: Gender	

Th F	3.29 3.30	Discussion: Introduction to the group project	Participation 8 Begin Group Planning Report Gender Paper (ELMS, Fri. midnight)
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Week 10: Ethnicity, Race, and Tribal Affiliation			
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M	4.2	Lecture 11: Ethnicity and Ethnic Conflict	
W	4.4	Lecture 11: Ethnicity and Ethnic Conflict	
Th F	4.5 4.6	Discussion: In-class group work session	Background Report (ELMS, Fri. midnight)

Week 11: Politics and Political Stability			
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M	4.9	Lecture 12: Politics and Political Stability	
W	4.11	EXAMINATION 2: Lectures 7-11	Exam 2 (in class)
Th F	4.12 4.13	Discussion: In-class group work session	Submit Group Planning Report (ELMS, Fri. midnight)

Week 12: Debt, Aid, and International Organizations			
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M	4.16	Lecture 13: Debt, Aid, and International Organizations	
W	4.18	Lecture 13: Debt, Aid, and International Organizations	
Th F	4.19 4.20	Discussion: Activity 10 - Governance	Participation 9

Week 13: Globalization			
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M	4.23	Lecture 14: Globalization	
W	4.25	Lecture 14: Globalization	
Th F	4.26 4.27	Discussion: Activity 11 – Macroeconomics	Participation 10

Week 14: Environmental Sustainability			
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M	4.30	Lecture 15: Environmental Sustainability	
W	5.1	Lecture 15: Environmental Sustainability	Video Link (ELMS, midnight)
Th F	5.3 5.4	Discussion: Group Video Presentation	Feedback Report (ELMS, Fri. midnight)

Week 15: Looking Forward			
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M	5.7	Lecture 16: Looking Forward	
W	5.9	EXAMINATION 3: Lectures 12-16	Exam 3 (in class)
Th F	5.10 5.11	No Discussion No Discussion/Reading Day	

Week 16: Finals Week			
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M	5.14	No Class	
	TBD	FINAL PAPER DUE in lieu of Final Exam	Development Paper (ELMS)