

**Geography 130: Developing Countries**  
**Fall 2018**  
**LEFRAK 2205**  
**M & W 11:00 a.m. – 11:50 a.m.**  
**(for discussion times, check testudo)**

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**Office Hours: By appointment**  
**Class website: [www.elms.umd.edu](http://www.elms.umd.edu) for class materials**

**Teaching Assistants:**

**Head TA: Rachel Lamb**  
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**Sections: 201**  
**Office Hours: Wednesdays, 12-1pm**  
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**TA: Ipsita Kumar**  
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**Sections: 205, 209**  
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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 development plan.

Breakdown of the class activities and assignments.

<b>Planning and Preparing</b>	<b>Critiquing and Revising</b>
Foundational papers	Individual papers (Legacy and Gender) facilitate knowledge acquisition on development topics. Students will receive feedback from the TA on ways to improve their analysis in anticipation of the group paper and project.
Group discussions	Each week, students will work with different datasets, building skills and accumulating knowledge which they can apply and incorporate into their foundational papers and final group project. The TA will also facilitate a focused discussion on current events and expand on important concepts introduced in lecture.
Group planning sessions	In the second half of the course, students will meet with their project groups to advance planning on their group paper and video. Groups will submit progress reports to their TA and obtain feedback on key project components.
Reflection assignments	Each week, students will be asked to submit a short written response to a key question posed in discussion. This work is an essential component of course participation. Students will receive feedback from the TA in anticipation of upcoming assignments or exams.

**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 Monday, September 10, 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 September 10, 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 **September 10**, 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 lecture since questions on the exams will come from lecture material, films, group exercises, and reading assignments.

*Discussion:* There will be a mandatory discussion every week. **To receive participation points, you must come to discussion and actively participate.** Your TA will set specific expectations regarding how participation points are earned in discussion through activities and group dialog. Again, if you are not present, arrive late, leave early, or do not participate, do not expect to receive full points.

In my class, the student is responsible to email me or their TA **in advance** if unable to attend discussion or make an assignment deadline due to illness or injury. On the very next class session that you are in attendance, you must present me with a doctor's note. Each student is able to use a [self-signed sick note](#) only **once** during the semester if unable to visit the doctor. 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. For consecutive absences or an absence that affects a major assignment/exam, I will require a Health Center or medical doctor's health excuse. If you do not inform me/your TA in advance, or if you do not present timely documentation, you receive a zero for the applicable 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 actively engage 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 **in advance**.

**Grading:** There will be three exams, two individual papers, a group project, and weekly discussion activities. 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.

University of Maryland procedures for review of alleged arbitrary and capricious grading—  
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-120B.pdf>

**Late Penalty**

All assignments must be uploaded to ELMS before the deadline. **Late assignments are assessed a 5% penalty per day with the exception of the development plan paper which will not be accepted after the deadline.**

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

**Individual (80%)**

Foundational Paper #1 Legacy Paper – 50 points  
Foundational Paper #2 Gender Paper – 50 points  
Examination #1 – 100 points  
Examination #2 – 100 points  
Examination #3 – 100 points  
Discussion Participation – 130 points

**Group (20%)**

Group Planning Report – 5 points  
Background Report – 25 points  
Video Presentation - 40 points  
Feedback Report – 10 points  
Final Development Plan - 50 points

**Total: 660 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. Additionally, all of the work you submit via ELMS will be evaluated via TurnItIn. Papers scoring above 15% will be subject to further review.

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>

### **Standard Writing Guidelines:**

Both individual papers, the group background report, and the group development plan should follow the same writing guidelines, including:

- Cover page with name(s), date, course and section number, and the title of your paper
- 5-7 pages in length
- Double-spaced
- 12-point font
- Times New Roman font
- One-inch margins
- Page numbers top right corner (excluding cover page)
- Sections headings
- No extra spacing between paragraphs
- Support from a minimum of four credible sources and two databases highlighted in discussion. See library course guide for more information: <https://lib.guides.umd.edu/geog130>
- A complete bibliography. Please adhere to proper APA citation format, including both in-text/parenthetical citations and final references. For more information please see: <https://owl.english.purdue.edu/owl/resource/560/02/>

A sample paper with much of the format describe above can be found here:  
<https://owl.english.purdue.edu/owl/resource/560/18/>;

Clear writing is important for communicating your ideas effectively. 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, and schedule an appointment at: <http://www.english.umd.edu/academics/writingcenter>.

**Effective: September 5, 2018**

Please regularly check the ELMS course page and listen in lecture/discussion for course announcements that may affect the course schedule.

Day	Date	Topic	Item Due
<b>Week 1: What is a “Developing” Country?</b>			
M	8.27	Lecture 1: Introduction	
W	8.29	Lecture 2: How do you define a <i>developing</i> country?	
Th	8.30	<b>NO Discussion</b>	
F	8.31	<b>NO Discussion</b>	
<b>Week 2: The Legacies of Colonization I</b>			
M	9.3	<b>NO SCHOOL</b>	
W	9.5	Lecture 3: Legacy of colonization in Latin America	
Th	9.6	Discussion: Defining <i>developing</i> and <i>development</i>	
F	9.7		
<b>Week 3: The Legacies of Colonization II</b>			
M	9.10	Lecture 4: Legacy of colonization in Africa	<b>Reflection Assignment (Mon. 11am)</b>
W	9.12	Lecture 5: Legacy of colonization in Asia	
Th	9.13	Discussion: Using and comparing databases	
F	9.14		
<b>Week 4: Population Dynamics and Characteristics I</b>			
M	9.17	Lecture 6: Population	<b>Reflection Assignment (Mon. 11am)</b>
W	9.19	Lecture 6: Population	
Th	9.20	Discussion: Connecting population and economic	Watch video before discussion
F	9.21	development	
<b>Week 5: Population Dynamics and Characteristics II</b>			
M	9.24	Lecture 6: Population	<b>Reflection Assignment (Mon. 11am)</b>
W	9.26	<b>EXAMINATION 1: Lectures 1-6</b>	
Th	9.27	Discussion: Library research session in McKeldin	All sections meet in <b>McK Rm. 6107</b>
F	9.28	Library	
<b>Week 6: Poverty and Urbanization</b>			
M	10.1	Lecture 7: Poverty	<b>Reflection Assignment (Mon. 11am)</b>
W	10.3	Lecture 7: Urbanization	
Th	10.4	Discussion: Assessing poverty and equity in	Watch video before discussion
F	10.5	urbanization	<b>Legacy Paper (Fri. 11:59pm)</b>
<b>Week 7: Migration</b>			
M	10.8	Lecture 8: Migration	<b>Reflection Assignment (Mon. 11am)</b>
W	10.10	Lecture 8: Migration	
Th	10.11	Discussion: Determining types and patterns of	
F	10.12	migration	
<b>Week 8: Health</b>			
M	10.15	Lecture 9: Health	<b>Reflection Assignment (Mon. 11am)</b>
W	10.17	Lecture 9: Health	
Th	10.18	Discussion: Understanding gender bias in health and	Watch video before discussion
F	10.19	education	
<b>Week 9: Gender</b>			
M	10.22	Lecture 10: Gender	<b>Reflection Assignment (Mon. 11am)</b>
W	10.24	Lecture 10: Gender	
Th	10.25	Discussion: Developing project priorities	<b>Gender Paper (Fri. 11:59pm)</b>
F	10.26		<b>Planning Report (during discussion)</b>

<b>Week 10: Ethnicity, Race, and Tribal Affiliation</b>			
M	10.29	Lecture 11: Ethnicity and Ethnic Conflict	<b>Reflection Assignment</b> (Mon. 11am)
W	10.31	Lecture 11: Ethnicity and Ethnic Conflict	
Th	11.1	Discussion: Crafting mission and vision statements	<b>Background Report</b> (Fri. 11:59pm)
F	11.2		
<b>Week 11: Politics and Political Stability</b>			
M	11.5	Lecture 12: Politics and Political Stability	<b>Reflection Assignment</b> (Mon. 11am)
W	11.7	<b>EXAMINATION 2: Lectures 7-11</b>	
Th	11.8	Discussion: Persuading your audience	
F	11.9		
<b>Week 12: Debt, Aid, and International Organizations</b>			
M	11.12	Lecture 13: Debt, Aid, and International Organizations	<b>Reflection Assignment</b> (Mon. 11am)
W	11.14	Lecture 13: Debt, Aid, and International Organizations	
Th	11.15	Discussion: Exploring impacts of debt, foreign aid, and corruption	Watch video before discussion
F	11.16		
<b>Week 13: Globalization</b>			
M	11.19	Lecture 14: Globalization	<b>Reflection Assignment</b> (Mon. 11am)
W	11.21	<b>NO SCHOOL</b> – Thanksgiving Break	
Th	11.22	<b>NO SCHOOL</b> – Thanksgiving Break	
F	11.23		
<b>Week 14: Environmental Sustainability</b>			
M	11.26	Lecture 14: Globalization	
W	11.28	Lecture 15: Environmental Sustainability	
Th	11.29	Discussion: Questioning the “sustainability” of development	Watch video before discussion
F	11.30		
<b>Week 15: Looking Forward</b>			
M	12.3	Lecture 15: Environmental Sustainability	
W	12.5	Lecture 16: Looking Forward	<b>Video Link</b> (Weds. 11:59pm)
Th	12.6	Discussion: Group Video Presentation	<b>Feedback Report</b> (Fri. 11:59pm)
F	12.7		
<b>Week 16: Finals Week</b>			
M	12.10	<b>EXAMINATION 3: Lectures 12-16</b>	
W	12.12	<b>No Class</b>	
Th	12.13	<b>NO Discussion</b>	<b>Development Paper</b> (Fri. 10:00am)
F	12.14	<b>NO Discussion</b>	